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ABSTRACT

This post-doctoral study was conducted to investigate selected features of graduate schools, including graduate schools of education, and graduate programs in curriculum studies in 25 leading research universities in the United States. This document describes the unique features of each of the graduate schools in the universities in regard to enrollment, faculty and student groups, tuition rates, school programs, degrees offered, academic requirements for admission and graduation, doctoral degrees awarded, student services and housing, financial aid, library and computer facilities; features of the graduate programs in curriculum studies in regard to enrollment, name of the unit, head and/or faculty contact, graduate programs offered, entrance and degree requirements, graduate degrees awarded, goals and strengths of the graduate degrees; unique research features about each of the 25 programs in curriculum studies in regard to curriculum research, availability of research courses dealing with forms of curriculum inquiry, methods of preparing graduate students in curriculum inquiry, faculty research, research problems, and forms of curriculum inquiry employed in 1,547 doctoral dissertations published from January 1993 to June 1994. Graduate programs at the following colleges or universities were included: Boston College (Massachusetts), Cornell (New York), Harvard (Massachusetts), Indiana, Louisiana State, Michigan State, Ohio, Pennsylvania State, Purdue (Indiana), Rutgers (New Jersey), Stanford (California), Teachers College/Columbia (New York), Georgia, Illinois, Iowa, Michigan, Minnesota, North Carolina, Southern California, Texas, Virginia, Washington, Wisconsin, and Vanderbilt (Tennessee). Five appendices provide the following: (1) letters and survey questionnaires; (2) glossary of terms; (3) research questions and list of selected universities; (4) descriptions of the 25 universities, unique features of graduate schools and graduate programs in curriculum studies, graduate curriculum research, and synthesis of each of the 1,547 doctoral dissertations published from January 1993 to June 1994; and (5) author's curriculum vitae. (LL)

ED 379 282

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GRADUATE SCHOOL PROGRAMS AND DOCTORAL RESEARCH IN CURRICULUM
STUDIES IN TWENTY-FIVE LEADING RESEARCH UNIVERSITIES IN THE UNITED
STATES OF AMERICA

A Report of a Post-Doctoral Fellowship Research Study

By

CARMEN LEONOR ROSALES, Ph.D.

Associate Professor

The National Open University (UNA)

The Catholic University Andres Bello (UCAB)

Financial Sponsors:

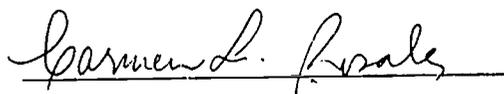
Fundayacucho—LASPAU

(affiliated with Harvard University)

and

Organization of American States

I grant the Organization of American States-OAS/OEA, the Venezuelan Foundation Gran Mariscal de Ayacucho- FGMA, the Latin American Scholarship Program of American Universities—LASPAU (affiliated with Harvard University), and The Pennsylvania State University (USA) the non-exclusive rights to use this work for these institutions' own purposes and to make single copies of the work available to the public on a not-for-profit basis if copies are not otherwise available.



Carmen Leonor Rosales, Ph.D.

September, 1994

Acknowledgments

This research project was conducted under a grant from the Organization of American States (OAS-OEA) and the Venezuelan Foundation "Gran Mariscal de Ayacucho" (FGMA) through the Latin American Scholarship Program of American Universities (LASPAU—affiliated with Harvard University) with faculty assistance, support, and the use of facilities of The Pennsylvania State University where the project was based and where the project director, Dr. Carmen Leonor Rosales, held a Post-Doctoral Research Fellowship during 1993-1994. I want to thank the above mentioned organizations and especially Dr. Carlos Paldao (OAS) and Dr. Leopoldo Lopez Gil (FGMA), for their support.

I am very grateful to my mentor-friends at The Pennsylvania State University, Dr. Edmund C. Short, Professor of Curriculum; Dr. William Toombs, Professor Emeritus of Higher Education; Dr. Diane L. Common, Head of the Department of Curriculum and Instruction; Dr. Francis DiVesta, Professor of Educational Psychology; and Dr. Francis R. McKenna, Professor Emeritus of Educational Theory and Policy, for all they have taught me about academic life in American Higher Education and for their hospitality, their unconditional support, and assistance given to me during my residence at The Pennsylvania State University.

I would also like to thank Professor Socorro Peraza, Rector, Dr. Arturo Banegas, Coordinator of the Rectorate, and Professor Edgar Ramirez, Coordinator of the Metropolitan Local Center of the National Open University, (UNA, Venezuela) as well as the Dean of the Faculty of Humanities and Education Professor Orlando Alvarez, the Director of the School of Education, Professor Rafael Estrada, and the head of the Pedagogical Sciences Department, Professor Aida Noda from the Catholic University Andres Bello (UCAB, Venezuela), for approving my leave of absence and the facilities provided so that I might be able to come to the United States of America to conduct this study.

Recognition is also made to the participants of this study: Curriculum Department Chairs, Professors, and Admission Officers from 25 leading research Universities throughout the United States of America: Boston College, Cornell University, Harvard University, Indiana University, Louisiana State University, Michigan State University, Ohio University, Pennsylvania State University, Purdue University, Rutgers University, Stanford University, Teachers College-Columbia University, University of Georgia, University of Illinois-Chicago, University of Illinois-Urbana, University of Iowa, University of Michigan, University of Minnesota, University of North Carolina, University of Southern California, University of Texas, University of Virginia, University of Washington, University of Wisconsin, and Vanderbilt University.

I would also like to acknowledge especially Dr. Edmund C. Short, The Pennsylvania State University, for his assistance in reviewing the plan for the study and in editing this report.

The contents of this study represents the work of the author and endorsement by the institutions and individuals mentioned in it should not be assumed.

Carmen Leonor Rosales
September, 1994

Abstract

This study investigated selected features of graduate schools, including graduate schools of Education, and graduate programs in Curriculum Studies in 25 selected leading research universities of the United States of America. The primary purpose of this study was to describe the unique features or strengths of graduate programs in Curriculum Studies, research courses offered by them, ways of preparing graduate students in research, and research problems and forms of curriculum inquiry employed in doctoral dissertations published from January 1993 to June 1994.

Answers to the following research questions were sought in order to address the general purpose of the study: (1) What are the selected 25 leading research universities which include graduate schools of Education and graduate programs in Curriculum Studies? (2) What are some of the unique features about each of the graduate schools in these universities in regard to: enrollment, faculty and students groups, tuition rates, school programs, degrees offered, academic requirements for admissions and for graduation, doctoral degrees awarded, student services and housing, financial aid, library and computer facilities for the period 1993-94? (3) What are the unique features about each of the 25 graduate schools of Education and graduate programs in Curriculum Studies in these universities in regard to: enrollment, name of the unit, head and/or faculty contact, graduate programs offered, entrance and degree requirements, graduate degrees awarded, goals, and strengths that characterize these? (4) What are the unique research features about each of the 25 graduate programs Curriculum Studies in regard to curriculum research, availability of research courses dealing with forms of curriculum inquiry, ways of preparing graduate students in curriculum inquiry, faculty research, research problems and forms of curriculum inquiry employed in the published doctoral dissertations during 1993-94? (5) How do these unique features (same as listed under 2, 3 & 4) compare with each other among these 25 leading research universities? What are their typical features?

The descriptive study approach supplemented by a comparative analysis is the methodology used for the study. The following are the aspects that form the bases of information for this study: twenty five categories to describe unique features of graduate schools and curriculum programs identified by the researcher, twelve of them from the Peterson's Guide (1993-95); five categories to describe the strengths of the exemplary graduate programs as identified by Keim (1983); seventeen forms of curriculum inquiry identified by Short (1991), integrated in ten by the researcher; 1547 doctoral dissertations published during 1993-94 by the selected 25 Graduate-Professional Programs of Curriculum Studies; a survey questionnaire answered by department chairs, professors and admission officers; directories, catalogs, and information materials (1994) from each selected university identified by the U.S News and World Report (1991 and 1993) as "National Top Universities," identified by the Carnegie Foundation for the Advancement of Teaching (1994) as "research leading universities," including the widely recognized "Big Ten Universities".

The 25 surveyed U.S universities were the following: Boston College, Cornell University, Harvard University, Indiana University, Louisiana State University, Michigan State University, Ohio University, The Pennsylvania State University, Purdue University, Rutgers University, Stanford University, Teachers College-Columbia University, University of Georgia, University of Illinois-Chicago, University of Illinois-Urbana, University of Iowa, University of Michigan, University of Minnesota, University of North Carolina, University of Southern California, University of Texas, University of Virginia, University of Washington, University of Wisconsin, and Vanderbilt University.

The main contribution of this study is to provide recent information about the unique features and strengths of selected graduate schools, professional graduate programs in Education (especially Curriculum Studies programs) in the United States of America which may be useful in choosing a college or university to attend. This report gives important characteristics of 25 leading research universities in the USA which can be helpful in a student's decision to apply to a particular college or university. Information on the availability of different research courses in which selected forms of curriculum inquiry are taught, the identification of the typical ways of preparing future research leaders in Curriculum Studies, and the examples of 1547 doctoral dissertations that illustrate the application of ten integrated forms of curriculum inquiry all contribute to the knowledge needed by students and others to make informed decisions about which university and program to enter.

Results of this study will also be used to improve the knowledge of national and international administrators (especially from institutions which provide financial aid for graduate study in education), as well as faculty and student knowledge about these programs. Information will also help guide decision making concerning the creation or redesign of future Curriculum Studies programs and the kind of educational research preparation that should be provided to graduate students. The study provides some guidance and direction for facilitating the development of similar programs within other Education-graduate programs. Such programs are essential to the development of educational systems; without these graduate programs, oriented toward curriculum research, it will be very difficult to provide quality to the other levels of the system.



State College, July 30th, 1994

TO WHOM IT MAY CONCERN

On behalf of the Department of Curriculum and Instruction, College of Education, The Pennsylvania State University, I am pleased to certify that Professor Carmen L. Rosales-Dordelly has been with us as a Postdoctoral Scholar in the Department of Curriculum and Instruction since November 1993. As a Ph.D. Graduate of this College, she had the opportunity to interact and consult with many of the faculty that she knew across a number of departments, especially Professor Edmund Short, who was her official sponsor and with whom she worked in Curriculum and Supervision, Professor William Toombs in Higher Education, Professor Francis DiVesta in Educational Psychology and Professor Francis McKenna in Educational Administration, Policy and International Education.

Professor Rosales-Dordelly was able to participate in graduate classes, talk with students, attended seminars and courses with the privileges of faculty members, had meetings and interviews with professors in her fields of interest, and used the facilities of Penn State libraries while she was engaged in an on-going educational research in the area of Curriculum Development and Inquiry in Doctoral Programs in selecting leading research universities of the United States. The results of this investigation are to be presented in September to Penn State University and to her official financial granting agencies under Posdoctoral Fellow Program: the Organization of American States and the Fundacion Gran Mariscal de Ayacucho (FGMA-LASPAU).

It is important to say, that we have enjoyed the presence of Professor Rosales-Dordelly. But, especially important to us is our affirmation of continuing our friendship across the nation states and kilometers that will divide us. She has contributed to the quality of life at Penn State University and we are grateful with her for all that she has done to build bridges of understanding between Venezuela and the United States.

Sincerely,

Dianne L. Common, Head
Department of Curriculum and Instruction

cc: Rodney J. Reed, Dean, College of Education

Sworn to and subscribed before me
this 30th day of Sept 1994

Notarial Seal
Rose V. Marriott, Notary Public
State College Area, Centre County
My Commission Expires Jan. 25, 1995

Division of Notaries



State College, September 15, 1994

CERTIFICATION

This is to certify that Dr. Carmen Leonor Rosales, I.D. card number: 3.713.225 from Venezuela has completed with excellence her post-Doctoral Research entitled: "Graduate School Programs and Doctoral Research in Curriculum Studies in 25 Leading Research Universities in the United States of America". This research project was conducted under a grant from the Organization of American States (OAS-OEA) and the Venezuelan Foundation "Gran Mariscal de Ayacucho" (FGMA) through the Latin American Scholarship Program of American Universities (LASPAU -affiliated with Harvard University) with faculty assistance, support, and the use of facilities of The Pennsylvania State University where the project was based and where the project director, Dr. Carmen Leonor Rosales, held a Post-Doctoral Research Fellowship during 1993-1994.

The results of this study provide the most recent information on the unique features and strengths of graduate schools, graduate programs in Education and, in particular, graduate programs in Curriculum Studies. The study focused on the availability of different forms of curriculum inquiry through the research courses offered, the identification of the typical ways for the preparation of the future curriculum research leaders, and the application of forms of curriculum inquiry in doctoral research throughout the selected leading universities of the United States of America from January 1993 through June 1994.

The findings together with the review of the literature could be utilized as criteria by those authorities, professors, researchers, writers and graduate students, and other professionals in education, responsible for instituting, executing, and evaluating graduate curriculum and instructional programs, and research in higher education. These criteria are key factors in choosing a university or a program by prospective graduate students or by national and international institutions in providing graduate financial aid. They are also unique features or categories which are taken in consideration by recognized organizations in classifying universities.

Dr. Carmen Leonor Rosales has done a remarkable work in the development of her research project as a Post-Doctoral Scholar in the Department of Curriculum and Instruction at this University from late November 1993 through September 15, 1994. Therefore, without hesitation I recommend the publication of her research report.

Sincerely,

Edmund C. Short

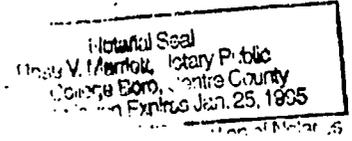
Edmund C. Short

Professor of Education

Post-Doctoral Fellowship Sponsor for Dr. Carmen Rosales

Sworn to and subscribed before me
this 15 day of Sept 1994

Robert M. Murrain





September 30, 1994

The Organization of American States

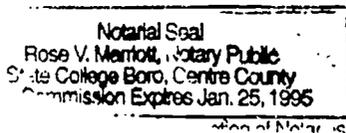
To Whom It May Concern:

It has been my privilege to be associated with **Carmen Leonor Rosales, Ph.D.**, and with her work, "Graduate School Programs and Doctoral Research in Curriculum Studies in Twenty-five Leading Research Universities in The United States of America." Dr. Rosales designed and executed a comprehensive survey of American graduate study in the field of school curriculum development. Using reliable and expert judgments as to institutional quality, she selected carefully a sample that by any standards would be deemed America's leading universities. Her respondents, department heads or other distinguished specialists, provided her with timely information and cues as to the methodological and ideological preferences of their institution's research and training facility. In addition, she extended her grasp of the field by constructing a kind of metastudy of recent doctoral dissertations produced at the twenty-five institutions. Her effort is systematic and comprehensive. Moreover, it is, I believe, the first attempt to bring together a "state of the art" analysis of this specialty.

The utility of the Rosales study for Venezuelan, Latin American, and other scholars in gestation in the "Third World," as for North Americans, is enormous. Few issues of public policy are more crucial than a nation's youth. Curriculum studies departments exist to facilitate the development of the academic, technical, and civic understandings of the rising generation. Rosales has shown, for the United States, what is being done, where, by whom, and more. The study provides insights to the methodological preferences and the sort of issues given precedence in the several sites surveyed. With the Rosales' study in hand, the scholar-practitioner will not be required to rely upon fate in making a decision as to which U.S. university(ies) offers the program, philosophical orientation, and/or research techniques which s/he or a sponsoring agency deem of value; a careful perusal of Rosales' work will eliminate much of the confusion or dread in making the choice of graduate program in this area. Clearly, the work must be published and circulated widely. Dr. Rosales is to be commended for her contribution.

Sworn to and subscribed before me
 this 30th day of Sept 1994

Rose V. Marriott



Sincerely,

Francis R. McKenna

Francis R. McKenna
 Associate Professor of Education



Florida International University

September 14, 1994

To Whom it May Concern:

Re: Report titled, "Graduate School Programs and Doctoral Research in Curriculum Studies in Twenty-Five Leading Research Universities in the United States of America" by Carmen Leonor Rosales, Ph. D.

The above document is an unprecedented survey of Graduate School Programs in Curriculum Studies. It is a thorough and scholarly work and will function as an important guide for development of similar programs in the United States and in other countries. The schools selected for study have programs which serve as a benchmark against which to evaluate other programs already in existence or to be developed in the near future. It places Graduate Programs in Curriculum Studies on an equal basis with doctoral programs in other educational fields. It is my belief that this very worthy document should be disseminated throughout the universities in Venezuela, and Latin America in general. It will also be of interest to most universities in North America as both a resource and benchmark guide. I recommend strongly that information compiled in this document be disseminated in through publications, conferences, lectures, symposia and the like. Dr. Rosales is to be complimented on an excellent research product.

Francis J. Di Vesta

Francis J. Di Vesta, Ph. D.
Professor of Educational Psychology



Department of Curriculum and Instruction
College of Education

The Pennsylvania State University
Chambers Building
University Park, PA 16802-3205

August 30, 1993

Sworn to and subscribed before me
this 5th day of Sept 1994

Rose V. Marrett

Professor Carmen L. Rosales-Dordelly
URB, La Boyera Resid. Las Rocas-Agata Apto. 132
Via El Hatillo FTE a el Cigarral
Caracas, Miranda 1081
VENEZUELA

Notarial Seal
Rose V. Marrett, Notary Public
State College Boro, Centre County
Commission Expires Jan. 25, 1995
The Pennsylvania Association of Notaries

Dear Professor Rosales-Dordelly:

On behalf of the Department of Curriculum and Instruction, College of Education, The Pennsylvania State University, I am pleased to extend an invitation to you to visit and study with us as a Postdoctoral Scholar in the Department of Curriculum and Instruction between November 1993 and September 1994. As a Ph.D. graduate of this department, you know many of the faculty, especially Professor Edmund Short with whom you will be working in Curriculum and Supervision. I know that our faculty will make every effort to make your visit both academically and professionally beneficial to you.

During your visit you will have the opportunity to consult with faculty, engage in studies of your own, and use the facilities of the Penn State libraries. You will be able to participate in classes, talk with students, and present guest lectures if you wish. I understand that you will assist Professor Short in on-going research of mutual interest to both of you in the area of curriculum development and inquiry.

We look forward to your arrival this fall. Professor Short will serve as your official host and will assist you in getting reacquainted with the Department and the University. He will make whatever official arrangements are necessary to allow you to use the services of the University while you are here. Please contact him for assistance in arranging local housing.

We will provide a small work station for your use while visiting the Department. We will try to do everything we can to make your stay with us as a visiting scholar as pleasant and productive as possible. I look forward to meeting you and talking with you upon your arrival.

We have requested that the University's Records and Procedures Department send you the Certificate of Eligibility (FORM IAP-66) which must be completed prior to being permitted to enter the United States as an Exchange Visitor under a J-1 visa. When your travel plans have been completed, please notify Professor Short so that we may plan to receive you on your arrival. FAX 814-863-7602; telephone 814-865-6569; address on this letterhead.

Sincerely,

Dianne Common

Dianne L. Common, Head
Department of Curriculum and Instruction

- cc: Rodney J. Reed, Dean, College of Education
Edwin Herr, Associate Dean, College of Education
A. J. Grill, Assistant to the Dean, College of Education
Edmund C. Short, Professor of Curriculum and Instruction
Richard Riddle, Administrative Assistant to the Head, Curriculum and Instruction

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C E R T I F I C A C I O N

La Oficina de la Secretaría General de la Organización de los Estados Americanos en Venezuela, hace constar por medio de la presente que a la Señora **CARMEN LEONOR ROSALES DE DORDELLY**, portadora del Pasaporte Venezolano No. 3713225, se le ha otorgado una beca de postgrado para la Universidad de Pennsylvania a iniciarse en agosto de 1993, o en enero de 1994.

Se expide la presente certificación a solicitud de parte interesada, en Caracas a los diecinueve días del mes de julio de mil novecientos noventa y tres.



Luisa de Tallebo
LUISA DE TALLEBO
Encargada

Oficina de la OEA en Venezuela

FUNDAYACUCHO

LASPAU

25 Mt. Auburn Street, Cambridge, Massachusetts 02138 USA

Phone: (617) 495-5255

Fax: (617) 495-8990

Bitnet: LASPAU@HARVARDA.BITNET

May 6, 1994

Carmen Leonor Rosales de Dordelly
P.O. Box 10046
State College, PA 16805

Dear Carmen,

We appreciate the time and effort that you and your academic advisor have taken to complete your course outline. We have examined your proposed course of study and compared it to your university catalogue. We are pleased to inform you that your plans meet the guidelines established by the Fundación Gran Mariscal de Ayacucho (Fundayacucho) for its educational scholarship program. We have approved September 15, 1994 as your termination of program date. Your funding and, if applicable, insurance coverage will end on the last day of that month. A copy of the outline will be sent to Fundayacucho with your next progress report.

LASPAU will report to Fundayacucho on your progress three times a year. You and your advisor will be asked to comment on your performance. Please include information on any conferences, events, or other activities in which you partake. Both LASPAU and Fundayacucho enjoy hearing about your accomplishments and successes.

You and your academic advisor should feel free to communicate with LASPAU about your academic activities and funding requirements throughout the year. If you ever have academic difficulties, contact us quickly so that we can work to resolve them. If you or your advisor foresee that you will be unable to complete your program by September 15, 1994, inform us as soon as possible, because extensions are difficult to arrange and are often denied. In that regard, I urge you to begin working on any projects involving extensive research as early as possible to allow for unanticipated delays.

As your advisor at LASPAU, I am here to assist you in meeting your degree objectives. We hope your experience here is rewarding for you both personally and professionally. I look forward to working with you throughout your program.

Please accept my best wishes for a successful program.

Sincerely,



Giselle G. Ferreira
Scholar Advisor for Fundayacucho

enclosure

cc: Dr. Edmund C. Short, Professor
Dr. James Lynch Jr., Director, Office of International Students



FUNDAYACUCHO

LASPAU

25 Mt. Auburn Street, Cambridge, Massachusetts 02138 USA

Phone: (617) 495-5255

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Bitnet: LASPAU@HARVARDA.BITNET

diciembre de 1993

Carmen Leonor Rosales de Dordelly
P.O. Box 10046
State College, PA 16805

Estimado Estudiante:

Quienes en Venezuela sabemos quien es usted y que hace, nos hemos propuesto estar más cerca para unir nuestros esfuerzos, y para hacerle sentir la solidaridad de quienes aquí aplaudimos y apoyamos su empeño.

Como usted habrá podido apreciar allí donde se encuentra, las ciudades y las sociedades cambian y se perfeccionan cuando una minoría con perseverancia y talento se lo propone. Eso, que ya lo han hecho otros pueblos, también vamos a hacerlo nosotros en Venezuela, con la ayuda que el país espera de su preparación y conocimientos.

Formar talento para que ese talento construya una Venezuela moderna y eficiente, es en pocas palabras, la razón y fin de Fundayacucho.

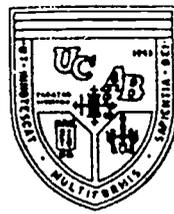
Por ello es necesario que desde Venezuela le expresemos claramente el interés que tenemos por sus estudios. Y por eso es también necesario e importante, que usted recuerde que el destino y el futuro de su país, son parte esencial de su proyecto de carrera.

Por eso le escribo. Para que mantengamos viva nuestra misión. Y para que sepa, que quienes aquí le hemos apoyado y creemos en usted no estamos lejos. Estamos al alcance de una hoja como esta. De una carta o de una postal, que cuando usted nos escriba, contándonos sobre sus esfuerzos y sus resultados, leeremos aquí con los profesores y empresarios a quienes he pedido que me acompañen para estar en contacto con usted y con cada uno de los Ayacuchos.

Con afecto, y grandes expectativas por su éxito, esperamos en Fundayacucho su carta.

Leopoldo López Gil
Presidente

P.S. Quizás haya recibido ya ésta por correo electrónico, pero estamos enviándosela también en hoja impresa para estar seguros de que le haya llegado.



El Rector de la
Universidad Católica Andrés Bello
otorga el presente

Diploma

A la Profesora **Carmen Rosales de Dordelli**
como constancia de habersele conferido la

MEDALLA DE HONOR

en la TERCERA clase (Medalla de BRONCE)
según Decreto Rectoral del 25 de Noviembre de 1991
En fe de lo cual firma el presente Diploma en
unión del Secretario.

Caracas, 28 de Noviembre de 1991.

El Rector,

El Secretario,



La Universidad Nacional Abierta

En el XVII Aniversario de su creación

Confiere el presente

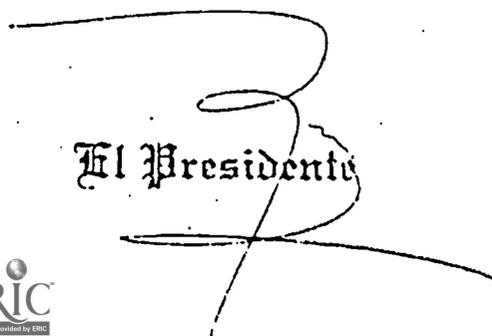
Diploma

al ciudadano (a)

Carmen Rosales

Como reconocimiento por sus 15 años de servicio ininterrumpido en esta Casa de Estudios.

Caracas, 27 de Septiembre de 1.994


El Presidente


La Rectora

Carmen Leonor Rosales de Dordelly-Iturriza Post-doctoral en EEUU

Entre numerosos aspirantes de Latinoamérica, la venezolana, doctora Carmen Leonor Rosales de Dordelly-Iturriza, fue elegida por la Organización de Estados Americanos (OEA) para hacer un programa postdoctoral en la Univ. de Pennsylvania (PSU), en combinación con la Univ. de Harvard, en donde realizará una investigación sobre educación comparativa y curriculum universitario de Norteamérica, cuyos resultados serán publicados en la Revista Interamericana de Desarrollo Educativo para su distribución en todos los países afiliados a la OEA.

Rosales Vegas de Dordelly-Iturriza es Ph.D. en Educación Superior y planificación curricular de la Universidad del estado de Pennsylvania, Estados Unidos; Magister en Administración de la Educación de la Universidad de Ottawa, Canadá; realizó estudios de postgrado en México; Licenciada en Letras de la UCV y es profesora de Castellano, Literatura y Latín egresada del IUPC-UPEL. Ha sido recientemente distinguida con la "Orden 27 de junio", y ahora le deseamos mucho éxito en su trabajo postdoctoral en los Estados Unidos.

La elegida por la OEA, es autora del libro: "Curriculum Professors' Specialized Knowledge" que se utiliza a nivel de postgrado en los Estados Unidos y editora de "Educación Superior Hoy" de USIS en la Embajada Americana, diseñó libros de autoaprendizaje para la educación superior, así como diversas ponencias que ha presentado en Congresos nacionales e internacionales.

Fue profesora de Postgrado de la UCV, del IUPC y el IUMPM-UPEL, así como coordi-



nadora de programas de intercambio cultural entre EEUU y Venezuela en la Embajada de los Estados Unidos (USIS); Directora de Postgrado de la UNIMET; Jefe del Departamento de Ciencias Pedagógicas de la UCAB, de donde egresaron dos promociones que llevan su nombre; y en sus inicios, se desempeñó como planificadora curricular en el Ministerio de Educación. Recientemente fue directora Central de Registro Académico de la Universidad Nacional Abierta, posición que dejó al corto tiempo, para dedicarse a sus labores de Asesoría Académica en la misma Universidad, para la cual ha elaborado durante 15 años en diversas posiciones académicas.

Con carácter ad honorem es miembro de la Junta Directiva de Orinoquia en IDEA; miembro de la Asociación Norteamericana y de la Asociación Canadiense Venezolana.

Triunfos de los Dordelly Rosales



Doctora Carmen Leonor Rosales
de Dordelly-Iturriza

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Igualmente, la felicitamos porque su hijo de 10 años de edad, Nelson Richard Dordelly-Rosales, fue distinguido con la copa "al mejor estudiante", en el colegio Rufino Blanco Fombona, en El Peñón, junto a un diploma de reconocimiento "por la excelente cooperación con sus compañeros".

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I. INTRODUCTION AND OVERVIEW

This chapter provides an introduction to this research report. It has been arranged in the following sections: the background of the problem, the purposes of the study, the research questions, the need for the study and rationale underlying this research endeavor, the nature of the graduate school and of university research in the USA and, finally, a chapter summary.

The Background Of The Problem

Despite all the talk about retrenchment, American higher education is "healthy and expanding," says the Carnegie Foundation for the Advancement of Teaching. That assessment is based on the Foundation's new edition of its widely used "Carnegie Classification," which groups 3,600 accredited U.S. higher education institutions into 11 categories, based largely on their academic missions. The updated classification shows that "there is now more higher education than ever in history," Ernest L. Boyer, the Foundation's President, said in an interview. According to him, "predictions of decline are not supported by the trends" (The Chronicle of Higher Education, April 4, 1994, p.1).

Carnegie's classification, which dates to 1970, is a key resource for academe. Institutions are classified according to the highest level of degree they award, the number of degrees conferred by discipline and, in some cases, the amount of federal research support they receive and the selectivity of their admissions. The classification "is not an attempt to build a pyramid in terms of quality." "It talks about the level of complexity of program," says Ernest L. Boyer, of the Carnegie Foundation (The Chronicle of Higher Education, April 4, 1994, p. 1).

Attempts to assess graduate instruction began with Hughes (1925) when he was President of Miami University in Ohio. More than three decades later another major evaluation was conducted by Keniston (1959) from the University of Pennsylvania who wanted to determine where Pennsylvania ranked in comparison with 25 other universities. Later assessments were sponsored by the American Council on Education (ACE) in 1964 and 1969. The findings yielded a detailed series of rankings and comparisons of leading departments. Roose and Anderson (1970) as well as Margulies and Blau (1973) and Morgan, Kearney and Regens (1976), using similar research methodology based on surveys, investigated graduate education to identify leading graduate programs.

A comprehensive study published by Dressel and Mayhew (1974) presented an analysis of higher education programs but did not specifically identify the characteristics of the programs. Almost a decade later, Lancaster (1982) did a comparison and development of models for the Doctor of Philosophy in Nursing and the Doctor of Nursing Science degrees. Keim (1983) conducted a study involving the identification of the ten most outstanding graduate programs in Higher Education as well as the description and analysis of their characteristics by a sample of professors. Rosales-Dordelly (1983) conducted a comparison of Curriculum Professors' Specialized Knowledge across the universities of two countries: the USA and Canada. Saylan (1983) described the perceptions and recommendations of recipients of the doctor of education in administration, curriculum, and supervision at George Washington University, and Schultz (1983) studied the doctoral program in higher education at the University of Southern California from 1977 to 1981.

Five years later, Nagel (1986) evaluated the doctoral program in educational administration of Akron based on the perceptions of those individuals who received the Doctor of Education degree between 1969-1984. In 1989, Porter from Harvard University, examined the quest for rationality in higher education—a comparative study of the national system for higher educational planning in five public universities in Mexico. Rietzammer (1989) proposed to develop a profile which would describe the most common practices occurring in the state certified student teaching programs in Alabama's institutions of higher education. Bliss (1989) made a comparative study of professional continuing education and corporate training; this study was a search for "something more" offered by institutions of higher education. Gautney (1989) conducted a comparative analysis of practices in exemplary programs for non-traditional women students offered by six Philadelphia area institutions of higher education. A few years later, Stiever (1993) from the University of Oregon, explored the topic of faculty productivity at a large Northwestern public university.

As an important issue, doctoral programs have been the focus of some contemporary researchers. Gardiner (1993) prepared a profile of student leadership development in American doctoral higher education programs. Ferrer-Mansoori (1993) focused on the determination of the essential knowledge doctoral students should acquire in a holistic nutrition education curriculum. Weiss (1993) produced information useful in the identification of mentoring constructs which are related to the attainment of career goals of recent doctoral degree recipients in education. Morrison (1993) studied the effects of learning modules on teaching library skills to doctoral students in education. Anderson (1993) studied the perceptions, attitudes, concerns, and emotions of selected doctoral students at Iowa State University. Finally, Sharpe (1993) studied and analyzed the dissertations in Higher Education Administration at the University of North Texas from 1971 to 1991.

All the above studies provide, in one way or another, a ground for this study. Several characteristics, procedures, and orientations were taken from these investigations. It was found, however, that no studies have been developed, until now, in relation to Curriculum Studies graduate programs nor to the analysis of doctoral research produced by these programs in top national universities of the United States of America. Therefore, it seems important to study questions concerning the characteristics of these graduate programs with a focus on doctoral educational research.

Purposes of The Study

This study began with a list of leading research universities in the USA which include graduate schools of Education and graduate and professional programs in Curriculum Studies. From those major universities, 25 were selected: Boston College, Cornell University, Harvard University, Indiana University, Louisiana State University, Michigan State University, Ohio University, The Pennsylvania State University, Purdue University, Rutgers University, Stanford University, Teachers College-Columbia University, University of Georgia, University of Illinois-Chicago, University of Illinois-Urbana, University of Iowa, University of Michigan, University of Minnesota, University of North Carolina, University of Southern California, University of Texas, University of Virginia, University of Washington, University of Wisconsin, and Vanderbilt University.

The primary aims of this study were to identify the unique academic and research features and strengths of the graduate schools, including the graduate schools of Education and the graduate Curriculum Studies programs in these 25 universities, and to describe the research preparation provided to graduate students in their Curriculum Studies programs and the prevailing forms of curriculum inquiry employed in doctoral research produced by these programs.

A survey questionnaire was used to find out what department chairs, professors, and admission officers think about their graduate Curriculum Studies programs, what the unique features and strengths of these programs are, how many faculty, how many students are enrolled and how many were graduated during the last academic year, what the requirements for admission and for graduation are, what curriculum research courses are available to students, how they prepare graduate students as researchers, and what forms of financial aid for graduate students are available in curriculum research. In addition, this survey asked for information about the research problems that were investigated from January 1993 to June 1994, how many doctoral dissertations in

Curriculum Studies were produced during that time, and what forms of curriculum inquiry have been employed in these dissertations.

The study specifically sought 25 categories of information about the graduate schools of Education and their programs in Curriculum Studies in these 25 leading universities: enrollment, faculty and students groups, tuition, programs offered, degrees offered, admissions requirements, degrees requirements, doctoral degrees awarded, student services, financial aid, research facilities, computer facilities, identification of the specific unit in charge of graduate programs in Curriculum Studies, department head or contact faculty, specific enrollment/faculty, identification of the graduate programs in Curriculum Studies, specific departmental or program requirements, doctoral degrees awarded in the field of Curriculum Studies (1993-94), primary goals of graduate programs, main strengths, unique features which characterize the graduate programs, availability/application of curriculum inquiry in research courses, ways of preparing graduate students in research, faculty research, and doctoral dissertations (research problems and forms of curriculum inquiry employed) published during 1993-94.

In seeking to identify typical features and strengths among the 25 institutions, the information obtained was summarized and described in five categories: research, faculty, students, curriculum, and environment. The forms of curriculum inquiry referred to in research courses and applied in doctoral dissertations were defined as follows: philosophical, historical, scientific, phenomenological-hermeneutic, ethnographic-naturalistic, theoretical, evaluative-normative, integrative-review-synthesis, deliberative and action research.

The study gathered information about these institutions and their Curriculum Studies programs not only through the survey questionnaires but also through a descriptive and comparative analysis of pertinent information in their most recent university catalogs, directories, and related published materials. Many of the descriptive characteristics of graduate schools identified by the 5's Guide for Graduate Professional Programs (1993-94) served as a basis for the categories used to seek information about and to compare the graduate schools in the 25 selected universities. Five categories of strengths which characterize exemplary programs as identified by Keim (1983) were applied to graduate Curriculum Studies programs. Twenty-five 1993-94 (and 1995 when available) university catalogs were reviewed to identify unique features of each university, graduate school and/or graduate programs in Curriculum Studies, their research courses and ways of preparing graduate students to conduct inquiry. Ten integrated forms of curriculum inquiry based on Short (1991) were used as a guide to study the total of 1547 doctoral dissertations in Curriculum Studies produced by students in these universities during 1993-94.

In summary, this study intended to determine whether these graduate Curriculum Studies programs have typical features or strengths, whether they provide a common research preparation to students, and whether their doctoral dissertations focused on similar research problems and utilized similar forms of curriculum inquiry.

Research Questions

Answers to the following research questions were sought in order to address the general purpose of the study:

- (1) What are the 25 leading research universities in the USA which include graduate schools of Education and graduate programs in Curriculum Studies?
- (2) What are some of the unique features about each of these graduate schools in these universities in regard to: enrollment, faculty and students groups, tuition rates, school programs, degrees offered, academic requirements for admissions and for graduation, doctoral degrees awarded, student services and housing, financial aid, library and computer facilities?
- (3) What are the unique features about each of the 25 graduate schools of Education and graduate programs in Curriculum Studies in regard to: enrollment, name of the unit, head and/or faculty contact, graduate programs offered, entrance and degree requirements, graduate degrees awarded, goals, and strengths that characterize their programs?
- (4) What are the unique research features about each of the 25 graduate programs in Curriculum Studies in regard to curriculum research: availability of research courses dealing with forms of curriculum inquiry, ways of preparing graduate students in curriculum inquiry, faculty research, research problems and forms of curriculum inquiry employed in the published doctoral dissertations during 1993-94?

- (5) How do these unique features (same as listed under 2, 3 & 4) compare with each other among these 25 leading research universities? What are their typical features?

The Need For The Study

Despite growing interest in graduate education and the continuous expansion of its scope, comparison of school curricula across institutions has remained a neglected field of inquiry. Scholars in higher education who have tried to examine differences in curricula across national systems tend to use checklists of curriculum-related issues rather than adopting a particular theory of curriculum. However, an eclectic checklist of questions without reliance on a curriculum theory cannot serve as a basis for systematic studies in comparing curricula. Thus, the need for a theoretical framework was perceived, and the decision was made to adopt Short's 1991 approach to seventeen forms of curriculum inquiry (integrated in ten), Klein's model for curriculum research (1983) and Foshay's curriculum matrix (1987) to analyze if those curriculum forms were employed and if the concepts and components of the curriculum field, identified by Klein and Foshay, were treated in doctoral dissertations from January 1993 to June 1994.

After an exhaustive investigation, no study was found covering the research questions treated in this paper encompassing leading graduate schools, including unique features of Curriculum Studies programs and the educational research preparation provided, as well as the curriculum inquiry forms utilized in doctoral dissertations.

The 25 universities selected in this study are recognized by scholars all over the world because of their excellent programs in fields such as Law, Medicine, Business, Engineering, among others. This study is meaningful in the sense that it demonstrates how important are graduate programs in Education in these prestigious institutions. Graduate programs in Curriculum Studies are also a priority for the top research universities of the United States of America.

This study is also important in providing the most recent information on graduate schools, graduate programs in Education and, in particular, graduate programs in Curriculum Studies in these universities. The emphasis is on the unique features and strengths which are key factors in choosing a college or university and characteristics which affect the student's decision to apply to a particular college or university. Results of this study will be used to improve the knowledge of national and international administrators, especially from institutions which provide financial aid for graduate study, and faculty and student's knowledge about these programs in different North

American universities. The results of this study will help prospective graduate students in choosing a university or a program for graduate studies in Curriculum Studies. They will be criteria to evaluate existing programs in the field.

The need for this study is related to the importance of recognizing the duty of each university to provide an environment in which research and free inquiry would thrive and to make available to society the results of such activities. This investigation is related to the importance of recognizing that creative activity or research applied in the fields of education is indispensable if the university teaching is to have the relevance, freshness, and effectiveness expected of a distinguished institution of higher learning.

This study focused on the availability of different forms of curriculum research through the research courses offered, the identification of the typical ways for the preparation of the future research leaders, and the application of forms of curriculum inquiry in doctoral research throughout the leading research universities in the USA. Information provided in this study may help guide decision making concerning the creation or redesign of future Curriculum Studies programs and the kind of educational research preparation that should be provided to their graduate students.

The study is needed to provide some guidance and direction for facilitating the development of similar programs within Graduate Schools of Education. Such programs are essential to the development of educational systems; without these graduate programs, oriented toward curriculum research, it will be very difficult to provide quality to the other levels of the system.

A study of this nature is required to provide a set of typical features for a prototype program of Curriculum Studies in Education. Such programs do not exist in many universities, especially in Latin American countries such as Venezuela. Where there are resemblances, they tend to disappear or are hidden under different names or fields of study. The results and the procedures used in this study will be of interest to these institutions in the development and evaluation of their programs. The research procedures, the results, and a model survey questionnaire used in this study may also provide some guidance for future comparative studies.

The findings of this paper, together with the review of the literature, will be useful for planning, managing and creating similar graduate programs focused in Curriculum Studies. Specifically, to Venezuela and other affiliated Latin American countries in the Organization of American States (OAS), this study is useful in providing recent and important information to be published in their journals and magazines. This information is relevant not only for the creation of similar schools in

those countries, but also because it provides some criteria for the evaluation and redesign of the existing programs.

The results are needed as guidelines for the financial institutions such as the Venezuelan Foundation Gran Mariscal de Ayacucho (FGMA) and the OAS itself for students' selection and placement in those recognized universities of the United States. These guidelines also could help prospective graduate students in choosing an institution.

In regard to the forms of curriculum inquiry utilized to provide research preparation to the graduate students of education, no study has been previously undertaken which compares research courses, forms of curriculum inquiry that are taught or employed in doctoral research. Scholarly inquiry is a specialized intellectual activity which is essential to the academic profession. Therefore, it seems worthwhile to study the significance and value of curriculum inquiry that has been part of these graduate programs.

According to Wodarski (1991), most universities want to develop into major research universities. Therefore, the administration should address as a short-term goal the achievement of research stature and as a long-term goal the maintenance of that stature. In this sense, there is a need to quantify these goals in terms of the number of publications and the number of grants submitted. This study attempts to quantify and compare among leading research universities in the USA the number of doctoral dissertations from Curriculum Studies graduate programs produced in 1993-94. Therefore, it is worthwhile to develop target goals of this kind. The findings together with the review of the literature could be interpreted as ideas for planning, managing and creating graduate programs focused in educational research. The results of this study and the procedures used are of interest to higher education institutions, with graduate programs in education, in the development, evaluation, and improvement of their research programs.

The ideas discussed and analyzed in this study are not only of some interest to graduate professional Curriculum Studies department chairs, professors, graduate students, and admission officers themselves, but also of significance to other academic and administrative authorities, interested in improving the strengths of their programs and in maintaining or elevating their national prestige, and to those interested in creating similar or better programs in other universities. This study is important to those researchers, writers, faculties, graduate students, and other professionals in education responsible for studying, instituting, and executing curriculum and instructional programs and research in higher education.

In conclusion, this study is needed to provide a comprehensive summary of the main features of these renown universities in the USA that have graduate programs in Curriculum Studies. A summary of the most well known curriculum inquiry forms should be used to guide appropriately the professors and graduate students in their own research or in classifying or analyzing others' research. The study provides the synthesis of the most recent research problems or questions being developed, and forms of curriculum inquiry employed in doctoral dissertations. A model survey questionnaire for future descriptive studies of this nature and information provided in this report will help in guiding decision making concerning the emphasis on inquiry in the future educational research courses for graduate students.

The Graduate School And University Research In The United States Of America

A graduate school is a group of professors whose function is the granting of a graduate degree to someone who is already a college graduate. A graduate school may be a professional school where the academics constitute a profession. According to Toombs (1993), the work of college and university faculty in all dimensions meets the elementary criteria of a profession: foundations in theoretical knowledge, a body of skill in the use of that knowledge, and a requirement of wisdom in applying both knowledge and skill to particular circumstances.

The term "graduate professional school" denotes a school which grants graduate degrees, i.e., Master's degrees and Ph.D (Doctor of Philosophy) degrees which are professional degrees. These degrees originally used Latin or Greek and were called Magister Artium and Philosophiae Doctorum. Thus, a person who attains the Ph.D. is literally "a teacher of the love of wisdom" (Falk, 1991).

Many universities also grant the Ed.D. degree, that is, the degree of Doctor of Education and there are some other doctorates such as the D.S.W., i.e, Doctor of Social Work or the D.P.A., i.e., Doctor of Public Administration, etc. All of these degrees have about the same requirements but lack the prestige of the Ph.D. degree. While the evidence is hardly convincing, it is nevertheless commonly believed that the Ph.D. degree is harder to attain than the Ed.D. or other doctorates and that Ph.D. holders are "scholars". Because this is believed, the oldest of these degrees, i.e., the Ph.D., is generally more acceptable to academic departments (Falk, 1991, p.14).

Whether a candidate enrolls in a program leading to the Ph.D. degree or any other academic doctorate, the requirements are almost always the same. The first of these is that the candidate must be a college graduate and have shown at least some promise as a student. Acceptance does

not depend only on grades in college. The prospective candidate for a graduate degree is also asked to take an aptitude test generally of the multiple choice kind which deals with a great deal of subject matter called the Graduate Record Examination (GRE). This test is scored by an educational testing service operating nation wide. The score attained on that test, together with a review of the candidate's transcript, will determine whether a student may enter the graduate school as "matriculated," i.e., accepted for a possible degree (Falk, 1991, p.15).

At least 60 credit hours of graduate work are necessary in order to complete the requirements "for course work." This generally takes a minimum of two years of full time study. These classroom courses must be passed before taking the "prelims," i.e., the preliminary examinations. The "prelims" follow the completion of the course work but precede the writing of the dissertation. These examinations are also known as "comprehensives" or "comps." These examinations typically last for two days and are normally designed to "cover" several areas. The theory here is that the candidate must demonstrate that he has a good knowledge of the subject matter s/he has studied so far and that s/he should therefore be admitted to formal "candidacy," i.e., permitted to write a dissertation.

In addition, a reading knowledge of a foreign language has traditionally been required by most departments before the dissertation may be begun. Reading examinations are held by the foreign language department. Some academic departments have dropped the language requirement altogether and substituted a knowledge of computer science and statistics, a substitution which is almost always true of departments granting the Ed. D. degree.

There are a number of Ph.D. candidates who do not take the M.A. degree but go directly to the Ph.D. That means that these candidates never take the M.A. examinations nor write a thesis. They satisfy the course work and language requirement and leave it at that. This can, of course, be advantageous because it saves a lot of time. It can also be disastrous to those who never finish the doctorate and then have no advanced degree whatever. Those who seriously wish to pursue the doctorate are assigned an advisor by the department. Such an advisor will discuss with the candidate what courses s/he might take, when to take the various examinations, and how to deal with a variety of problems confronting graduate students.

A professional graduate school focuses not only on specialized common bodies of knowledge but also on research which it is a very important part of graduate program. Usually, it takes a doctoral candidate two additional years, as the minimum, to accumulate her/his research and write her/his dissertation. A doctoral committee of three or four members evaluate the dissertation project and

final presentation. This means that a doctoral candidate must not only write a dissertation, s/he must also master academic politics to have a smoothly functioning committee with a challenging, rewarding, and interesting process.

The real reason for this insistence of the profession on academic research and publication is that the advancement of knowledge in this world requires it. America, particularly, depends on the American professoriate (and graduate researchers) to produce new knowledge in every field of endeavor. Therefore, higher education in the United States is uneven so that graduates of numerous universities have a great variety of educational research experiences (Falk, 1991).

Universities are operating in new complex environments in terms of knowledge and technological explosions. Within the last two decades, the economy has changed because of the increasing development of information technology. Therefore, universities must be appropriately equipped (i.e., libraries, computer services) and increase graduate research to deal with the issues that force change in the educational process of all levels.

Today, quality graduate education requires quality graduate research and most U.S universities want to develop into major research institutions because, by doing this, not only will the university have an increased prestige level, but also it will attract the best students, other competent researchers, and more outside funding. Research and scholarship enhance effective teaching and, together, these support creative environments for faculty and students to study subject matters and discuss complex philosophical, theoretical, and methodological issues in a field, thus adding to their abilities to secure support (Wodarski, 1990). As U.S universities march toward scholarship and technological transfer activities, university administrators (and professors) try to provide an environment that facilitates scholarship and research and attains support from the various constituencies supporting research (Wodarsky, 1990).

In general, the U.S graduate schools are playing an important role in the active expanding research programs in the University. "This helps to raise millions in research grants for their projects" (Wodarski, 1990, p.34). To meet their public service mission, U.S higher education is trying to develop an active expanding research program. Universities are trying to utilize every available opportunity to increase the scholarly activities of faculty members and graduate students. According to Wodarski (1990) the first requisite is for the administration to elucidate a philosophy of supporting research. This philosophy also should emanate from the deans and department heads so that faculty members feel there is consensus about the development of research on

campus. "Universities need to utilize every available opportunity to increase the scholarly activities of faculty members and graduate students" (p.18).

Doctoral degrees and development of research are the most important criteria to describe strengths of leading universities. The Carnegie Foundation for the Advancement of Teaching (1994) considers doctoral degrees and research as two important factors to classify 3,600 accredited U.S. institutions of higher education. Carnegie's classification, which dates to 1970, is a key resource for academe. Campus officials use it to analyze their institution's niche among the nation's colleges and universities, and researchers use it to assess the changing state of higher education. Institutions are classified according to the highest level of degree they award, the number of degrees conferred by discipline and, in some cases, the amount of federal research support they receive and the selectivity of their admissions.

The selected universities for this study fall in the Carnegie's classification as "Research I" universities or "Doctoral I" institutions.

In Carnegie's classification, "Research I" universities are characterized by offering a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year. In addition, they receive annually \$40 million or more in federal support. "Research II" universities include the same criteria except that they receive annually between \$15.5 million and \$ 40 million in federal support.

The "Doctoral I" universities, in addition to offering a full range of baccalaureate programs, have the mission which includes a commitment to graduate education through the doctorate. They award at least 40 doctoral degrees annually in five or more disciplines. "Doctoral II" follow similar criteria but they award annually at least 10 doctoral degrees—in three or more disciplines—or 20 or more doctoral degrees in one or more disciplines.

Reputation, due to recognized faculty and research, is a relevant factor for prospective graduate students in choosing a college or an university and for providing financial aid or support by appropriate institutions.

According to Keim (1983), faculty is the most common strength of graduate programs: characterized as productive, research oriented, stable and dedicated, with diverse interests and backgrounds, who had published widely, given many speeches and papers for conventions and consulted throughout their academic careers. Curricula is the second most common strength with

these distinguished qualities: competency based interdisciplinary program, a core of required content, a cohesive academic program, an excellent educational experience, and small classes and seminars with much discussion and criticism. Research as the third most typical strength should have the following qualities: emphasis on inquiry, extensive research data available, reputation for research in higher education, and national visibility because of research. Students are the fourth most common strength to describe graduate education programs, and these include: placement, national recruitment, a strong alumni network, and excellent candidate selection procedures. The best libraries in the nation and closely related enterprises of a national scope are also strengths of graduate programs.

Dressel and Mayhew (1974) suggested several characteristics which the ideal faculty member in higher education should have, including competence (Ph.D. or graduate degrees) and experience in teaching in the field of higher education, practical administrative experience, research productivity, and personal capabilities in interacting with individuals. Without hesitation it can be concluded that a leading program must have outstanding, creative, experienced, productive, and research oriented faculty.

Summary

In this chapter, the background of the problem, the purposes of the study, the research questions, the need for the study, and a general description of graduate schooling and research in American higher education were presented as they relate to the study.

II. CONCEPTUAL FRAMEWORK

This chapter provides a conceptual framework for this study; it has been arranged in sections that address the following topics: toward a framework for curriculum inquiry; diverse forms of educational research; the preparation of the curriculum researcher; curriculum studies and the future; and a chapter summary.

Toward A Framework For Curriculum Inquiry

What is Curriculum? According to Huebner (1966), "a framework that provides a possible program for inquiry into the curriculum requires some statement of how the words curriculum and inquiry are to be used" (p.146). Accordingly, he defines curriculum as events which encourage the search for actions or events and defines inquiry "as the process that leads to the continual development and refinement of a language set used for a specific purpose" (p.146). For this author, development and refinement implies a dual process of creation and criticism. The inquiry process consists of two separate functions: "creating or developing new language statements and criticizing these language statements," both functions, however, may be combined in multiple actions or may involve a dialogue between different people.

The curriculum as a field of thought and action has always been difficult to conceptualize. The idea of curriculum has been differentiated across a wide range of meanings. A common view holds that curriculum is the "body of courses that present knowledge, principles, values, and skills that are the intended consequences of formal education" (Levine, 1981). Perhaps the simplest framework for looking at the curriculum is provided by four questions about purpose, content, organization (learning experiences, strategies), and evaluation (Tyler, 1950). Curriculum can also be thought of as what students have an opportunity to learn under the auspices of schools.

According to Toombs (1993), application of the concept of "curriculum" spread in the United States, but it did not achieve the refined meaning, precise definition, or consensus among professors that standards of professional practice normally require (p.176). In higher education, the term curriculum is reserved for an institution's entire educational program. It is the locus of corporate responsibility for learning that engages faculty, trustees, administration, and students (Toombs, 1993).

A broad conception of curriculum becomes a useful orientation for the study of doctoral dissertations produced in 1993-94 because it brings together the interplay of individual, group, and

societal concerns. Curriculum is the point at which knowledge, the interrelations of teachers and learners, the economic, political and social structures of society intersect and interact. It is in addition, the point where actions and intentions come together, and this is where teachers operate on a day-to-day basis (Kirk, 1989). The concept of curriculum useful for this study encompasses all the sectors of the institution involved with the process of teaching, learning, and governance (leadership). Curriculum includes four commonplaces: subject/books, teacher/parents, student, environment (and resources), and it covers the five phases of the process: diagnosis of needs, decision making, planning, implementation, and evaluation.

The structures of curriculum knowledge identified by Rosales-Dordelly and Short (1984) and with the above concepts in mind, three additional sources of information provided guidelines to ascertain if the research problems investigated in doctoral dissertations (1993-94) fall in the field of curriculum and instruction: a research model presented by Klein (1983) which describes the perspectives, elements or variables, and factors involved in curriculum; the curriculum matrix presented by Foshay (1987) includes three major components: purpose, substance and practice; and the three levels of questions addressed in the field of curriculum research and practice (Short, 1991).

Only those dissertations (classified in Dissertations Abstracts International in Curriculum and Instruction) focused on the above mentioned aspects or research problems in the curriculum field were included in this study. An additional five categories to describe the strengths of the exemplary Graduate Programs as identified by Keim (1983) were utilized to describe strengths of each university (Appendix D).

The research model proposed by Klein (1983) consists of three parts: five perspectives on curriculum, nine curriculum elements, and nine qualitative factors affecting curriculum. The five perspectives on curriculum were: ideal curriculum (values, beliefs, what ought to be included in the curriculum and how it should be implemented), formal curriculum (how state and federal officials, district and school personnel, textbook publishers, lay groups, and professional organizations view curriculum), instructional curriculum (reflects what the teacher hopes, values, believes, and expects to offer his or her individual students. Curriculum at this level is dependent upon the teacher's professional skills and abilities and personal perceptions about education), operational curriculum (decisions made when students and the teacher interact in the classroom) and experiential curriculum (the student selects and reacts to what is offered based on interests, values, abilities and prior experiences). The second part of the model identifies the dimensions of curriculum design or nine curriculum elements: goals and objectives, materials, content, learning

activities, teaching strategies, evaluation, grouping, time, and space. And the third part is the qualitative factors: description of present practices, decision making, rationale, priorities assigned to the curriculum, attitudes, appropriateness, comprehensiveness, individualization, and barriers and facilities.

Foshay (1987) points out that the curriculum as a field for study and action consists of three main dimensions: purpose, substance, and practice. That is, the intention to accomplish something (a purpose), by offering some experiences (the substance), and by fitting the learning method to actual students (educational practice). Study of the curriculum consists of dealing with the manifold interactions among these three dimensions, as well as studying the nature of each part. However, it is in the interaction, not in the parts separately, that the curriculum exists.

Short (1991) proposes that problems related to curriculum research and practice in education should be addressed distinguishing the kinds of questions associated with various kinds of curriculum problems. According to him, curriculum practice can be defined as all those practical activities concerned with conceiving, expressing, justifying, and enacting educational programs. Curriculum inquiry can be defined as all those research activities undertaken to generate knowledge needed to carry out curriculum practice. He identifies three levels of questions in various domains of curriculum practice and inquiry. The levels of questions are within curriculum practice, curriculum inquiry and meta-inquiry. The domains and subdomains are: curriculum policy making and evaluation, curriculum program development, curriculum change and enactment.

According to McCutcheon (1988), the intended (or overt) curriculum is composed of two parts: the formal curriculum, and the teacher-created (sometimes student-influenced curricula). The non-intended curriculum is the hidden curriculum. Both types of curriculum are frequently researched at the graduate level.

All the above conceptions are part of the theoretical background for this study. On their basis, the curriculum information materials and survey questionnaires, utilized for this study, were integrated to summarize the information by each university in regard to unique features, strengths of the programs, doctoral research and ways of providing research preparation to the students (Appendix D).

What is Curriculum Inquiry?

The difficulty and ambiguity in defining curriculum research or inquiry is partly a result of our limited understanding of the concept itself. According to the International Encyclopedia of Education (1985), "simplistically, curriculum research is an umbrella term for the application of research techniques to problems of understanding posed by curriculum proposals, activities, or consequences. Most established traditions of educational research lend themselves to curriculum problems, and both quantitative and qualitative methods offer strong contributions" (p.1257).

Curriculum inquiry is defined as the art of doing research, the art of "critiquing"—i.e. critically disclosing the quality of a curriculum through literary devices such as metaphor, thick description, alliteration, etc. with a view to developing deep appreciation and personal understanding. According to McKernan (1991), curriculum criticism finds similarities with ethnographic styles of evaluation, case study methodology, and illuminative evaluation (McKernan, 1991). Kirk (1989) proposes a conception of curriculum inquiry which can be framed by the notions of structure and agency. "If curriculum is identified by the features of knowledge, interaction and context, then curriculum inquiry will seek to investigate how knowledge is mediated through social interaction which in itself is both constituted in and by social structures. The concepts of structure and agency relate directly to social change, or to the production and reproduction of social life" (Kirk, 1989, p.44).

Short's conception of curriculum inquiry is a phrase currently in favor, having supplanted the phrase curriculum research or ways in which the curriculum questions are to be adequately addressed to solve problems of decisions and action judgment and enactment (Short, 1991, p. 8). In this study, based on the book, Forms of Curriculum Inquiry (Short, 1991), ten integrated forms of curriculum inquiry were identified: philosophical, historical, scientific, phenomenological-hermeneutic, ethnographic-naturalistic, theoretical, evaluative-normative, integrative-review-synthesis, deliberative and action. These forms of inquiry are ways of answering questions in the field of curriculum. These alternative modes of inquiry appear to share some things in common but their differences must also be recognized. According to Coomer and others (1983), whatever the differences among the alternative modes of inquiry proposed to meet limitations of the dominant view, there are some commonalities that unite them or there is a tendency to move in the direction of dichotomous thinking when alternatives are examined, for example, quantitative versus qualitative, objectivity versus subjectivity, etc. In general, these forms or modes of inquiry refer to ways of creating knowledge. They are not merely research techniques. Although this is not the only way of organizing knowledge, it is the most comprehensive and well-articulated framework for organizing the modes of inquiry according to epistemological differences (Coomer, 1989).

On the other hand, Goodlad (1991) describes the "wonderful world of curriculum inquiry" by dividing it into "three directions: first, curriculum theorists must raise their own institutions' level of consciousness about fundamental principles in the curriculum development processes; second, curriculum researchers must align themselves with curriculum decision makers in other educational institutions; and, third, curriculum inquirers must study actors, actions, and the consequences of actions in natural setting" (p. 164). And he concludes, "the trade-off is that we must give up some of that wonderful world of curriculum imagining in order to do work of public significance" (p. 165).

According to Stenhouse (1985), "research is systematic and sustained inquiry, self-critical and planned inquiry, which is subjected to public criticism and to empirical tests where these are appropriate. Where empirical tests are not appropriate, critical discourse will appeal to judgment of evidence—the test, the document, the observation, the record" (p.18). As an inquiry, it is founded in curiosity and a desire to understand (p.8). Stenhouse concludes by asking: what counts as research in education? He means by research in education, "research conducted within the educational intention and contributory to the educational enterprise" (p.18). Research is educational to the extent that it can be related to the practice of education. But two points seem to Stenhouse very clear: "educators must inevitably be intimately involved in the research process; and researchers must justify themselves to practitioners, not practitioners to researchers" (p. 19).

Forms of Curriculum Inquiry

Short in his book, Forms of Curriculum Inquiry (1991), considers that "curriculum inquiry is a species of educational research or inquiry. As such, it addresses particular kinds of educational research questions related to formulating policies, developing curriculum programs, and enacting these policies and programs" (p. 2). In relation to the structure of inquiry, Short adds, "a field of inquiry is usually composed of several domains of inquiry, each of which may involve the use of several different forms of inquiry" (p. 4). He assumes that there are multiple forms of inquiry necessary in fields of practical inquiry because of the kind of questions that are asked. "A number of forms of inquiry have been identified, formalized, and utilized in attempting to address different kinds of curriculum questions" (p.13). According to this author, a form of inquiry is not just "a method of research in which established procedures are followed and from which conclusions inexorably follow" (p.14). It is a way that particular kinds of questions must be addressed. That is, "different kinds of questions call for different procedures, different data-gathering techniques, different methods of analysis, different logic or reasoning processes to establish justifiable knowledge claims, etc." (p.15).

Today, in graduate schools there are a number of curriculum research courses; courses which deal with alternative approaches for conducting research and inquiry in the curriculum field. They are concerned with conceptual, methodological, and technical issues pertaining to various forms of disciplined inquiry, from philosophical to scientific to humanistic and interdisciplinary approaches. Harvard University, for instance, considers five approaches to curriculum inquiry in which each student should demonstrate competence. These approaches are designated: philosophical, historical, quantitative (use of conventional science paradigms, including statistical analysis of data), qualitative (e.g. ethnography and description), and clinical (theory building and the application of theory to the analysis of an individual case), (Graduate School of Education Catalog, Harvard University, 1993-94, p.31).

This study is concerned with, among other things, the curriculum inquiry courses offered by the graduate professional programs of Curriculum Studies, the kinds of research questions and ways these questions are required to be addressed by doctoral students in their dissertations, the problems or questions that are being researched by the professors, and the forms of curriculum inquiry that have been utilized by them in their research reports and publications. In this study, ten integrated forms of curriculum inquiry, based on those described in Short's book (1991), were identified and used to classify information provided by respondents about forms of inquiry. They were: philosophical, historical, scientific, phenomenological-hermeneutic, ethnographic-naturalistic, theoretical, evaluative-normative, integrative-review-synthesis, deliberative and action. To give a definition of each form of curriculum inquiry is not easy because each form depends on the kind of question that is asked. However, an attempt has been made to highlight the main features of each one.

The **philosophical** form of curriculum inquiry involves clarifying, justifying, and critiquing knowledge that is relevant to the making of curriculum choices and/or to the developing of curriculum proposals or positions. Philosophical inquiry is an important part of all curriculum research because the conceptual structures determine the kinds of curriculum policies and the kinds of empirical and normative research questions we regard as significant (Coombs and Daniels, 1991). According to Haggerson (1991) critical philosophical inquiry has its mission: clarification, elucidation, enhancing understanding, comprehension, providing alternatives, going beyond, leading to rationality, justifying curriculum policy recommendations, and ultimately improving educational practice. Haggerson argues that we can plan and implement good curriculum only if we have a clear notion of where we are going. According to him, the critical standards for self-reflection can be summarized as: informed, fair, responsible, usable, palatable, provocative,

situational, and historical. If the criticism meets these standards, the critic is more likely to accomplish the purposes of good critical philosophical inquiry. The philosophical essay has been a major form of curriculum inquiry throughout the history of curriculum studies. The essay is a portrayal of the author's way of reflecting. In that sense, the writer must be a connoisseur of the topic about which he or she is writing (Schubert, 1991).

The **historical** form of curriculum inquiry deals with telling real stories; it is narrative and interpretative. Examples are histories of courses and school programs, biographical renderings of the lives of significant curriculum workers, among others. Curriculum history is "the scholarly attempt to chronicle, interpret, and ultimately understand the processes whereby social groups over time select, organize, and distribute knowledge and belief through educational institutions" (Kliebard and Franklin, 1983). According to Davis (1991), history is an artful engagement of mind with the past of life. The resultant story has always been accorded a special literary status. Nevertheless, a basic expectation of history is not only that it informs but that its meanings are carried by an enriched and enlivened narration. The told stories of curriculum history are guided by the same historiographic canons that apply generally. A main feature that should characterize the historical approach to curriculum is authority. The curriculum story told must be supported by and traceable to valid historical evidence. Other characteristics are: significance, representativeness, chronological perspective and an stimulating and interesting style.

The **scientific** form of curriculum inquiry deals with explanations—the why of things—not inert facts. Scientific research consists of facts-in-context. Its basic approach to understanding educational phenomena is the experiment. However, "within scientific forms of inquiry, political inquiry or sociological inquiry or 'natural science' inquiry might well have been included" (Short, 1991, p.21). According to Foshay (1991), science involves the experimental approach, facts of observed phenomena, but also deals with explanations—the why of things—the that what might be. To this author the scientific inquiry encompasses three types of strategies: (1) experimental and quaisexperimental, (2) ex post facto or casual comparative, and (3) descriptive. Scientific methodology is concerned with procedures for development and testing of causal hypothesis using observation, measurement, experiment, and theory building. A scientific approach to the curriculum uses the scientific method and undertakes basic experiments that define the contemporary science, thus learning something about what it is to think like a scientist. According to Foshay (1991), however, there are as many methods as there are problems, and when we consider a scientific approach to the curriculum, we must begin, not with science but with curriculum.

The **phenomenological/narrative/hermeneutic** is a form of curriculum inquiry which deals with life-world perceptions and the imagination (from the inside out); this form of research may also take the form of narrative inquiry (personal history, biography, case study, storied experience) and of aesthetic inquiry (aesthetic criticism of experience). In this sense, Doll (1993, p.131) adds that "this hermeneutic view where we engage ourselves in conversation with our histories provides with a concept where curriculum is not just a vehicle for transmitting knowledge, but is a vehicle for creating and recreating ourselves and our culture". "Researchers frequently use what they call the interpretive sociology approach, the psychoanalytic approach, symbolic interactionism, human science, linguistic analysis, the subject dialectic method, the autobiographic method, and other forms of interpretive inquiry" (Short, 1991, p.21).

Phenomenological inquiry is a form of interpretive inquiry which metaphorically represents that which is primary in human experience. Phenomenological inquiry functions for the purpose of investigating the unique human perceptions of individual people whose descriptions of these perceptions appeal and illuminate the perceptions of others. Its value is that it can serve to raise the level of consciousness about life experiences. In so doing, phenomenological inquiry has pedagogic implications (Berman, 1991).

The **ethnographic/naturalistic** form of curriculum inquiry focuses on understanding a given social setting and looks at relationships within a system or culture. It requires the ability to observe behavior and sharpen the skills necessary for observation and face-to-face interviews (qualitative research, understanding culture and experience). According to Eisner (1990) descriptive research in education has as its primary purpose a revealing of the human dimensions of some educational phenomena. This sort of description ordinarily calls for face-to-face involvement with other persons in which both the personal and professional ethical perspectives may come into play. According to Otto (1985) the ethnographer's attention is directed toward the hidden curriculum which is taught implicitly rather than explicitly; the ethnographer puts emphasis on people as experts in what the researcher is trying to discover.

Critical ethnography in the field of education is the result of the combination of three traditions: feminist research, neo-Marxist critical ethnography, and Freirian empowering research. In this sense, critical feminists, drawing on neo-Marxist theory, are struggling with the ways patriarchy intersects with social class and race in women's oppression. Freire's work has inspired critical pedagogists, if not critical ethnographers, to explore the relevance of emancipatory approaches to educational settings in the U.S (Anderson, 1989).

The **theoretical form** of curriculum inquiry proposes to view obstinately the process of curriculum development. According to Grove and Short (1991), "the purpose of theoretical inquiry in curriculum is to create and critique conceptual schemes by which the essential nature and structure of curricular phenomena and processes can be made intelligible. According to Grove and Short, theoretical inquiry related to curriculum provides the conceptual tools with which all other kinds of practical inquiry and ordinary curriculum curriculum activities are comprehended and articulated" (p.212). The business of theoretical inquiry in curriculum, according to these authors, "is to create and critique conceptual schemes related to curriculum phenomena and processes and thereby enable curriculum thought and practice to distinguish between vital, fruitful language and reified, stifling language" (p. 211). Some of the most familiar examples of curriculum theory are Tyler's approach (1950), Macdonald (1986), Walker (1971) and Goodlad (1979).

According to McNeil (1992) curriculum organization is treated as a pedagogical activity rather than a study of managerial arrangements (although managerial organization influences the organization of content, events, and meanings). Pedagogical organization addresses the problem of how best to arrange and interrelate areas of knowledge and experience—the sequencing of learning and the connecting of ideas and meanings. Most patterns of curriculum organization fall within particular curriculum orientations: academic, social reconstruction, humanistic, and technological.

The **evaluative/normative** is a form of curriculum inquiry which deals with situational assessment, critical, and normative inquiry. This form addresses questions having to do with the values and norms underlying curriculum and their application to the various components of curriculum. Critical research, according to Kincheloe (1991, p.19) must meet five requirements: (1) it must reject positivistic perspectives of rationality, objectivity, and truth; (2) it must be aware of the interpretations of educational practices held by those who perform educational acts. Teachers who become critical researchers will hold this consciousness of the relationship between personal values and practices as a goal of inquiry; (3) critical research must attempt to distinguish between ideologically distorted interpretations and those which transcend ideological distortion; (4) critical research must reveal those aspects of the dominant social order which block our attempt to pursue rational goals; and (5) critical research is always guided by an awareness of how it relates to practice. Indeed, critical researchers as researchers cannot avoid the political role of promoting critical self-reflection in the society and change is a fundamental goal of the critical researcher. Moreover, research ability provide the vehicle by which researchers reach the emancipatory goal of learning to teach oneself.

And finally, the **integrative/review/synthesis** form of curriculum inquiry deals with ways of assembling sets of curriculum information that integrate diverse materials into a particular conceptual framework so that some new perspectives or relationships are introduced. According to Marsh (1991), the integrative inquiry is a form of inquiry that yields integrative knowledge. That is, the type of knowledge that brings together what is known from various, perhaps disparate studies, that may be relevant to the particular needs of practice. Through integrative-review-synthesis inquiry, "ongoing or previously done studies are screened and synthesized for the kinds of knowledge that will help address those problems which are at hand and about which planning or action decisions must be made" (p.271). In doing integrative inquiry, primary activities are suggested in Short's book (1991) which are guidelines in the synthesis/ interpretation process. This form of inquiry is not yet at a level of sophistication where issues of criteria have been resolved. However, "integrative inquiry is likely to be a major tool for curriculum researchers to develop and refine over ensuing decades" (Marsh, 1991, p. 280).

The **deliberative** is a form of inquiry about weighing the merits of various courses of action related to curriculum policy, program development, and other curriculum activity in specific situations of practice. "Within deliberative inquiry, particular forms of inquiry might have been designated differently as, for example, policy inquiry, development inquiry, or implementation inquiry or perhaps deliberative inquiry of the evaluative, prescriptive or interactive types" (Short, 1991, p. 21). According to Harris (1991), deliberative inquiry is a "formal process of inquiry about curriculum policy, program development, and other curriculum activity in specific situations of practice, which is informed by asking and answering subsidiary questions, through the multiple forms of inquiry" (p. 285). This author, adds "the judgments, decisions, and commitments relate to policy questions about what should be taught, to whom, and under what guidelines of instruction; ideally they are based on thoughtful examination of alternatives, in the context of values of knowledge" (p. 285). Deliberative inquiry is a policy and action-oriented form of inquiry which links the interrelated tasks of doing practical curriculum activity with conducting formal curriculum inquiry. The characteristics, purposes and guidelines for doing deliberative inquiry are presented in Short's book (1991)

The **action** is a form of curriculum inquiry which deals with research undertaken by practitioners in order that they may improve their practices. The goal of the researcher does not involve the identification of cause-relationships between variables. Educational action research is on-going in conception rather than aimed toward the achievement of generalizable conclusions. There are three approaches to action research: scientific, practical and critical. McKernan (1991) considers action research as a process initiated by teachers and other educational practitioners in response to a

practical problem confronting them. For this author, action research is the study of a social situation with the purpose of improving the quality of action within it. Oja adds, "between 1953-57, interest in action research in education declined. University scholars attacked action research as methodologically poor and unscientific, and researchers withdrew to the universities to produce studies more acceptable to their colleagues" (Oja, 1989, p. 5). According to Oja (1989) practitioners, too, questioned whether action research lived up to its promises of helping them improve school practice and began to use other action-oriented methods of inquiry, such as evaluation. To this author, the key characteristic of action research past and present is collaboration, which allows for mutual understanding and consensus, democratic decision making, and common action. That is to say, participants work together on all phases of a project which provides mutual benefits. Thus, practitioners and researchers set common goals and mutually plan the research design, collect and analyze data, and report results; both assume equal responsibilities to identify inquire into and resolve the problems and concerns of practitioners; both will communicate frequently and openly throughout the process to avoid possible conflicting perceptions and assumptions which result from their different positions in the field. However, the best is when the practitioner her/himself is both a researcher and a teacher (Oja, 1989, p.12-13).

Curriculum inquiry that is action oriented is a form which is developed by researchers to satisfy the needs of the sociopolitical individual who recognizes that in science, s/he can find the most reliable guide to effective action and satisfy the needs of the scientist who wants her/his labors to be of maximal social utility as well as of theoretical significance (Oja, p.3). Practitioners, on the other hand, have to be involved in action research not only to use the tools of social science in addressing their concerns, but also because their participation would make them more aware of the need for the action program chosen, and more personally invested in the problem of change. In this sense, Kincheloe (1991, p.108-109) presents a set of tentative guidelines for action researchers: (1) constructing a system of meaning involving both, teaching and research, (2) understanding dominant research methods and their effects, (3) selecting what to study, (4) acquiring a variety of research strategies, (5) making sense of information collected, (6) gaining awareness of the tacit theories and assumptions which guide practice, and (7) viewing teaching as an emancipatory, praxiological act.

The focus of action research in any country should be that teachers use action research to make the school a center for inquiry rather than a distribution center for knowledge. Through their investigations, teachers could find better ways of teaching a diverse student population, the skills and knowledge they need in society while simultaneously contributing to their own intellectual

health growth, and professionalism. In this sense, cooperative research or school-university collaboration is important to increase quality of educational programs.

The general characteristics of action research, according to Oja & Smulyan (1989, pp. 12-25) are the following: collaboration, focus on practice, professional development, communication, leadership, spiraling cycles of planning, execution, and reconnaissance (in order to evaluate and perhaps modify the plan), and school context or environment which enrich or contribute to the effectiveness of action research projects. It should be noted that the forms of inquiry identified in this list and described in this report are "not all of the existing ones that might be utilized nor are they as finely distinguished as to type as might be possible" (Short, 1991, p.21).

The Importance of Curriculum Inquiry in Education

Educational research is predicated on the supposition that research is vital to the improvement of educational practice. However, the idea that research is a necessary basis for good teaching is not universally admitted. Some authors counter with an interesting suggestion of keeping research and teaching in mutual and fortifying interaction. To these, the American graduate school was one response, associating research based teaching with the training of professional researchers (Stenhouse, 1985, p. 115). According to Stenhouse, "the knowledge we teach in universities is won through research; and he has come to believe that such knowledge cannot be taught correctly except through some form of research-based teaching" (p. 116).

In general, each form of curriculum inquiry is important to education. Eisner (1984) emphasizes the need to create a critical language for describing educational practice. A language of criticism will not provide prescriptions, but it can illuminate precisely those aspects of classroom life that propositional discourse cannot locate. According to this author "for the language of criticism we need, the philosophical and political space must be provided for new forms of disclosure to be developed. Educational research will come of age when we muster the courage to move ahead in both domains so that we can, without qualification, doubt or hesitation, say with confidence that educational research truly does inform educational practice" (p.452). In that sense, Casanova (1989) emphasizes that the researchers need to recognize teachers' needs and problems, listen to their questions, and assume a more respectful attitude toward teachers and practice. Short (1985) advises that since little agreement exists on even a few priority research questions "the importance of identifying significant research questions cannot be overstated; careful inquiry into this matter makes the difference between a vigorous and productive field of inquiry and one that is all the time

reinventing the wheel or is totally unresponsive to knowledge needs of those engaged in various curriculum activities" (p. 241).

Training the Curriculum Inquirer: Graduate Studies

To train the graduate student as curriculum inquirer, as the seeker, the questioner, the researcher, "one can combine inquiry-learning and instruction appropriately only by using the inquiry to teach the student to question the instruction" (Stenhouse, 1985, p. 119). In order to be able to prepare appropriately graduate students as researchers, two parallel activities need to be pursued: **instruction** which simplify our grasp of a realm of knowledge and meaning, and **learning by inquiry or discovery**, which enables us to understand how to utilize such a representation of knowledge, to assess its limitations and to develop the means of pushing outwards beyond these limitations (Stenhouse, 1985, p.118).

Stenhouse in his book, Research as a Basis for Teaching (1985, p.125), explains categorically that "in this country, since the 1950's, the received doctrine has been that the core of education for teaching lies not in research in education, but in the application to education of the conclusions of research in the 'contributory disciplines' of philosophy, psychology, and sociology. Most of those teaching these disciplines to teachers have not been able to share a research base with their students. All too easily philosophers, psychologists, and sociologists, whose researchers are problematic in their own fields, become—only sometimes against their wishes—authorities in courses for teachers."

This study focuses upon doctoral curriculum research in the national prestigious universities located in different surveys from the U.S. News and World Report (1991-1993). Twenty-five universities were identified which offer the graduate professional programs in Curriculum Studies which include in their academic contents, courses on curriculum inquiry or curriculum research. Of these, Louisiana State University alone offered a graduate program in research methodology, or research per se. One might have an interest in this issue from either of two opposing viewpoints. First, the individual could be interested in how the curriculum inquirer should train himself, and second, the university might like to develop a training program to prepare curriculum inquirers using different approaches: academic training, seminars, courses, and learning by doing-it-yourself training.

Twenty-five leading universities were recognized to offer courses and seminars pertaining to curriculum inquiry. For each university the codes and titles of research courses, the ways of

providing research preparation to the students, and the forms of curriculum inquiry focused in courses, seminars, and in doctoral dissertations together with the names of the universities and graduate programs are listed in Appendix D.

Research courses are usually offered for Master's and Doctoral degree students. Curricular inquiry activities of a holder of the Master and Ph.D. degree are in teaching, research, and consulting. The academic curriculum at this levels consist of courses, seminars, and research in education. In addition, students may attend current conferences listed in journals and booklets which are distributed among faculty members periodically. In general, research courses and seminars respond to the need for feedback and interaction among the various people at various levels who are involved in the field. Sometimes, seminars present a "canned" analysis rather than a sense of the needed interaction in curriculum research forms. Naturally, the content of the seminars and courses listed for each university varies with the title of the subject to be covered. The advertising catalogs and graduate programs brochures describing each course quite commonly cover the same topics: title, dates, sponsor, the need for the course and an overview of what will be covered; who should attend (a guide for pre-requisites to discourage inappropriate attendance); structure, what pedagogical methods will be used; concepts and issues (overview of the reasons for the subject matter); workshop leaders (biographical information); registration forms (blanks for the registration to fill out and return; statement of date and time, other detailed information) and expanded program of topics to be covered.

Graduate research guided by problems or questions will contribute primarily to the understanding of educational action through the construction of a theory of education or a tradition of understanding. According to Eisner (1993) an important potential consequence for educational research relates to the education of doctoral students. As the relevance of different forms of representation for understanding schooling grows, schools of education will be pressed to develop programs that help students learn how to use them. Film, for example, will need to be regarded not only as a way of showing pictures but as a way of understanding some aspects of schooling, teaching, and learning that cannot be understood as well as in any other way. Thus, the refinement of both artistic and scientific sensibilities is relevant for enlarging human understanding.

Another important consequence for educational research deals with features of acceptable dissertations. In the future they are likely to take on forms that only a few now possess. Today the climate for exploring new forms of research is more generous than it was. Discovering, however, how such forms of understanding are secured and the kinds of meanings they make possible is a core theoretical as well as practical problem (Eisner, 1993, p.10).

Doctoral dissertations are a requirement sine qua non for all doctoral programs. Doing research is one of the main features of a professional. According to Carr and Kemmins (1986) "professions" are usually characterized by reference to three distinctive features. The first was that "professions" employ methods and procedures based on theoretical knowledge and research; the second was that the members of the profession have an overriding commitment to the well-being of their clients; the third was that, individually and collectively, the members of the profession reserve the right to make autonomous and independent judgments, free from external non-professional controls and constraints, about the particular course of action to be adopted in any particular situation. To these authors, (Carr and Kemmins, 1986) "emancipatory action research provides a method for testing and improving educational practices, and basing the practices and procedures of teaching on theoretical knowledge and research organized by professional teachers" (p.50).

In general, everyone involved in education should be encouraged to be an inquirer, to make careful observations of his experiences, to reflect upon them, and to seek greater understanding of them. But not everyone is likely to be a successful researcher in the sense of identifying critical problems, bringing to bear on them the relevant ideas and facts of earlier studies, designing efficient and sophisticated investigations, and the like. Research is a specialized activity requiring specialized and highly competent personnel. Therefore, the selectivity of admissions for doctoral degrees in accredited universities is very important for the quality of their programs, and it is one criterion for achieving prestige.

Curriculum Studies and the Future

The field of Curriculum Studies, in general, is concerned with the study and improvement of schools. This area includes the study of the aims to which schooling is directed, the organizational structure created to achieve those aims, the kinds of curricula that are provided to students, the ways in which curricula are taught, and the forms and methods used to evaluate programs, teaching, and the outcomes of schooling. The aim of Curriculum Studies Graduate Programs is to prepare generalists who can study and improve schools from a holistic, integrative perspective. Therefore this field has a promising future.

Given the importance of the field of Curriculum Studies, in addition to Master's degrees programs, and specialist certificates, two types of doctoral degrees in Curriculum Studies are offered by the Schools of Education among selected institutions: the Ph.D. and the Ed.D. which are the highest

degrees conferred by the universities. Both degrees emphasize the acquisition of appropriate research and inquiry skills, but the application of these skills is expected to differ.

The Ed.D. student is trained to use educational inquiry skills to solve contemporary educational problems, while the Ph.D. student is trained to contribute to the general and theoretical knowledge about educational issues. Both doctoral programs place strong emphasis on the acquisition of inquiry skills and on the collaborative and interdisciplinary study of issues mutually engaging and faculty members. The Ph.D. degree in Curriculum Studies is generally designed for students who are preparing for (1) direction of research work in public school systems or specialized institutions, (2) teaching roles in education in colleges or universities, and research connected with such teaching; or (3) other careers in educational scholarship and research.

Because of the excellent research and teaching resources of these universities, because of the breadth and depth of programs in the field of Curriculum Studies in graduate education, and because of the university-wide excitement about applying knowledge to improve education, these institutions are committed to having outstanding graduate programs. In these programs, questions and issues facing the role of education in the communities can be examined, resolved and taught. The universities' widespread reputations for excellence give an advantage. This acclaim attracts superior students whose talents are badly needed in teaching and leadership roles.

All the 25 selected universities offer outstanding graduate programs in Curriculum Studies due to the increasing need of being able to assist the different levels of education in the country (and all over the world) looking for excellence in the schools, colleges, universities, state, and federal agencies, and corporate enterprises in the private sector. Some U.S institutions began to offer graduate programs in this field from the very beginning, since their earlier stages of development. Others have added these programs during their process of consolidation as they have been observing the need for the programs. The field of graduate curriculum research has been increasingly important to be able to assist the different levels of education. The only way to look for excellence in education is through research in curriculum and the graduate level is the highest way to do it. The future is promising in this field. There is now (and there will be in the future) more graduate education in Curriculum Studies than ever in history.

Summary

This chapter on the theoretical framework has included an overview of the concepts of curriculum, educational research or inquiry, the different forms of curriculum inquiry, the importance of curriculum inquiry in graduate education, training the curriculum inquirer, and a discussion of Curriculum Studies and the future.

In summary, curriculum inquiry or curriculum research is part of the structure of curriculum knowledge. Rosales-Dordelly and Short (1984) found in the review of the literature different ways of structuring curriculum knowledge. The forms of curriculum inquiry are a domain of curriculum activity. In this research report, the distinct forms of curriculum inquiry are important part of the structure of curriculum knowledge.

A comparative matrix on the structure of curriculum knowledge based on different authors is shown in figure 1.

Figure 1. Structure of Curriculum Knowledge(*)

By Orientation or Philosophy

Eisner and Vallance (1974)

- Development of cognitive processes
- Technology
- Self-actualization or curriculum as a consumatory experience
- Social reconstruction-relevance
- Academic rationale

McNeil (1981)

- The Humanistic Curriculum
- The Social Reconstructionist
- Technology
- The Academic subject

Gay (1980)

- The academic
- The experiential
- The technical
- The pragmatic

Giroux, Penna and Pinar (1981)

- Traditionalists
- Conceptual Empiricists
- Reconceptualists

Reid (1978)

- Humanism
- Behaviorism

Reynolds (1983)

- Reconceptualists-Reproductionists
- Reconceptualists

Hyman (1973)--according to the focus:

- The subject matter
- The activity movement
- The modern living(persistent life situations)
- Common learnings
- Academic disciplines
- Broad fields, social problems&modes of thought
- Existential integration
- Youth's view of society
- Student protest
- A single process
- humanistic processes

By Domains of Curriculum Activity

Foshay (1969)

- Curriculum theory models
- Curriculum design
- Curriculum change

Beauchamp (1981)

- Curriculum planning
- Curriculum implementation
- Curriculum evaluation

Short (1984)

- Curriculum policy-making
- Curriculum development and evaluation
- Curriculum change and enactment
- Modes of curriculum decision-making
- Curriculum as a field of activity or study
- Forms of curriculum inquiry
- Languages for curriculum inquiry
- Questions directing curriculum inquiry

Tanner and Tanner (1981)

- Cumulative tradition of organized knowledge
- Modes of thought
- Race experience
- Guided experience
- Planned learning environment
- Cognitive/affective and process
- Instructional plan
- Instructional ends
- Technological system of production
- Reconstruction of knowledge and experience

Schwab (1970) by bodies of experience:

- Teacher
- Subject matter
- Milieu
- Curriculum-making

Schubert (1980)

- Intellectual-Traditionalists
- Social Behaviorists
- The Experientialists

(*) Source: Rosales-Dordelly, Carmen L. and Edmund C. Short, Curriculum Professors' Specialized Knowledge: A comparative Study Across Two countries ---the United States and Canada, Lanham, MD: University Press of America, 1984

III. RESEARCH METHODOLOGY AND PROCEDURES

In this chapter, the procedures used in this research study are presented. The chapter has been arranged in sections covering the following topics: the type and method of research used in the study; the subjects who participated in the survey; the development and distribution of the survey questionnaire; processing and analysis of the data collected for the study; the plan for presentation and interpretation of data; and, finally, a summary of the chapter.

Type And Method Of Research

This study draws upon a mail questionnaire survey answered by department chairs, professors, and admissions officers in graduate schools of Education, a literature review, the examination of doctoral dissertation abstracts in terms of the main research problems and questions and the prevailing forms of curriculum inquiry used, the examination of higher education graduate catalogs, directories and information materials complemented by some visits and non-formal interviews to some universities.

In this study, department chairs and professors of curriculum theory and research in the selected leading research universities in the USA were surveyed on a number of aspects of their Curriculum Studies graduate programs and on the research preparation provided to students by these programs. The resulting data provided the means for developing an empirical description of the typical features among these programs.

Since this study was descriptive and comparative in character and intent, the survey research method was selected as appropriate for this study. This method is useful in gathering a great deal of standardized information from a large group of participants (Galtung, 1967,p.213). Its major purpose is "to tell what is" (Ary, Jacobs, & Razabel, 1979, p. 25). In order to select the institutions to be surveyed, an analysis of existing surveys classifying the leading research universities in the USA was conducted. Recent issues of U.S News & World Report (1991 and 1993) present America's Best Colleges, an exclusive ranking of top institutions. This ranking combined academic reputation with data on students, faculty, and finances. The criteria used in this report were: the biggest and the best, offer a wide range of programs, give high priority to research, and award of many doctoral degrees. Rankings obtained were based on surveys conducted among deans and directors at university-based executive education programs in the

United States and Overseas. Respondents were asked to rank each school's reputation on a 5-point scale, ranging from those considered "marginal" to "distinguished" to determine a school's overall rank. Data for each of the five attributes—reputation, selectivity, faculty resources, financial resources and student satisfaction—were converted to percentiles.

This procedure meets with criteria for ranking academic quality as stated Webster (1985, p. 5): (1) it must be arranged according to some criterion or set of criteria which the compiler(s) of the list believed measured or reflected academic quality; (2) it must be a list of the best colleges, universities, or departments in a field of study, in numerical order according to their supposed quality, with each school or department having its own individual rank, not just lumping together with other schools into a handful of quality classes, groups or levels.

From the U. S. News list only the ones that included graduate professional programs in Curriculum Studies, were selected for this study. A review of each university catalog was made to determine which of the top universities offered Curriculum Studies graduate programs. This last group included the following 18 universities: Boston College, Cornell University, Harvard University, Northwestern University, Teachers College-Columbia University, The Pennsylvania State University, University of California at Davis, University of Illinois at Urbana, University of Michigan, University of Minnesota at Twin Cities, University of North Carolina at Chapel Hill, University of Southern California, Stanford University, University of Texas at Austin, Vanderbilt University, University of Virginia, University of Washington and University of Wisconsin at Madison.

Another consideration in selecting the final list of universities to be included in this study was to look at the prestigious group of "Big Ten" universities. Four universities which were not already included and which had graduate programs in Curriculum Studies, were added to the list: Indiana University, Ohio University, Purdue University, Michigan State University, and the University of Iowa.

Informal interviews with professors of curriculum theory and research at Penn State University were conducted to find out whether additional universities offered exemplary Curriculum Studies graduate programs. Three additional universities were added to the list: Rutgers University, Louisiana State University, and University of Illinois at Chicago, bringing the total to 27.

Further investigation was made in the literature to discover if these 27 institutions were really leading research universities. It was found that the Chronicle of Higher Education (April 4, 1994)

published an updated classification made by the Carnegie Foundation for the Advancement of Teaching. That assessment based on the foundation's new edition of its widely used "Carnegie Classification," which groups accredited institutions into 11 categories, based largely on their academic missions. The total group of the 27 institutions, selected for this study, were included in the new "Carnegie Classification". The Carnegie Classification has been given unexpected prominence in recent years because U.S News & World Report magazine uses it as the basis of its annual ranking of "America's best colleges". The classification "is not an attempt to build a pyramid in terms of quality," Boyer (1994) of the Carnegie Foundation said in a published interview. "It doesn't talk about quality, or a hierarchy in terms of good or bad. It is not a measure of creativity or innovation. It talks about the level of complexity of program. It doesn't do more and it shouldn't do more. It's a beginning point, not an end point" (Chronicle of Higher Education, April 4, 1994, p. A16).

The descriptive study approach supplemented by a comparative analysis is the methodology used for the study. Several categories or characteristics were described for each university's graduate school, Education graduate programs, and their Curriculum Studies graduate programs. Sources of information drawn upon included graduate school catalogs and internal Curriculum Studies handbooks from these universities (1993-94 and 95 when available), survey questionnaire responses given by department chairs, professors, and admission officers in these universities, and doctoral dissertations produced in 1993-94 in their Curriculum Studies program.

The categories used to describe these institutions and programs included those identified in graduate schools according to Peterson's Guide for Graduate Professional Programs (1993-95): enrollment, faculty and students groups, tuition rates, school programs, degrees offered, academic requirements for admission and degrees, student services and housing, financial aid, library and computer facilities. The researcher identified additional categories: program enrollment, identification of the unit dealing with graduate Curriculum Studies programs, the department head or faculty contact person, type of program(s) offered in Curriculum Studies, specific admission/degree requirements from the department or program, number of doctoral degrees awarded in Curriculum Studies, primary goals, unique features which define the program as one of the leading research programs, strengths, faculty research, availability of research courses dealing with forms of curriculum inquiry, ways of providing research preparation to graduate students, research problems, and forms of curriculum inquiry employed in doctoral dissertations.

Strengths were classified in five categories: research, faculty, students, curriculum, and environment (Keim, 1983). Ten integrated forms of curriculum inquiry were specified as follows:

philosophical, historical, scientific, phenomenological-hermeneutic ethnographic-naturalistic, theoretical, evaluative-normative, integrative-review-synthesis, deliberative, and action. These were based on Short (1991).

The structures of curriculum knowledge identified by Rosales-Dordelly and Short (1984) and three additional sources of information provided guidelines to ascertain if the research problems investigated in doctoral dissertations (1993-94) were focused in curriculum and instruction matters. These sources were: a research model presented by Klein (1983) which describes the perspectives, elements or variables, and factors involved in curriculum; the curriculum matrix presented by Foshay (1987) including three major components: purpose, substance and practice; and the three levels of questions addressed in the field of curriculum research and practice (Short, 1991).

The study is descriptive in nature and does not attempt to attribute causal relationships among any of the findings. However, analysis of the study's findings provides evidence on the typical characteristics among Curriculum Studies graduate programs upon which implications and recommendations for practical action can be based.

Survey Participants

Department chairs and professors of curriculum, mainly in research, were identified in this study as those members holding higher education positions in departments, schools, and colleges of education, and professors who teach courses pertaining to pre-college and/or college curriculum research courses. The survey was intended to elicit information from persons identified as department chairs, professors and admissions officers from those twenty-five universities included in this study.

An initial list of names was compiled from the following sources: 1993-94 (and 1995 when available) graduate school catalogs and handbooks, 1993 lists of members of professional associations such as: The John Dewey Society, Professors of Curriculum and Education, and the 1993-95 Peterson's Annual Guide to Graduate Study: Graduate and Professional Programs in Curriculum Studies.

The complete group of 27 institutions were surveyed in this study: Boston College, Cornell University, Harvard University, Indiana University, Louisiana State University, Michigan State University, Northwestern University, Ohio University, Pennsylvania State University, Purdue University, Rutgers University, Stanford University, Teachers College-Columbia University,

University of California at Davis, University of Georgia, University of Illinois-Chicago, University of Illinois-Urbana, University of Iowa, University of Michigan, University of Minnesota, University of North Carolina, University of Southern California, University of Texas, University of Virginia, University of Washington, University of Wisconsin, and Vanderbilt University.

A survey to department chairs and at least one professor of curriculum theory and research from each institution was conducted by mail in February, 1994, and a second survey to admissions officers was sent by March of the same year, to find characteristics and strengths of graduate curriculum studies programs and the kind of research preparation provided by these programs. The purpose of the survey and importance were explained in a letter to these participants. To each group of participants, department chairs, professors and admissions officers, a self-addressed, pre-stamped envelope and a questionnaire were provided for participants to return completed questionnaires.

From a total mailing of 81 letters of inquiry, 75 completed questionnaires were returned giving the required information. Twenty-five department chairs, 25 professors, and 25 admission officers responded. The persons returning these completed questionnaires, (department chairs of professional curriculum studies graduate programs, professors of curriculum theory and research courses, and admissions officers) constituted the sample of participants who contributed to this study.

From a total of 27 possible universities receiving questionnaires, usable questionnaire data, catalogs and informational materials, along with information obtained through personal non-formal interviews (by fax and/or by phone), were completed from 25 universities. Northwestern University and the University of California at Davis were excluded from the study because by the time this report was written, the needed information was not available to the researcher.

The Survey Questionnaire

In general, the questionnaire and the individual interview are the most common instruments for data collection in survey research (Borg & Gall, 1983). The value of the questionnaire over the interview in survey research is explained by Mason and Bramble (1978). Further advantages of this technique are that standard instructions are given to all subjects, and the personal appearance, mood, or conduct of the investigator will not color the results (Ary, Jacobs, & Razabel, 1979). Tuckman (1972) illustrates the advantage of using questionnaires by stating, "Because it is more convenient and economical, the questionnaire is more commonly used" (p.186). Finally, a questionnaire allows the respondent to complete the instrument at his or her own pace.

In relation to the interviews, Borg and Gall (1983) say that the flexibility, adaptability, and human interaction that are unique strengths of interviews also allow subjectivity and possible bias that in some research situations are their greatest weaknesses. On the other hand, for this study to have developed interviews with each participant in each university would have required a lot of time and would also have been very expensive. However, for this study, informal interviews were conducted with professors from Penn State, Washington, and Harvard Universities to gather some additional information regarding the objectives of this study, but the questionnaire was considered the main procedure for this study. Additional non-formal interviews were made by phone and fax just to complete some needed information to several other universities included in the study.

No questionnaire that could be used or modified for the purposes of this study could be found in the literature. Therefore, a questionnaire had to be developed to meet the specific needs and purposes of this study. What follows is a brief explanation of the development of the initial questionnaire and the process used to establish its final usable form.

The questionnaire had to obtain information that would provide answers to specific research questions of this study. Responses to be elicited in relation to all the research questions involved respondents dealing with a series of characteristics of Curriculum Studies graduate programs and research preparation provided by these programs.

The first step in developing the questionnaire, therefore, was to establish the list of possible areas of information to be sought. Those identified, based on categories already mentioned above, were: the unique characteristics and strengths of these programs, the list of research courses available in each program, the list of curriculum inquiry forms developed in these courses, the faculty research

reports or publications and doctoral dissertations, possible strategies for providing research preparation, research problems, and a list of requirements for admission and for graduation. Five criteria were considered appropriate for developing the questionnaire: uniqueness of the characteristics and strengths of the Curriculum Studies graduate programs, conceptual clarity of curriculum inquiry forms, contemporary relevance, worthy of continuing study, significant impact of curriculum, and selection choices incorporated into the questionnaire.

The second step in developing the questionnaire was to determine wording of the questions to be asked of the participants about each item and selection choices. The research questions established for this study were examined and translated into succinct language that would elicit the necessary type of responses. The questions derived in this way were worded, revised, and reworded into their final form. Four questions were finally included in the questionnaire for the department chairs and, five different questions for the professors; all of these questions were included together for the admissions officers.

For department chairs, question 1: "Why do you think your graduate program in curriculum studies is among the leading programs in the United States?" (Refers to item 1 on the questionnaire.) Question 2: "What are the unique strengths of your graduate program in curriculum studies?" (Refers to item 4 on the questionnaire.) Question 3: Administrative requested information about faculty and students: Number of full time and part time professors, years of experience and type of formal training; number of graduate students enrolled, number of graduated, and requirements for graduation. (Refers to items 2 and 3 on the questionnaire.)

For professors, question 1: "What curriculum research courses are available to students and how many are required?" (Refers to item 4 on the questionnaire.) Question 2: "How many research reports and publications in each curriculum inquiry form?" and "What problems or questions are being researched at present time?" (Refers to items 1 and 2 on the questionnaire.) Question 3: "How do you prefer to prepare your graduate students as curriculum researchers?" and "What forms of financial help are available for studies in curriculum research?" (Refers to items 3 and 5 on the questionnaire.)

Each of these questions was given a series of specific responses on the questionnaire, one or more of which could be chosen by respondents as answers to these questions. For department chairs, question 1, a respondent could indicate choices which describe why her/his graduate program in curriculum studies is among the leading programs in the USA: reputation of faculty, quality of graduates, curriculum and instructional characteristics, size of the program, leadership in funded

curriculum research, visibility of the program, research publications, and participation of faculty and students in professional groups. For question 2, a respondent could indicate what are the unique strengths of her/his graduate program in curriculum studies. The categories in which the respondent had to rank the major categories and mark an "x" in the subcategories for the appropriate items were: curriculum (competence based; interdisciplinary; a core of required course; cohesive academic), faculty (productivity: research oriented; stable and dedicated; diverse interests and backgrounds; wide number of publications; many speeches and papers for presentations), research (emphasis on inquiry; extensive research data available; reputation for research; nationally visibility), students (placement; national recruitment; student alumni networks; selection procedures), and environment (resources; academic life; libraries). For question 3, a respondent could indicate the characteristics of faculty and students. Information requested on faculty: number of full time, part time, years of experience and formal preparation in the field); information requested on students: number of graduate students enrolled; number of graduate students graduated, and requirements for graduation (minimum number of credits, dissertation/thesis, grade point average).

For professors, question 1, a respondent could indicate a choice(s) applicable to the number of courses available in each curriculum inquiry form, namely: research design, research methodology, statistics, survey research, phenomenology-hermeneutic, historical, philosophical, scientific, ethnographic-naturalistic, theoretical, evaluative-normative, integrative-review-synthesis, deliberative, action, simulation-modeling, or a combination of methods. Question 2, a respondent could indicate a choice(s) applicable to the number of research reports and publications and the problems or questions which are being researched at present time in each curriculum inquiry form, namely: philosophical, historical, phenomenological-hermeneutic, ethnographic-naturalistic, theoretical, evaluative-normative, integrative-review-synthesis, deliberative, and action research oriented methodology. (A glossary of definitions was given on the reverse side of the questionnaire). Question 3, a respondent could indicate a choice(s) applicable to ways of preparing graduate students as curriculum researchers, namely: recommend graduate students to take a specific research methods course; initiate graduate students into the professor's own method while he/she is engaged in a specific kind of research method; ask students to enroll in a research methods course with only students in their own program and ask students to enroll in a research method course that includes students from many different programs. An additional information is requested in one question related to the forms of financial help which are available for studies in curriculum research. In all these questions, one other category was included: "others" and a space was provided for respondents to write answers.

For admissions officers, all the research questions were included in one page but the wording was changed a little to make them understand that these questions were very important for any graduate prospective student. This last survey questionnaire along with a modified letter were sent one month later in order to maximize responses.

When the initial version of each questionnaire was completed, it was submitted for try-out and critique to some professors at The Pennsylvania State University, whose concerns and suggestions were taken into account in preparing a revised and final version of the questionnaire. This final version of the questionnaire, which was then used for data collection, was sent to all respondents. A copy of the letters and questionnaire distributed to all respondents appears in Appendix A.

A personal data section in the questionnaire was also developed to provide demographic information regarding the personal professional characteristics of department chairs and professors participants in the study. Participants were instructed to indicate name of institution, name of department and program that focuses in curriculum studies, highest degree earned, and years of experience in being department chairs or in teaching curriculum research. These questions were included at the beginning of each questionnaire.

Administration of the survey questionnaire began on February 15, 1994, when a letter, a questionnaire, and a pre-stamped envelope were sent separately to department chairs and professors from curriculum studies graduate programs in selected universities of the USA. A second survey, one month later, was sent to the admission officers of the same universities with all the questions together, (but the letter and some of the questions were reworded) included in the first survey. This was a follow up to maximize answers to the questions for this study. The purpose of the study, the definition used for the study, and the study's relevance were explained in letters sent to the participants along with questionnaires and pre-stamped envelopes.

A summary or a publication with the results of the study was offered to those who were interested in them. Follow-up phone calls also were made to maximize the number of respondents to questionnaires. A visit and research experience at both Penn State and Harvard Universities were also developed to assure cooperation in the study.

This study provides a model questionnaire for future comparative studies. The final questionnaire will also be very useful for prospective graduate students in trying to select the best university which match their own academic and research needs.

Data Processing And Analysis

The central Pattee Library and the Computation Center in The Pennsylvania State University were utilized for this study. Both the library and the Center were of great help in obtaining the doctoral dissertations, and they transferred them from IBM to a personal Macintosh computer to facilitate the researcher's work..

Composite data describing the 25 main features of each university's graduate schools and graduate program in Curriculum Studies, according to the respondents and the information obtained from directories, catalogs, and other materials provided by the institutions, are presented in Appendix D of this report.

The organization and analysis of data for each university were completed in terms of the typical research features of the graduate schools and Curriculum Studies graduate programs, the characteristics and unique strengths of graduate programs in Curriculum Studies, research preparation provided by these programs, and doctoral dissertations produced by these programs (Appendix D).

Interpretation of this analysis was then made in terms of the research questions addressed in this study. Answers to the following research questions were sought in order to address the general purpose of the study: (1) What are the selected 25 leading research universities which include graduate schools of Education and graduate programs in Curriculum Studies? (2) What are some of the unique features about each of the graduate schools of the leading research universities in regard to: enrollment, faculty and students groups, tuition rates, school programs, degrees offered, academic requirements for admissions and for graduation, doctoral degrees awarded, student services and housing, financial aid, library and computer facilities for the period 1993-94? (3) What are the unique features about each of the 25 graduate schools of Education and graduate programs in Curriculum Studies in regard to: enrollment, name of the unit, head and/or faculty contact, graduate programs offered, entrance and degree requirements, graduate degrees awarded, goals, and strengths that characterize the leading curriculum research programs in the United States? (4) What are the unique research features about each of the 25 graduate programs in regard to graduate curriculum research: availability of research courses dealing with forms of curriculum inquiry, ways of preparing graduate students in curriculum inquiry, faculty research, research problems and forms of curriculum inquiry employed in the published doctoral dissertations during 1993-94? (5) How do these unique features (same as listed under 2, 3 & 4) compares each other among the 25 research leading universities? What are their typical features?

Presentation Of Data

Presentation and analysis of the results are reported in Chapter IV and Appendix D. The presentation includes the following:

- The list of the 25 leading research universities selected for this study.
- Descriptions of each of the 25 graduate schools in terms of the twelve unique features identified in Peterson's Guide (1993-95) to describe graduate schools. These features are: enrollment, faculty and students groups, tuition rates, school programs, degrees offered, academic requirements for admission and degrees, student services and housing, financial aid, library and computer facilities. The results of this description were summarized in Appendix D.
- Descriptions were compiled of each of the 25 graduate schools of Education and graduate programs in Curriculum Studies, based on the most recent catalogs, information materials, and survey questionnaires, according to the following thirteen categories: identification of the unit dealing with graduate curriculum programs, department head or faculty contact, type of program(s) offered in Curriculum Studies, primary goals, unique features which define the program as one of the leading research programs, the main strengths, specific admission/degree requirements of the department or program, number of doctoral degrees awarded in Curriculum Studies, faculty research, availability of research courses dealing with forms of curriculum inquiry, ways of providing research preparation to graduate students, research problems and forms of curriculum inquiry employed in each doctoral dissertation. The five categories of strengths included are: research, faculty, students, curriculum and environment. Results of this description by university were summarized in Appendix D.
- Research preparation provided by the professional and graduate programs of Curriculum Studies was investigated. This included the number, codes and titles of available educational research courses, forms of curriculum inquiry employed, and the ways of preparing graduate students in curriculum research by each university. All this information is provided in Appendix D.
- Doctoral dissertations produced by graduate programs in Curriculum Studies were analyzed, including the number of dissertations, titles and author by university, research problems, and

forms of curriculum inquiry utilized in each published dissertation from January 1993 to June 1994. All this information is also provided in Appendix D.

Interpretation Of Results

The typical features of the graduate schools and graduate professional programs in Curriculum Studies are discussed in Chapter IV. The presentation and interpretation of data in this study are descriptive in nature and do not attempt to generalize the results to all the universities in the United States. Moreover, this study does not attempt to attribute causal relationships among any of the findings. Data are interpreted on the basis of degrees of similarity and differences among the schools that were surveyed in this study, in terms of the characteristics and strengths of the graduate programs in curriculum studies and the research preparation provided and/or produced by these programs. The resulting data thereby make possible an empirical description of typical features of the twenty-five universities studied.

Summary

This chapter on the research methodology and procedures used in this study has included an overview, a description of how the institutions to be studied were chosen, how the group of participants in the study were selected, the development of the questionnaire, how the data were collected, and how those data were analyzed, presented, and interpreted.

IV. PRESENTATION AND ANALYSIS OF THE RESULTS

The purpose of this chapter is to present findings related to the research questions addressed in this study dealing with features and strengths of Curriculum Studies graduate programs, the research preparation provided to their graduate students, and doctoral research produced by these programs during 1993-94.

Answers to the following research questions were sought in order to address the general purpose of the study: (1) What are the selected 25 leading research universities which include graduate schools of Education and graduate programs in Curriculum Studies? (2) What are some of the unique features about each of the graduate schools in regard to: enrollment, faculty and students groups, tuition rates, school programs, degrees offered, academic requirements for admissions and for graduation, doctoral degrees awarded, student services and housing, financial aid, library and computer facilities for the period 1993-94? (3) What are the unique features about each of the 25 graduate schools of Education and graduate programs in Curriculum Studies in these universities in regard to: enrollment, name of the unit, head and/or faculty contact, graduate programs offered, entrance and degree requirements, graduate degrees awarded, goals, and strengths that characterize the leading curriculum research programs in the United States? (4) What are the unique research features about each of the 25 graduate programs in regard to graduate curriculum research: availability of research courses dealing with forms of curriculum inquiry, ways of preparing graduate students in curriculum inquiry, faculty research, research problems and forms of curriculum inquiry employed in the published doctoral dissertations during 1993-94? (5) How do these unique features (same as listed under 2, 3 & 4) compare with each other among the 25 leading research universities? What are their typical features?

The 25 Leading Research Universities

The first research question sought to identify the 25 leading research universities in the United States that have graduate professional programs in Curriculum Studies graduate schools of Education. Based on the criteria and procedures described in Chapter IV for identifying such institutions, the following universities for which data could be obtained were identified in alphabetical order): 1. Boston College, 2. Cornell University, 3. Harvard University, 4. Indiana University, 5. Louisiana State University, 6. Michigan State University, 7. Ohio University, 8. Pennsylvania State University, 9. Purdue University, 10. Rutgers University, 11. Stanford University, 12. Teachers College, Columbia University, 13. University of Georgia, 14. University of Illinois, Chicago, 15. University of Illinois, Urbana, 16. University of Iowa, 17.

University of Michigan, Ann Arbor, 18. University of Minnesota, 19. University of North Carolina at Chapel Hill, 20. University of Southern California, 21. University of Texas, Austin, 22. University of Virginia, 23. University of Washington, 24. University of Wisconsin, Madison, and 25. Vanderbilt University (Peabody College for Teachers).

Names of department chairs, professors, and admissions officers who supplied information about their university's program are included in Appendix D. In addition, addresses, phones and/or fax are included for each university. These cooperative people will be available to clarify or to provide additional information from each university if it is needed.

The selection of these universities was not an attempt to build a pyramid in terms of excellence. It does not talk about quality. It is not a measure of creativity or innovation. It includes the institutions that grant the highest level of degree in Curriculum Studies, the number of doctoral degrees conferred and their main features and strengths such as selectivity of their admissions, research facilities (libraries), among others.

The selected universities which had the highest similarities were presented in the results of this study for purposes of showing the typical features and strengths of these institutions. Of the 25 selected universities, 7 are defined as independent coed institutions and 18 as public coed institutions. The independent coed institutions are the following: Boston College (independent religious, Jesuit old institution), Cornell University, Harvard University, Stanford University, Teachers College, Columbia University, the University of Southern California, and Vanderbilt University. The public independent institutions are: Indiana University, Louisiana State University, Michigan State University, Ohio University, The Pennsylvania State University, Purdue University, Rutgers University, University of Georgia, University of Illinois, Chicago, University of Illinois, Urbana, University of Iowa, University of Michigan, Ann Arbor, University of Minnesota, University of North Carolina at Chapel Hill, University of Texas, Austin, University of Virginia, University of Washington, University of Wisconsin, Madison.

These institutions are characterized by being large in size, old institutions (founded between 1636 and 1880), and some of the private or independent universities hold the name of the person who provided the initial funds to create them (i.e., John Harvard, Leland Stanford, Ezra Cornell, John Purdue); the public institutions hold the name of the state or community where they are placed. The oldest institutions are Harvard university (1636), Rutgers University (1766), the University of Georgia (1785) and North Carolina University (1795). Columbia and Southern California

universities, both private institutions, were founded in 1880. A brief description, historical oriented, is provided for each university in this study (see Appendix D).

All these institutions award doctorates (Ph.D. and/or Ed.D. in Education) and offer graduate programs in Curriculum Studies. These institutions are members of or are accredited by important national and international organizations or associations such as the American Association of Colleges and Universities, the American Association of Colleges for Teacher Education, the American Council of Education, among others. All these universities are committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications. These universities do not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

Graduate Schools: Unique and Typical Features

The second research question sought to identify some of the unique features of each of these university's graduate schools. Appendix D presents a description of each of these graduate school's in terms of the following twelve categories: enrollment, faculty and students groups, tuition, programs offered, degrees offered, admissions requirements, degrees requirements, doctoral degrees awarded, student services, financial aid, research facilities, and computer facilities.

In partial response to research question five, the most common characteristics are presented for the purpose of showing the typical features among the 25 graduate schools.

1. Enrollment

The 25 universities in the United States (from 3,600 surveyed by the Carnegie Foundation for the Advancement of Teaching) are some of the largest in size as well as some of the oldest institutions of the nation. Range of total enrollment is between almost 50,000 students and approximately 10,000 students. Universities with the largest undergraduate, graduate and professional students' enrollment in 1993-94 are: University of Texas, at Austin (49,253), Rutgers State University (48,572), University of Wisconsin at Madison (41,948), Purdue University (40,939), Michigan State University (40,047), University of Minnesota (40,000), University of Michigan, Ann Arbor (36,543), The Pennsylvania State University (36,063), and the University of Illinois at Urbana (36,041).

2. Faculty And Students: Graduate And Professional Groups

Graduate faculty and graduate students groups are classified as full-time, part-time, women, minority (include African Americans, Asian-Americans, Hispanics, Native Americans) and internationals (from other countries). Specific information for each university is provided in Appendix D

The total number of graduate faculty in these universities ranges between 1,000 and 9,000, and the number of graduate students is from 3,000 to 13,500. Full time students vary between 500 and near 11,000. Part-time students are counted between 500 and 6,600. Full-time faculty number is between 1,000 and 3,000. Part-time faculty are found to be between 10 and 1,200. Number of graduate women faculty total between 200 and 800. Number of minority faculty ranges between 25 and 400.

Some of the Universities with the largest number of full-time graduate faculty are The Pennsylvania State University, University of Michigan at Ann Arbor, University of Illinois at Urbana, Michigan State University, University of Wisconsin, University of North Carolina.

Among the universities with the largest number of graduate and professional faculty are University of North Carolina, University of Southern California, University of Michigan at Ann Arbor, The Pennsylvania State University and the University of Minnesota.

Universities with the largest number of graduate and professional faculty women are the Pennsylvania State University, University of North Carolina, and University of Southern California.

Universities with the largest number of part time graduate faculty members are Vanderbilt University, University of Michigan at Ann Arbor, and The Pennsylvania State University.

Universities with the largest number of minority faculty (African, Asian, Hispanics, Natives) are University of Southern California, University of Texas at Austin, and the Pennsylvania State University. Universities with the largest number of minority graduate students are: University of Illinois at Chicago, University of Michigan at Ann Arbor and Michigan State University. Universities with the largest number of international students are University of Texas, University of Wisconsin and the University of Minnesota.

The Teachers College (Columbia University) and the Peabody College for Teachers (Vanderbilt University) were excluded in the above comparisons because the statistics provided for enrollment, faculty and students groups corresponds with just one college and not with the entire university, however their enrollments are very high in comparison to other colleges of the same universities, and in some cases, in comparison with total enrollment from other universities (Peabody College-Vanderbilt University seems to have a very large number of part-time graduate and professional faculty, especially women, and the Teachers College-Columbia University appears to have a large number of part-time graduate faculty members and graduate students, as well as a large number of minority graduate students).

Finally, the number of full time and part-time education graduate students greatly vary among these universities. The numbers of women, minorities and internationals in education for each institution are included in Appendix D.

3. Tuition

Graduate tuition per year differs from public coed institutions to independent coed institutions. Tuition varies for full-time and part-time students and for non-resident or state-resident students. Tuition for non-resident students and foreign students is almost 50% higher than for resident students. In general, graduate tuition per year ranges between 16,000 and 3,500 US dollars. Information on tuition per year, semester, per credit and/or per quarter is provided by each institution (see Appendix D).

4. Programs

These institutions offer a great variety of graduate programs. Programs are designed to prepare students to assume positions of informed and responsible authority in their fields and to contribute creatively to them. They promote not only specialization, but also breadth of scholarship, the ability to study and think independently, and familiarity with the principal techniques and important literature in the field. The research undertaken by the candidate should deal with a problem that can yield a significant contribution to knowledge. The fields of Sciences, Arts and Humanities, as well as graduate interdisciplinary programs (or intercollege graduate programs) are included in these universities. Among the most common programs are: Administration, Art, Agriculture, American Studies, Animal Science, Architecture, Astronomy, Biology, Chemistry, Economics, Education, Engineering, English, Foreign Languages, Geography, Genetics, History, Journalism, Law,

Literature, Mathematics, Medicine, Political Science, Philosophy, Psychology, Sociology, and Sciences.

5. Degrees - Academic Preparation Provided

The selected universities offer the highest degree provided in the United States: the Ph.D. degree or the Ed.D. Interdisciplinary doctoral degrees and/or jointly offered degree programs with other colleges or universities are also offered by some institutions. All these universities offered Master's degree programs: the Master's degree (Master of Arts or M.A, Master of Sciences or M.Sc, and professional master's degrees in specific areas of knowledge, i.e., the M.Ed.), and the advanced programs or certificates (specializations in different fields of study).

A qualifying characteristic among these prestigious institutions, for this study is that they offer graduate programs in education and specifically in Curriculum Studies (i.e., Curriculum and Instruction, Curriculum and Supervision, Curriculum and Teaching, Curriculum Development) which are recognized by faculty and administrators as leading schools or programs in the country.

6. Admission Requirements

General criteria for admission to a graduate or professional degree program at these universities are: 1) a bachelor's degree from an accredited college or university; 2) an undergraduate GPA of minimum 3.0 overall and satisfactory record on previous graduate work, 3) three letters of recommendation; 4) acceptable scores (minimum 600) on the GRE (Graduate Record Exam), GMAT (Graduate Management Administration—Business Program), or any other test required by the specific School; 4) acceptable scores on the TOEFL (minimum 550) from all foreign students for whom English is not the first language. A completed application to any graduate school of these universities, includes forms that provide biographical information, official transcripts, and references.

7. Degree Requirements

To earn a Master's the minimum residence requirement is one academic year (two semesters or three quarters of full-time study) and all requirements for the degree must be completed within a range of 2 to 6 years beginning with the first registration for the graduate courses on the program of study. Upon the option of the student's major department, a reading and knowledge of a modern foreign language or other research skills may be required of a candidate for the Master's.

To be eligible for graduation, a student must earn a minimum of 24-30 credits of graduate work (in addition to approximately 6 credits in Thesis or a Master research paper or project). The student must maintain a 3.0 or B average on all graduate courses taken and on all courses in the program of study. The student has the choice of submitting a thesis or a research paper/project which shows independent judgment in developing a problem from primary sources. The minimum of research courses to be taken is approximately 3 (this requirement varies in some institutions).

The Degree of Specialist in Education is a self-contained degree program intermediate between the Master's degree and the Doctor's degree both in time and depth. It provides advanced study for those preparing for positions which call for a higher level of competence and specialization than that of the Master's degree but without the heavy emphasis on research of the Doctor's degree.

The Doctoral Degree (Ph.D and D.Ed) is granted on the basis of evidence that the candidate has achieved a high level of scholarship and proficiency in research rather than solely on the basis of successful completion of a prescribed amount of coursework. The minimum residence requirement at the university (as a full time student) is one academic year (two semesters or three quarters of full-time study) and all requirements for the degree must be completed within a range of 2 to 10 years beginning with the first registration for the graduate courses on the program of study. To be eligible for graduation, a student must earn a minimum of 60 credits of graduate work (in addition to the dissertation and beyond the Master's degree). Some universities require a "preliminary" examination which is used diagnostically in advising students about strengths, weaknesses, the program of study and, in some cases, about the advisability of continuing in the program.

The student's competence and ability to work independently and to write creatively are established by "qualifying" or "comprehensive" examinations to demonstrate readiness for critical analysis of research literature and for independent research and by the quality of a dissertation submitted as an account of her or his original research. Some universities require a "final" examination on the doctoral dissertation and related material; the student is expected to demonstrate an understanding of the larger content in which the dissertation lies. Upon the option of the student's major department, a reading knowledge of a modern foreign language (usually French, German, Spanish) or other research skills may be required of a candidate. The student must maintain a 3.0 or B average on all graduate courses taken and on all courses on the program of study.

Students with special academic-professional goals have the possibility of individualized, interdisciplinary programs of study leading to the Master's and Ph.D. degrees. The graduate

school may permit programs that combine several disciplines in unique ways. Some universities such as the "Big Ten", exchange researchers to support the students in using other institutions facilities.

8. Doctoral Degrees Awarded: Research Productivity

Approximately 18,800 doctorates (including 1547 in Curriculum Studies) were awarded among the 25 universities between January 1993 to June 1994. The doctorates provided are the Ph.D. or Doctor of Philosophy, an academic degree, the Doctor of Education a professional doctoral degree, and other professional interdisciplinary doctoral degrees.

The number of doctoral degrees among the universities ranged between 250 and 1300 doctorates. The University of Wisconsin at Madison awarded 1,269 doctorates; the University of Illinois at Urbana awarded 1,244 doctorates; Stanford University granted 1,203 doctorates; and 1,128 doctorates, were earned at the University of Michigan.

The Ph.D. degree is the highest degree awarded by these universities and it is granted in recognition of proficiency in research, breadth and soundness of scholarship, and thorough acquaintance with a specific field of knowledge, not upon completion of any definite amount of work prescribed in advance. Evidence of such attainment must be provided through the presentation of an acceptable dissertation based upon independent research and the passing of such written and oral examinations as may be prescribed. The D.Ed or Doctorate in Education is conferred in recognition of advanced preparation of a high order for work in the profession of education. It also requires a dissertation.

9. Student Services

The most typical student services provided by these universities are: free or low cost psychological counseling, career counseling, emergency short-term loans, campus safety program, campus employment opportunities, health insurance, counseling/support services for international students, computer services, library facilities, free legal counseling, accident insurance, disabled students support: services for persons with disabilities, academic peer advising, low cost on campus housing (students residences), availability of financial aid (scholarships, grants, tuition waivers, fellowships, assistantships, etc.), medical care or low cost health care except, hospitalization covered by mandatory health fee. Some universities offer: a free comprehensive medical care or

pre-paid out-patient clinic services, day-care facilities (child care assistance program), women's resource and research centers, free city bus pass, and dossier service.

10. Financial Aid

Among the 25 universities, the most typical financial aid that was provided included: fellowships, research assistantships, teaching assistantships, full and partial tuition waivers, institutionally sponsored loans, career-related internships or fieldwork, and federal work study.

11. Research Facilities

These 25 universities are some of the U.S institutions characterized by having the largest holdings of books, serial titles, microforms and current periodical subscriptions. They possess the best libraries in the country and/or the world. Usually each university has the central library plus additional on-campus libraries.

It was found that Harvard University holds the largest library. Harvard's book collections exceeds 12,394,894 volumes. The range of book collections among the rest of the universities is between 2 and 7 millions. For instance, the University of Michigan at Ann Arbor holds a total of 6,133,171 volumes; 3,472,083 microforms, and 67,530 current periodical subscriptions. The University of Texas at Austin total holdings is 6,066,136 volumes, 4,220,837 microforms and 78,446 current periodical subscriptions. Information on each university library is provided in the Appendix D.

12. Computer Facilities

The most typical computer facilities are in computer science centers, various colleges and departments and in universities libraries: personal computers are found in all libraries on campus, and these are linked with internet: CD-ROM are available for graduate student use, Apple Macintosh, IBM PC, Digital VAX, Digital DEC station, and others are available and vary according to university facilities.

Graduate Schools of Education and Graduate Programs in Curriculum Studies: Unique and Typical Features

The third research question sought to identify some of the unique features of these universities' graduate schools of Education and their graduate programs in Curriculum Studies. Appendix D presents a description of each of these graduate schools of Education and their graduate programs in Curriculum Studies in terms of the following twelve categories: enrollment, identification of the specific unit in charge of graduate curriculum programs, department head or contact faculty, specific enrollment, faculty, identification of the graduate programs in Curriculum Studies, specific departmental or program requirements, doctoral degrees awarded in the field of Curriculum Studies (1993-94), graduate programs' primary goals, strengths and unique features which characterize these leading research graduate programs.

In partial response to research question five, common characteristics of these programs are presented here in this section of the report for the purpose of showing the typical features among the 25 graduate schools of Education and their graduate programs in Curriculum Studies.

1. Enrollment

Graduate School enrollment ranges between 3,000 and 14,000 students. Graduate education enrollment varies between 200 and 2,000. The universities with the largest or highest graduate education enrollment in 1993-94 were: University of Georgia, Teachers College-Columbia University, Harvard University, Boston College, the University of Iowa, and the University of Southern California. Specific information for each institution is provided in Appendix D.

Graduate students of education are diverse and include full-time, part-time, women, minorities, and internationals. Range of full-time education students is between approximately 150 and 1,000 students; part-time between 100 to 1000. Harvard University has the highest number of full time students; Teachers College-Columbia University includes the highest number of part time students. The University of Georgia has both high full and part time students. Graduate women students range between 150 and 1,500 approximately. Universities with the highest number of women students are University of Georgia, Teachers College-Columbia University, and Harvard University. The number of minorities (African-Americans, Asian-Americans, Hispanics, and Native Americans) varies between 10 and 400. Internationals are found to be between 10 and 150 students. The universities with the highest number of minority students are Teachers College-Columbia University, and Harvard University. The University of Georgia and Harvard University are the ones that enroll the highest number of international students in education. General age average among students of education is between 30 and 40 years.

2. Name Of Administrative Units

Names of administrative units which offer graduate programs in curriculum studies vary among the universities. In some institutions they are called "Departments;" in others they are called "Schools", or "Colleges;" others are called "Divisions", and in others they are just "Fields", "Areas of Teaching" or "Programs". All of them are in the Graduate School or Graduate Studies of the University (some in the Graduate School of Arts and Sciences, others in the Graduate School of Education, others in the College of Education or in the School of Education). For example, among the units that responded to the survey questionnaires and sent informational materials were the following: Department of Curriculum, Administration and Special Education (Boston); Field of Education (within the Graduate Faculty of Agriculture and Life Sciences at Cornell University); Area of Teaching, Curriculum and Learning Environment (Harvard).

The prevailing name provided is "Department", i.e., Department of Curriculum and Instruction (LSU, Wisconsin at Madison, North Carolina, Illinois at Urbana, Illinois at Chicago, Texas at Austin, Minnesota, Indiana, Penn State, Purdue); Department of Teacher Education (Michigan State); School of Curriculum and Instruction (Ohio); Curriculum, Learning and Teaching Department (Rutgers), Department of Curriculum and Teaching (Southern California); Department of Curriculum, Instruction and Special Education (Virginia); Department of Educational Leadership (Georgia); Division of Educational Institutions and Programs (Teachers College, Columbia). Complete information for each of the 25 universities is provided in Appendix D.

Faculty and graduate students should be aware of the policies and requirements of each unit because some degree requirements must be met within the Graduate School policy and others with the department and/or program norms. Graduate catalogs and information materials from each university are in the libraries and bookstores, but the specific department or program also may have specific materials with important rules or instructions available to prospective students.

3. Department Heads/Contact Faculty In Curriculum Studies

Department heads, chairs, professors and/or admission officers from each university provided the required information useful for this report with the purpose of improving the knowledge of faculty and prospective graduate students. They are available to clarify and complete additional information if needed. Names, positions, and addresses are provided by each university. However, the contents of this study represent the work of the author and endorsement by the institutions and individuals mentioned in it should not be assumed.

Each university catalog and the available directories (handbooks or microfilms) and information materials existing in the library and/or provided by each institution graduate school or graduate admission officers include the names of faculty and administrators, together with their specialties, addresses, and phone numbers. They are available for public information.

4. Programs In Curriculum Studies

Graduate programs in Curriculum Studies offered by these institutions vary from one institution to another. Typical programs are: Ph.D., Ed.D., M.A, M.Sc, M.Ed., and Specialized Advanced Programs (or Certificates of Specialists in Education). Names of programs include Curriculum and Instruction, Curriculum and Supervision, Curriculum Teaching and Educational Policy, Instructional Design and Technology, Curriculum and Instructional Systems, Curriculum Studies, among others.

5. Departmental Admissions/Degree Requirements

Admission to graduate school is open to individuals who have graduated from approved institutions and who show evidence of potential for the successful completion of a graduate program. Admission to graduate schools of Education is competitive, however, and all admissions decisions are informed judgments regarding the applicant's previous academic performance, standardized test scores, experience and achievement, recommendations, and other relevant data. Applications are reviewed by the faculty of the department to which the applicant applies and by either the master's admissions committee or the doctoral admissions committee.

Students in the curriculum studies program work closely with an individual faculty member or a committee in selecting coursework and other experiences that will prepare them for the task of completing their dissertations. Students meet regularly with their faculty advisor who guides the development of each student's intellectual growth through ongoing consultations. No two programs are exactly alike. Students' academic programs are thus highly personalized in most universities.

The Curriculum Studies programs encourage and support an inquiry-driven approach to education. Students are encouraged to explore diverse theoretical positions regarding approaches to curriculum practices, research, and theory development. Getting a doctorate in these programs should be thought of as an ongoing process of discovery, a process that is mentored by a faculty

advisor and/or a doctoral committee who share in the development of each student's intellectual growth through ongoing discussions.

A typical program for a master's degree or specialist certificate may include courses on curriculum design and development, courses on Instruction (i.e., systematic instructional development and teaching in one or several levels of schooling, including college teaching), measurement and evaluation in education, leadership skills in education and curriculum research, among others suggested by the student's advisor. In addition, to write a thesis may be an optional choice for a master's degree. No thesis is required for a specialist degree.

A typical program for a doctoral degree may include as general requirements at least 60 credit hours of core courses in curriculum theory and development, advanced curriculum studies, learning and instructional theory, instructional technology, cultural foundations (of curriculum decisions), general and philosophical foundations, research methodology (i.e., statistics, research design, survey, historical and other forms of curriculum inquiry, or directed research in curriculum and instruction), among others suggested by the student's advisor and/or his doctoral committee. In addition, a reading knowledge of a foreign language or of computer science and statistics, and the writing of a dissertation are requirements for a doctoral degree.

6. Doctoral Degrees Granted

A total of 1547 doctoral degrees in Curriculum Studies (Doctor of Philosophy (Ph.D.), and Doctor of Education (Ed.D) degrees were awarded by the 25 selected leading research universities from January 1993 until June 1994. The number of doctoral dissertations published by each institution, during that period of time, ranges between 12 and 45. The University of Wisconsin at Madison, the Teachers College at Columbia University and the University of Texas at Austin are the institutions that have awarded the highest number of doctoral degrees in Curriculum Studies during that period of time.

Among the universities with the most doctoral graduates in Education are University of Illinois at Urbana, Stanford University, University of Minnesota, University of Texas at Austin, University of Michigan Ann Arbor, University of Wisconsin at Madison, Cornell University, University of North Carolina at Chapel Hill, University of Georgia, and The Pennsylvania State University.

7. Primary Goals Of Graduate Programs In Curriculum Studies

Among the typical goals of graduate programs in curriculum studies are to prepare educational leaders for curriculum, instructional and administrative roles in public and private schools, in institutions of higher education, in related organizations or in the industry. The intent is to provide a blend of scholarship, disciplined inquiry and professional experiences that will develop sound understandings, practical skills, ethical values, and social responsibilities required of competent educators.

In general, the doctoral programs in curriculum are intended for educators who aspire to leadership positions that emphasize curriculum development, curriculum supervision, instruction, teaching (or other related areas of the field), and for persons interested in research, postsecondary teaching, or positions within school districts or departments of education. They also prepare graduates to serve as specialists for administrative roles in schools and other educational agencies as well as leaders for policy positions in government, foundations, or universities.

8. Reasons For Being Among The Leading Programs In The USA

The most important characteristics which make the graduate programs in Curriculum Studies among the leading research programs in the United States are: reputation of faculty, curriculum research publications, quality of graduates, size of the program, curriculum and instructional characteristics, national leader in funded curriculum research, visibility of the program, and participation of faculty and students in professional groups.

9. Unique Strengths

For each university and department, the strengths (faculty, environment, research, curriculum and students, including the major categories for each strength), presented in hierarchical order by the respondents, are included in Appendix D. Eighty percent coincided in listing and ranking these categories in the following way: 1. faculty, 2. research, 3. students, 4. curriculum and 5. environment.

The aspects most frequently used in similar hierarchical order by the respondents for each category were: For faculty: research oriented, productivity, stable and dedicated, diverse interests and backgrounds, wide number of publications, and many speeches and paper for conventions were named. The reputation of these major universities rest on the caliber of their faculty. For research: reputation, national visibility, extensive research data available and emphasis on inquiry were suggested. For students: national recruitment, student-alumni networks, placement and selection procedures, and emphasis on inquiry were deemed important. For curriculum: cohesive academic, interdisciplinary, a core of required courses, and competence-based were cited. For environment: academic life, libraries, and resources, were listed.

10. Faculty and Research

Faculties of Education are also diverse and range between 100 and 300 faculty members. Among the universities with the largest number of full-time graduate faculty in Education are the University of Southern California, Cornell University, University of Georgia, Michigan State University and the University of Illinois at Urbana. Some of the institutions with most graduate faculty women in Education: University of Southern California, Michigan State University, University of Illinois, Urbana, and University of Virginia.

Universities with the largest number of part-time graduate faculty members in Education include Columbia University (Teachers College), University of North Carolina at Chapel Hill, and Vanderbilt University. Specific information for each university, including the number of minority is provided, where available, in Appendix D.

The most common characteristics of faculty among the graduate programs of Curriculum Studies cited as important were research oriented, productivity, and wide number of publications.

The most common organizations currently functioning to facilitate communication among Curriculum Studies faculties: The World Council for Curriculum and Instruction (WCCI), American Educational research Association (AERA), Association for Supervision and Curriculum Development (ASCD), The Society for the Study of Curriculum History, Professors of Curriculum, The African Curriculum Organization (ACO.)

The most known journals and publications currently functioning to facilitate communication among curriculum professionals are: Educational Researcher (AERA-USA), Review of Educational Research (AERA-USA), Educational Evaluation and Policy Analysis (AERA-USA), Handbook of Research on Teaching (AERA-USA), Educational Leadership (ASCD-USA), The Journal of Curriculum and Supervision (ASCD-USA), The Journal of Curriculum Studies (USA), Curriculum Inquiry (Canada), The Journal of Curriculum Theorizing (USA), Curriculum Perspectives (Australia), Curriculum (United Kingdom), Curriculum Canada, Curriculum (Venezuela), Curriculumforschung (Germany), Summary of Curriculum Research in Europe (Council of Europe), Monographs in Curriculum Theory (Hungarian National Institute), Curriculum Research Yearbook (Korean Society for Studies in Education), and the Curriculum Research Journal (Israel, Curriculum Center, Jerusalem).

According to the surveyed professors, the following are the main research questions or problems being researched during 1993-94: curriculum fragmentation and synthesis, nationalizing influences on the curriculum, general education in the secondary school and college, the rediscovery/rehabilitation of John Dewey by the academics, turning points in contemporary curriculum history, curriculum for interdisciplinary programs and interprofessional collaboration, alternate assessments of science concepts, historical media images of the school curriculum, factors contributing to the decline of SCDE's, authentic research, curriculum change, the nature of the social studies, teaching about World War II in the Pacific (U.S; Japan, Korea), curriculum history in US and in England during World War II, teaching of writing to "high risk" secondary age students, acquiring science concepts via classroom interaction and discourse, relationships of the arts to the processes of social science, postmodernism, hermeneutics, the interaction of information technology with the K-12 curriculum, and Education for the 21st century.

The prevailing forms of curriculum inquiry used by professors in their research reports and publications were historical, scientific, deliberative, phenomenological/hermeneutic, ethnographic/naturalistic, theoretical, evaluative/normative, integrative/review/analysis, action and philosophical.

The majority of the study participants had between 4 and 8 years of experience as department chairs and between 5 and 25 as professors of curriculum theory and research or related areas. (See Appendix D, under department head or faculty contact, and faculty groups)

Graduate Curriculum Research: Unique and Typical Features

The fourth research question sought to identify the unique features about curriculum research in the 25 graduate programs in Curriculum Studies. Appendix D, section 4, under the subtitle, "Research Problems and Forms of Curriculum Inquiry Employed in Doctoral Dissertations" presents the summary of each research question or research problem investigated by doctoral dissertations produced by these programs and identifies the form of curriculum inquiry used. Results or answers in three categories are provided to describe graduate curriculum research: availability/application of curriculum inquiry forms in research courses, ways of preparing graduate students in research, and doctoral dissertations (research problems and forms of curriculum inquiry employed) published during 1993-94.

The ten integrated forms of curriculum inquiry identified in graduate courses and doctoral dissertations were the following philosophical, historical, scientific, phenomenological/hermeneutic, ethnographic-naturalistic, integrative-review-synthesis, evaluative/normative, theoretical, deliberative and action research (Short, 1991).

Sources of information utilized to identify the graduate research courses offered by the graduate program in Curriculum Studies and the ways of preparing graduate students were the university catalogs and informational materials provided by the departments or programs, as well as information provided by chairs and/or professors in each university.

To be able to analyze doctoral dissertations, three additional sources of information provided guidelines to ascertain if the research problems investigated (1993-94) fall in the field of curriculum: a research model presented by Klein (1983) which describes the perspectives, elements or variables, and factors involved in curriculum; the curriculum matrix presented by Foshay (1987) including three major components: purpose, substance and practice; and the three levels of questions addressed in the field of curriculum research and practice identified by Short (1991).

Only those dissertations, (classified in the International Dissertations Abstracts in Curriculum and Instruction) that focused on the above mentioned aspects or research problems in the curriculum

field were included in this study for purposes of showing the titles, authors, institution, date, research problem, and forms(s) of curriculum inquiry employed in each dissertation.

In partial response to research question five, typical research characteristics found in all 25 Curriculum Studies programs are reported here in this section of the study.

1. Research Courses Dealing With Curriculum Inquiry Forms

The most typical research courses available to students in graduate programs in Curriculum Studies in 1993-94 deal with: research design, research methodology, statistics in research, historical research, evaluative/normative research, integrative/review/synthesis research, theoretical research, scientific research, philosophical research, and action research.

Typically, courses available in graduate Curriculum Studies programs in 1993-94 that focused on specific forms of curriculum inquiry included: historic, deliberative, evaluative/normative, integrative/review/synthesis, phenomenology/hermeneutic, ethnographic/naturalistic, theoretical, action research, scientific research methodology (experimental, quasi experimental, ex post facto); and philosophical.

2. Ways Of Preparing Graduate Students In Curriculum Inquiry Forms

The typical ways of preparing graduate students in curriculum inquiry forms among these institutions are: 1) recommend all graduate students take a specific research methods course (i.e., 12 hours in overview and focused research courses), 2) initiate graduate students into faculty research methods while s/he is engaged in a specific kind of research (i.e., historical, philosophical), 3) put students in an overview course on different types of research methods, 4) ask students to enroll in a research methods course with only students in their own program, 5) ask students to enroll in a research methods course that includes students from many different programs, 6) cooperative research with other departments, colleges and/or universities, 7) individual advice and support to graduate researchers.

In addition to the curriculum research courses provided in each program, the research staff of each institution provides services to both faculty and graduate students in the areas of research design, statistics, educational measurement, and computer use, among others. Laboratory facilities, including programmable calculators, card punch, computer terminals, and access to a library of statistical computer programs are available in most universities.

The extraordinary library and computer facilities offered by each institution, as well as the prestigious research oriented faculty available in each program, provide the appropriate intellectual environment for individual research preparation to the students. Some institutions, specifically the "Big Ten Universities", offer the CIC Traveling Scholar Program, sponsored by the Committee on Institutional Cooperation (CIC). The CIC program helps selected students take advantage of unique facilities at another participating university, including special course offerings, research opportunities, laboratories, and library collections.

3. Research Problems And Forms Of Curriculum Inquiry In Doctoral Dissertations

The specific dissertation titles, authors and summaries of each dissertation's research problem and forms of curriculum inquiry employed are presented in Appendix D for each university. The range of doctoral dissertations is between 12 and 40 in Curriculum Studies among the universities. Total number of doctoral dissertations in Curriculum Studies published by the 25 universities in the International Dissertations Abstracts during January 1993 to June 1994 by graduate Curriculum Studies programs in these universities was 1,547.

The typical research problems in the 1547 dissertations focused on different sectors of the institution involved with the process of teaching, learning, instruction, and governance (leadership). Dissertations also dealt with the four common themes: subject/books, teacher/parents, student, and environment (and resources). The five phases of the process included diagnoses of needs, decision making, planning, implementation, and evaluation. These were important topics in many dissertations.

The following are five important topics and research problems investigated among the dissertations reviewed: ideal curriculum (values, beliefs, what ought to be included in the curriculum and how it should be implemented), formal curriculum (how state and federal officials, district and school personnel, textbook publishers, lay groups, and professional organizations view curriculum), instructional curriculum (what the teacher hopes, values, believes, and expects to offer his or her individual students), Operational curriculum (decisions made when students and the teacher interact in the classroom), and experiential curriculum (the student selection and reactions to what is offered based on interests, values, abilities and prior experiences).

Most dissertations dealt with the dimensions of curriculum design or curriculum elements, such as goals and objectives, materials, content, learning activities, teaching strategies, evaluation,

grouping, time, and space. Others dealt with qualitative factors: description of present practices, decision making, rationale, priorities assigned to the curriculum, attitudes, appropriateness, comprehensiveness, individualization, and barriers and facilities.

Finally, there were dissertations dealing with the following curriculum dimensions: purpose, substance (or experiences), and educational practice. Study of the curriculum consisted of dealing with the manifold interactions among these three dimensions, as well as studying the nature of each part. Other dissertations were interdisciplinary oriented and offer important findings to the field of curriculum research.

The ten integrated forms of curriculum inquiry as described by Short (1991) were employed as research approaches among these dissertations.

Summary

Findings related to the research questions addressed in the study across the entire group of participants as well as by some subgroupings of universities were presented and analyzed in this chapter. Agreement among the participants' responses concerning their beliefs and practices related to the features and strengths of curriculum studies graduate programs were identified and presented in terms of typical characteristics among institutions and programs.

V. OVERVIEW, IMPLICATIONS, AND RECOMMENDATIONS OF THE STUDY

In this chapter, conclusions, implications, and recommendations of the study are presented in the following sections: an overview of the study; a summary of the study results; a discussion and interpretation of the results; some implications for practice which can be drawn from the study; and, finally, recommendations for future research.

An Overview Of The Study

This study investigated select features of graduate schools, graduate schools of Education, and graduate programs in Curriculum Studies in 25 leading research universities of the United States of America. The primary purpose of this study was to describe the unique features or strengths of graduate programs in Curriculum Studies, research courses offered by them, ways of preparing graduate students in research, and research problems and forms of curriculum inquiry employed in doctoral dissertations published from January 1993 to June 1994.

Answers to the following research questions were sought in order to address the general purpose of the study: (1) What are the selected 25 leading research universities which include graduate schools of Education and graduate programs in Curriculum Studies? (2) What are some of the unique features about each of the graduate schools in these universities in regard to: enrollment, faculty and students groups, tuition rates, school programs, degrees offered, academic requirements for admissions and for graduation, doctoral degrees awarded, student services and housing, financial aid, library and computer facilities for the period 1993-94? (3) What are the unique features about each of the 25 graduate schools of Education and graduate programs in Curriculum Studies in these universities in regard to: enrollment, name of the unit, head and/or faculty contact, graduate programs offered, entrance and degree requirements, graduate degrees awarded, goals, and strengths that characterize their programs? (4) What are the unique research features about each of the 25 graduate programs in Curriculum Studies with regard to curriculum research: availability of research courses dealing with forms of curriculum inquiry, ways of preparing graduate students in curriculum inquiry, faculty research, research problems and forms of curriculum inquiry employed in the published doctoral dissertations during 1993-94? (5) How do these unique features (same as listed under 2, 3 & 4) compare with each other among the 25 leading research universities? What are their typical features?

This study draws upon a literature review of the unique features or strengths of American graduate education; an analysis of a mail questionnaire survey answered by the 25 graduate schools of

Education (department chairs and professors in Curriculum Studies) and their admissions officers; the review of each university's last graduate catalogs and directories, the 1993-95 Peterson's Guide for Graduate Professional Programs, and informational materials from each school or department of Curriculum Studies; a review of non-formal personal interviews, made by personal visits, by fax and/or by phone; the examination of the research problems and the identification of the distinct forms of curriculum inquiry employed in doctoral dissertations and, finally, the review of the availability of research courses by each university (1993-1994).

The descriptive study approach supplemented by a comparative analysis is the methodology used for the study. The following are the aspects that form the platform of information for this study: twenty five categories to describe unique features of graduate schools and Curriculum Studies programs identified by the researcher, twelve of them from the Peterson's Guide (1993-95); five categories to describe the strengths of the exemplary graduate programs as identified by Keim (1983); seventeen forms of curriculum inquiry identified by Short (1991), integrated into ten by the researcher; 620 doctoral dissertations published during 1993-94 by the selected 25 graduate-professional programs of Curriculum Studies; a survey questionnaire answered by department chairs, professors, and admission officers; directories, catalogs, and informational materials (1994) from each of the selected institutions. The 25 universities were chosen by examining a list of "Top Universities" identified by U.S News and World Report (1991-93) and selecting those identified by the Carnegie Foundation for the Advancement of Teaching (1994) as "leading research universities," including the widely recognized "Big Ten Universities".

The twenty-five categories used to describe graduate schools were: enrollment, faculty and students groups, tuition, programs offered, degrees offered, admissions requirements, degrees requirements, doctoral degrees awarded, student services, financial aid, research facilities, computer facilities, identification of the specific unit in charge of graduate Curriculum Studies programs, department head or contact faculty, specific enrollment/faculty, identification of the graduate programs in Curriculum Studies, specific departmental or program requirements, doctoral degrees awarded in the field of Curriculum Studies (1993-94), graduate programs primary goals, strengths and unique features which characterize the leading research graduate programs, availability/application of curriculum inquiry forms in research courses, ways of preparing graduate students in research, faculty research, and doctoral dissertations (research problems and forms of curriculum inquiry employed) published during 1993-94.

The five categories of strengths to describe leading research schools included: research, faculty, students, curriculum and environment. The ten integrated forms of curriculum inquiry were the

following: philosophical, historical, scientific, phenomenological-hermeneutic, ethnographic-naturalistic, theoretical, evaluative-normative, integrative/review/synthesis, deliberative and action research.

The 25 surveyed universities were the following: Boston College, Cornell University, Harvard University, Indiana University, Louisiana State University, Michigan State University, Ohio University, Pennsylvania State University, Purdue University, Rutgers University, Stanford University, Teachers College-Columbia University, University of Georgia, University of Illinois-Chicago, University of Illinois-Urbana, University of Iowa, University of Michigan, University of Minnesota, University of North Carolina, University of Southern California, University of Texas, University of Virginia, University of Washington, University of Wisconsin, and Vanderbilt University.

The Results of the Study

Detailed descriptions of the unique features of each of the 25 institutions with respect to the categories of information cited above are to found in Appendix D.

This study also provides a general description of the typical characteristics of graduate programs drawn from a comparative examination of the information on all 25 institutions and focused on curriculum research. The results support the understanding that there are a variety of distinct, albeit overlapping, approaches to inquiry, or ways of knowing, in the study of teaching, curriculum, instruction, learning environment and related areas. All the institutions coincide in their requirement that each student should demonstrate competence in different approaches of curriculum inquiry (in the sense explicated in Forms of Curriculum Inquiry by Edmund C. Short (1991), as important source for training graduate students in curriculum research). The purpose of these requirements is to encourage an appreciation of diverse approaches and to help students identify methodologies appropriate for their dissertation research. Detailed descriptions of the unique features of each of the 25 institutions with respect to the categories of information cited above are to be found in Appendix D.

Contributions And Implications

The main contribution of this study is to provide recent information about the unique features and strengths of selected graduate schools and professional graduate programs in Education (especially Curriculum Studies programs) in the USA which may be useful to students in choosing a college

or university to attend. This report gives important characteristics about 25 leading research universities in the USA which can be helpful in a student's decision to apply to a particular college or university. Information on the availability of different research courses in which selected forms of curriculum inquiry are taught, the identification of the typical ways of preparing future research leaders in Curriculum Studies, and the examples of 1547 doctoral dissertations illustrating the application of ten integrated forms of curriculum inquiry all contribute to the knowledge needed by students and others to making informed decisions about which university and program to enter.

Results of this study will also be used to improve the knowledge of national and international administrators (especially from institutions which provide financial aid for graduate study in education), as well as faculty and student knowledge about these programs. Information will also help guide decision making concerning the creation or redesign of future Curriculum Studies programs and the kind of educational research preparation that should be provided to graduate students. The study provides some guidance and directions for facilitating the development of similar programs within other Education-graduate programs. Such programs are essential to the development of educational systems; without these graduate programs, oriented toward curriculum research, it will be very difficult to provide quality to the other levels of the system.

The study provides a set of typical features for a prototype program of Curriculum Studies in Education. Since a program like this does not exist in many universities (in Latin American countries, such as Venezuela, there are some resemblances which are called by different names); the results and the procedures of this study should be of interest to those institutions in the development of similar programs or for the evaluation of the existing ones.

The research procedures and a model survey questionnaire used in this study can also provide some guidance for future comparative studies. This implies that further research should be done in the field: there is a need to develop similar studies with a wider number of institutions of the United States of America (there are more than 3,000 universities) in order to provide a more complete view of Curriculum Studies graduate programs, their similarities and differences, and to establish general criteria for describing the unique features or strengths of these programs.

Recommendations

Given the importance of the field of graduate curriculum research in assisting the different levels of education, the main recommendations emerging from this study are: (1) the development of national standards for leading research graduate programs in Curriculum Studies; (2) the

development of a national philosophy of educational research for doctoral programs; (3) the development of associations with national and/or international organizations and with other leading research universities for institutional cooperation to foster interdisciplinary and collaborative research and service efforts within and beyond each university in order to take advantage of funding opportunities and the exchange of scholars, graduate students and research facilities; (4) the development of a comprehensive communication and cooperation network among exemplary graduate programs for the development of a national criteria with respect to the availability of curriculum research courses (application of different curriculum inquiry forms) to provide a wider research preparation to graduate students. (5) the development of a national and international standard policy to provide up-dated information and appropriate criteria for prospective graduate students to enable them to choose or select a school and program according to their needs and the unique features or strengths of each program.

It is also very important to develop more aggressive policies regarding curriculum research in each university, that is: a) to maintain a close relationship among graduate school research programs and to work cooperatively with the different units of the university; (b) to maintain an overview of the many individual curriculum research commitments of the institution and the specific programs of Curriculum Studies, and actively to promote the research mission of the university in many ways; (c) to develop criteria for financial aid to help individuals, groups and organizational units search and obtain funds from potential sources in order to enhance the university's education, research and service missions; (d) to develop comprehensive research criteria for the improvement of educational research preparation provided to graduate students and the financing of doctoral educational research; (e) to develop, maintain, and/or improve the infrastructure (specially libraries and computer services) for proper conduct of research; (f) to be able to identify high priority international, national, and state research needs related to the university's mission; disseminate information pertaining to those needs; and assist in developing a university agenda that includes the participation of graduate students to meet those needs; and, (g) to be able to affect federal legislation and regulations enhancing each university's national and international position as a major education and research institution.

Three important questions have arisen for reflection: (1) how can academic standards formulated by authorities who live outside of the specific contexts for which they are making curriculum policy fit the needs and interests of prospective graduate students from other countries? (2) how can the interplay of academic authorities and professors yield excellence, equity, and genuine human growth? (3) what graduate curriculum students should know to become researchers as well as excellent teachers who may apply research in teaching? (Schubert, 1990)

According to Schubert (1990), the graduate schools do not need to be asked to teach more and more content, but rather to focus on what is essential to scientific, technological, and humanistic literacy and to teach it more effectively. The scientifically-humanistic literate person is one who is aware that science and education are interdependent human enterprises with strengths and limitations; understands key concepts and principles of science and research; is familiar with the natural and human world and recognizes both its diversity and unity; and uses scientific knowledge and scientific ways of thinking and inquiring for individual and social purposes.

The courses offered by graduate schools, especially research courses, should meet important criteria having to do with human life and with the "broad goals that justify graduate education in a free society: **utility** (will the proposed content—knowledge or skills—significantly enhance the graduate's long-term employment prospects? Will it be useful in making personal decisions?); **social responsibility** (is the proposed content likely to help citizens participate intelligently in making social and political decisions on matters involving science and technology?); **intrinsic and philosophic value of knowledge** (does the proposed content present different aspects of sciences, humanities, mathematics and technology, as well as focused on research which contributes to the ability of people to ponder the enduring questions of human meaning?; and **enrichment** (will the proposed content enhance her/his life?)" (Schubert, 1990).

Graduate educators and education policy makers should begin to develop a strong consensus on what it will take to restructure the graduate school so that all students of all the programs emerge well educated in science, research, mathematics, humanities, and technology, able to use scientific and humanistic knowledge, and scientific and humanistic ways of thinking for individual and social purposes.

Conclusions

It was found through this study that there are typical characteristics among graduate schools of Education as well as among the graduate professional programs of Curriculum Studies of the 25 selected leading research universities in regard to their strengths, educational research preparation provided, and curriculum inquiry forms utilized in doctoral dissertations.

The study concluded that the strength of the faculty and their being research-oriented are the most typical factors characterizing these universities. Doctoral research is very important for these institutions. Other typical characteristics were: national/international visibility, faculty reputation, doctoral degrees awarded, graduates' placement, outstanding library and computer services, enrollment, students' selection, curriculum and environment related to the quality of life in campuses. The unique features, strengths, research preparation provided and curriculum inquiry forms utilized in doctoral dissertations are relevant factors to describe these institutions. The curriculum research courses offered by graduate schools should meet important criteria having to do with the different forms of curriculum inquiry and with different ways of providing research preparation to graduate students congruent with the broad goals that justify graduate education in a free society.

The findings together with the review of the literature could be utilized as ideas or criteria for planning, managing, evaluating or creating graduate programs focused on educational research. They are factors in choosing a university or a program by prospective graduate students, or by international institutions in providing graduate financial aid.

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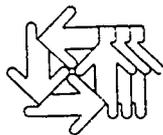
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APPENDIX A
Forms: Letters and Survey Questionnaires



ORGANIZACION DE LOS ESTADOS AMERICANOS
 ORGANIZAÇÃO DOS ESTADOS AMERICANOS
 ORGANISATION DES ETATS AMERICAINS
 ORGANIZATION OF AMERICAN STATES



FUNDAYACUCHO
 LASPAU

State College, Feb. 11th, 1994

Dear Professor:

I am conducting a research project to describe the Curriculum Studies Graduate Programs in the leading research universities in the United States.

Your program is among the exemplary programs we wish to include in this project. The purpose of this project is to gather data on various program characteristics and on the kind of research preparation provided by these programs.

The result of this research will be helpful to universities in Venezuela and other Latin American countries in planning to create or improve their graduate programs in curriculum studies. The research is sponsored by the Organization of American States and the Venezuelan government (FUNDAYACUCHO-LASPAU).

The final report will be published and distributed by the Organization of American States. A copy of this publication will be mailed to you.

Please fill out and return the enclosed questionnaire in the attached envelope. Thank you in advance for your help.

Sincerely yours,

Carmen L. Rosales D.

Carmen L. Rosales-Dordelly, Ph.D.
 Organization of American States
 Post-Doctoral Fellowship Research Director
 P.O. Box 10046
 State College, PA 16805
 814-863-7602

Enclosures

The Pennsylvania State University
 Chambers Building
 University Park, PA 16802-3205

PENNSSTATE



GLOSSARY OF TERMS

Curriculum Research Courses: courses which deal with alternative approaches for conducting research and inquiry in the curriculum field. They are concerned with conceptual, methodological, and technical issues pertaining to various forms of disciplined inquiry, from philosophical to scientific to humanistic and interdisciplinary approaches.

Philosophical: form of curriculum inquiry which involves clarifying, justifying, and critiquing knowledge that is relevant to the making of curriculum choices and/or to the developing of curriculum proposals or positions.

Historical: form of curriculum inquiry which deals with telling real stories; it is narrative and interpretative. Examples are histories of courses and school programs, biographical renderings of the lives of significant curriculum workers, among others.

Scientific: a form of curriculum inquiry which deals with explanations—the why of things—not inert facts. Scientific research consists of facts-in-context. Its basic approach to understanding educational phenomena is the experiment.

Phenomenological/Hermeneutic: form of curriculum inquiry which deals with life-world perceptions and the imagination; this form of research may also take the form of narrative inquiry (storied experience) and of aesthetic inquiry (aesthetic criticism of experience).

Ethnographic/Naturalistic: form of curriculum inquiry which focuses on understanding a given social setting and looks at relationships within a system or culture. It requires the ability to observe behavior and sharpen the skills necessary for observation and face-to-face interviews.

Theoretical: form of curriculum inquiry whose purpose is to create and critique conceptual schemes by which the essential nature and structure of curricular phenomena and processes can be made intelligible.

Evaluative/Normative: a form of curriculum inquiry which deals with situational assessment, critical and normative inquiry. This form addresses questions having to do with the values and norms underlying curriculum and their application to the various components of curriculum.

Integrative/Review/Synthesis: form of curriculum inquiry which deals with ways of assembling sets of curriculum knowledge that integrate diverse materials into a particular conceptual framework so that some new perspectives or relationships are introduced.

Deliberative: form of inquiry about weighing the merits of various courses of action related to curriculum policy, program development, and other curriculum activity in specific situations of practice.

Action: form of curriculum inquiry which deals with the research undertaken by practitioners in order that they may improve their practices.

PENNSTATE



Department of Curriculum and Instruction
College of Education

The Pennsylvania State University
Chambers Building
University Park, PA 16802-3205

State College, February 15th, 1994

Dr. Donald Oliver
Graduate School of Education
Harvard University
206 Long Fellow Hall Appian Way
Cambridge, MA 02138

Dear Dr Oliver:

I am pleased to introduce to you Dr Carmen L. Rosales-Dordelly who wishes to meet with you regarding her research project. Her purpose is to gather information related the what and the how to teach and to prepare graduate students in curriculum research. She is also interested in reviewing the characteristics of the graduate program in curriculum at your university.

Dr Rosales-dordelly is conducting a research project to describe the Curriculum Studies graduate programs in the leading research universities in the United States. The focus of this project is to gather data on various program characteristics and on the kind of research preparation provided by those programs.

The research is sponsored by the Organization of American States and the Venezuelan government (FUNDAYACUCHO-LASPAU).

The final report will be published in English and in Spanish, and it will be distributed by the Organization of American States to different countries. A copy of this publication will be mailed to you.

Dr. Rosales-Dordelly will contact you soon, to set an appointment in your schedule. Please accept her visit, and provide information materials which could be useful to describe Harvard graduate program in Curriculum Studies and the kind of research preparation provided to students in education. Thank you in advance for your kind help.

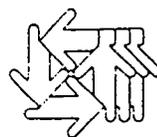
Sincerely yours,

Edmund C. Short

Dr. Edmund C. Short
Professor of Education
Sponsor, Post Doctoral Fellowship



ORGANIZACION DE LOS ESTADOS AMERICANOS
 ORGANIZAÇÃO DOS ESTADOS AMERICANOS
 ORGANISATION DES ETATS AMERICAINS
 ORGANIZATION OF AMERICAN STATES



FUNDAYACUCHO
 LASPAU

Professor of Curriculum:

I. Personal Data:

Name of Institution: _____

Name of your Department: _____

Name of the Program that focuses on Curriculum Studies: _____

Your name: _____

Highest Degree earned: Ph.D. ___ D.Ed. ___ Master's ___ Bachelor's ___

Your specialty: _____

How many years have you been teaching Curriculum Research: _____

II. Questionnaire:

1. How many Curriculum Research Reports and Publications have you done of various types? (Please mark an "x" under the appropriate column).

| | none | 1-5 | 6-10 | 11-15 | 15 or more |
|--------------------------------|------|-----|------|-------|------------|
| * Philosophical | | | | | |
| * Historical | | | | | |
| * Scientific | | | | | |
| * Phenomenological/Hermeneutic | | | | | |
| * Ethnographic/Naturalistic | | | | | |
| * Theoretical | | | | | |
| * Evaluative/Normative | | | | | |
| * Integrative/Review/Synthesis | | | | | |
| * Deliberative | | | | | |
| * Action | | | | | |
| * Other(s) | | | | | |

2. What problems or questions are you researching at the present time?

3. How do you prefer to prepare your graduate students as curriculum researchers? (Please mark an "x" in front of each appropriate statement).

- * Recommend all your graduate students take a specific research methods course_____ Which one?_____
- * Initiate your graduate students into your research methods while you are engaged in a specific kind of research_____ What is your method?_____
- * Put students in an overview course on different types of research methods_____
- * Ask students to enroll in a research methods course with only students in your own program_____
- * Ask students to enroll in a research methods course that includes students from many different programs_____
- * Other(s)_____

4. Research Courses:

- * Number of Curriculum research courses required for a Ph.D_____, for a D.Ed_____, for a Master's_____
- * What curriculum research courses are available to students in your program? (Please mark an "x" after the appropriate ones).

Research design_____

Research methodology_____

Statistics_____

Survey research_____

Phenomenology/Hermeneutic_____

Historical_____

Philosophical_____

Scientific_____

Ethnographic/Naturalistic_____

Theoretical_____

Evaluative/Normative_____

Integrative/Review/Synthesis_____

Deliberative_____

Action_____

Simulations/Modeling_____

Combination of methods_____

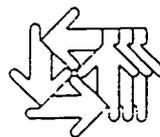
Other(s)_____

5. What forms of financial aid for graduate students are available for studies in Curriculum Research in your University?

Please return to:
Dr. Carmen L. Rosales-Dordelly
Post-Doctoral Fellowship Research Director
Organization of American States
P.O. Box 10046, State College, P.A. 16805
Fax: 814-863-7602



ORGANIZACION DE LOS ESTADOS AMERICANOS
 ORGANIZAÇÃO DOS ESTADOS AMERICANOS
 ORGANISATION DES ETATS AMERICAINS
 ORGANIZATION OF AMERICAN STATES



FUNDAYACUCHO
 LASPAU

Department Chair:

I. Personal Data:

Name of Institution: _____

Name of your Department: _____

Name of the Program that focuses on Curriculum Studies: _____

Your name: _____

Highest Degree earned: Ph.D. ___ D.Ed. ___ Master's ___ Bachelor's ___

Your specialty: _____

How many years have you been Department Head?: _____

II. Questionnaire:

1. Why do you think your Graduate Program in Curriculum Studies is among the leading Programs in the United States? (Please mark an "x" after the appropriate statement.)

- * Reputation of faculty _____
- * Quality of graduates _____
- * Curriculum & Instructional characteristics _____
- * National Leader in funded curriculum research _____
- * Size of the program _____
- * Visibility of the program _____
- * Curriculum research publications _____
- * Participation of faculty and students in professional groups _____
- * Other(s) _____

2. Faculty:

- * Number of Full-Time Curriculum Professors:
 With a Ph.D. ___ With a D.Ed. ___ With a Master's ___
- * Number of Part-time Curriculum Professors:
 With a Ph.D. ___ With a D.Ed. ___ With a Master's ___
- * Years of experience as Curriculum Professors:
 Range between _____ and _____ years.

3. Students:

- * Number of graduate students enrolled during this academic year (93-94)
Ph.D. _____ D.Ed. _____ Master's _____ Specialist _____
- * Number of graduate students graduated during last academic year (92-93)
- * Requirements for graduation: Ph.D. D.Ed. Master's Spec.

Minimum Number of credits _____ _____ _____ _____
Dissertation/Thesis _____ _____ _____ _____
Grade point average _____ _____ _____ _____
Other(s) _____

4. What are the unique strengths of your graduate program in Curriculum Studies?
(Within each category, please rank the major categories and mark "x" in the subcategories for the appropriate items).

- * Curriculum (rank: _____)
competence-based _____
interdisciplinary _____
a core of required course _____
cohesive academic _____
other(s): _____
- * Faculty (rank: _____)
productivity _____
research-oriented _____
stable and dedicated _____
diverse interests & backgrounds _____
wide number of publications _____
many speeches and paper for conventions _____
other(s) _____
- * Research: (rank: _____)
emphasis on inquiry _____
extensive research data available _____
reputation for research _____
national visibility _____
other(s) _____
- * Students: (rank: _____)
placement _____
national recruitment _____
students alumni networks _____
selection procedures _____
other(s) _____
- * Environment: (rank: _____)
resources _____
academic life _____
libraries _____
other(s) _____

Please return to:
Dr. Carmen L. Rosales-Dordelly
Post-Doctoral Fellowship Research Director
Organization of American States
P.O. Box 10046, State College, PA 16805
Fax: 814-863-7602

State College, March 23rd, 1994

Graduate Admissions Office:
University

Dear Sirs:

Please send me information materials concerning graduate work in the College of Education. I think that your program in Education (Curriculum Studies) is one of the best in the United States and, therefore, I am very interested in your program.

Since I cannot visit your campus right now to find out additional information, please, I need some answers from you which can be summarized in the attached list of data from the Department of Curriculum Studies.

I would appreciate that you return the attached questionnaire which will provide very important criteria for decision making and for getting financial aid from our government, not only for my own purposes, but for prospective graduate students from Venezuela who are looking forward to study in your university for the academic year 1994-95.

Thank you in advance for your information,

Carmen L. Rosales-Dordelly
225 W. Fairmount Avenue, State College, PA 16801, USA.
or
Urb. La Boyera, Resid. Las Rocas-Agata, #132, frente a El Cigarral
via El Hatillo, Caracas, 1080. Venezuela.

Enclosures.

Questionnaire for Admissions Officers:

University: _____

1. Why do you think your Graduate Program in Curriculum Studies is among the leading Programs in the United States? (Please mark an "x" after the appropriate statement.)
 - * Reputation of faculty _____
 - * Quality of graduates _____
 - * Curriculum & Instructional characteristics _____
 - * National Leader in funded curriculum research _____
 - * Size of the program _____
 - * Visibility of the program _____
 - * Curriculum research publications _____
 - * Participation of faculty and students in professional groups _____
 - * Other(s) _____

2. Faculty:
 - * Number of Full-Time Curriculum Professors:
With a Ph.D. _____ With a D.Ed. _____ With a Master's _____
 - * Number of Part-time Curriculum Professors:
With a Ph.D. _____ with a D.Ed. _____ With a Master's _____
 - * Years of experience as Curriculum Professors:
Range between _____ and _____ years.

3. Students:
 - * Number of graduate students enrolled during this academic year (93-94)
Ph.D. _____ D.Ed. _____ Master's _____ Specialist _____
 - * Number of graduate students graduated during last academic year (92-93)
 - * Requirements for graduation: Ph.D. D.Ed. Master's Spec.
 - Minimum Number of credits _____ _____ _____ _____
 - Dissertation/Thesis _____ _____ _____ _____
 - Grade point average _____ _____ _____ _____
 - Other(s) _____

4. What are the unique strengths of your graduate program in Curriculum Studies? (Within each category, please rank the major categories and mark "x" in the subcategories for the appropriate items).
 - * Curriculum (rank: _____)
 - competence-based _____
 - interdisciplinary _____
 - a core of required course _____
 - cohesive academic _____
 - other(s): _____

- * Faculty (rank: _____)
 - productivity _____
 - research-oriented _____
 - stable and dedicated _____
 - diverse interests & backgrounds _____
 - wide number of publications _____
 - many speeches and paper for conventions _____
 - other(s) _____
- * Research: (rank: _____)
 - emphasis on inquiry _____
 - extensive research data available _____
 - reputation for research _____
 - national visibility _____
 - other(s) _____
- * Students: (rank: _____)
 - placement _____
 - national recruitment _____
 - students alumni networks _____
 - selection procedures _____
 - other(s) _____
- * Environment: (rank: _____)
 - resources _____
 - academic life _____
 - libraries _____
 - other(s) _____

5. How do you prefer to prepare your graduate students as curriculum researchers?
 (Please mark an "x" in front of each appropriate statement).
 (Please ask Professors of Curriculum to help to answer).

- *Recommend all your graduate students take a specific research methods course _____ Which one? _____
- *Initiate your graduate students into your research methods while you are engaged in a specific kind of research _____ What is your method? _____
- *Put students in an overview course on different types of research methods _____
- *Ask students to enroll in a research methods course with only students in your own program _____
- *Ask students to enroll in a research methods course that includes students from many different programs _____
- *Other(s) _____

6. Research Courses:

- *Number of Curriculum research courses required for a Ph.D. _____, for a D.Ed _____, for a Master's _____

*What curriculum research courses are available to students in your program? (Please mark an "x" after the appropriate ones).

- Research design_____
- Research methodology_____
- Statistics_____
- Survey research_____
- Phenomenology/Hermeneutic_____
- Historical_____
- Philosophical_____
- Scientific_____
- Ethnographic/Naturalistic_____
- Theoretical_____
- Evaluative/Normative_____
- Integrative/Review/Synthesis_____
- Deliberative_____
- Action_____
- Simulations/Modeling_____
- Combination of methods_____

7.How many Curriculum Research Reports and Publications have you done of various types? (Please mark an "x" under the appropriate column).

| | none | 1-5 | 6-10 | 11-15 | 15 or more |
|--------------------------------|------|-----|------|-------|------------|
| * Philosophical | | | | | |
| * Historical | | | | | |
| * Scientific | | | | | |
| * Phenomenological/Hermeneutic | | | | | |
| * Ethnographic/Naturalistic | | | | | |
| * Theoretical | | | | | |
| * Evaluative/Normative | | | | | |
| * Integrative/Review/Synthesis | | | | | |
| * Deliberative | | | | | |
| * Action | | | | | |
| * Other(s) | | | | | |

- What problems or questions are you researching at the present time? _____

- What forms of financial aid for graduate students are available for studies in Curriculum Research in your University? _____

Please return to: Carmen L. Rosales-Dordelly
 225 W. Fairmount Avenue, State College, PA, 16801, USA/
 Urb.La Boyera, Resid.Las Rocas-Agata, # 132, frente a El Cigarral
 Via El Hatillo, Caracas, 1081, Venezuela

APPENDIX B
Glossary of Terms

GLOSSARY OF TERMS

Curriculum: in higher education, the term curriculum is reserved for an institution's entire educational program. It is the locus of corporate responsibility for learning that engages faculty, trustees, administration, and students. The concept of curriculum encompasses all the sectors of the institution involved with the process of teaching and learning. (Toombs, 1993). Curriculum can also be thought of as what students have an opportunity to learn under the auspices of schools (McCutcheon, 1990).

Curriculum Inquiry: the art of "critiquing"—i.e. critically disclosing the quality of a curriculum through literary devices such as metaphor, thick description, alliteration, etc. with a view to developing deep appreciation and personal understanding. Curriculum criticism finds similarities with ethnographic styles of evaluation, case study methodology and illuminative evaluation (McKernan, 1991)

Curriculum Research Courses: courses which deal with alternative approaches for conducting research and inquiry in the curriculum field. They are concerned with conceptual, methodological, and technical issues pertaining to various forms of disciplined inquiry, from philosophical to scientific to humanistic and interdisciplinary approaches.

Philosophical: form of curriculum inquiry which involves clarifying, justifying, and critiquing knowledge that is relevant to the making of curriculum choices and/or to the developing of curriculum proposals or positions.

Historical: form of curriculum inquiry which deals with telling real stories; it is narrative and interpretative. Examples are histories of courses and school programs, biographical renderings of the lives of significant curriculum workers, among others.

Scientific: a form of curriculum inquiry which deals with explanations—the why of things—not inert facts. Scientific research consists of facts-in-context. Its basic approach to understanding educational phenomena is the experiment.

Phenomenological/Hermeneutic: form of curriculum inquiry which deals with life-world perceptions and the imagination; this form of research may also take the form of narrative inquiry (storied experience, personal history, biography, case study) and of aesthetic inquiry (aesthetic criticism of experience, "from the inside out").

Ethnographic/Naturalistic: form of curriculum inquiry which focuses on understanding a given social setting and looks at relationships within a system or culture (understanding culture and experience). It requires the ability to observe behavior and sharpen the skills necessary for observation and face-to-face interviews. Examples of research problems: racism, feminism, Marxism.

Theoretical: form of curriculum inquiry whose purpose is to create and critique conceptual schemes by which the essential nature and structure of curricular phenomena and processes can be made intelligible.

Evaluative/Normative: a form of curriculum inquiry which deals with situational assessment, critical and normative inquiry. This form addresses questions having to do with the values and norms underlying curriculum and their application to the various components of curriculum.

Integrative/Review/Synthesis: form of curriculum inquiry which deals with ways of assembling sets of curriculum knowledge that integrate diverse materials into a particular conceptual framework so that some new perspectives or relationships are introduced.

Deliberative: form of inquiry about weighing the merits of various courses of action related to curriculum policy, program development, and other curriculum activity in specific situations of practice.

Action: form of curriculum inquiry which deals with the research undertaken by practitioners in order that they may improve their practices.

Graduate Programs in Curriculum Studies: Ph.D, Master's Degrees, and Advanced Specialization in Curriculum and Instruction; Curriculum and Supervision; Curriculum and Teaching; Curriculum Development, and related areas.

APPENDIX C

Research Questions and List of Selected Universities

RESEARCH QUESTIONS:

This study investigated unique features among the Graduate Schools including graduate schools of education and graduate programs in Curriculum Studies in selected 25 national research leading universities of the United States of America. The purpose of this study was to describe the unique features or strengths of graduate programs of Curriculum Studies and the identification of research courses offered, ways of preparing graduate students in research, the research problems and forms of curriculum inquiry employed in Doctoral dissertations published from January 1993 to June 1994.

Answers to the following research questions were sought in order to address the general purpose of the study:

- 1.- What are the top 25 national research leading universities which include Graduate Schools of Education and Graduate Programs in Curriculum Studies?
- 2.- What are some of the unique features about each of the Graduate Schools of the national research leading universities in regard to: enrollment, faculty and students groups, tuition rates, school programs, degrees offered, academic requirements for admissions and for graduation, Doctoral degrees awarded, student services and housing, financial aid, library and computer facilities for the period 1993-94?
- 3.- What are the unique features about each of the 25 Graduate Schools of Education and Graduate Programs in Curriculum Studies in regard to: enrollment, name of the Unit, Head and/or faculty contact, graduate programs offered, entrance and degree requirements, graduate degrees awarded, goals, strengths and reasons which describe each program among the leading curriculum research programs in the United States?
- 4.- What are the unique research features about each of the 25 graduate programs in regard to Graduate Curriculum Research: availability of research courses dealing with Forms of Curriculum Inquiry, ways of preparing graduate students in Curriculum Inquiry, faculty research and published Doctoral Dissertations: Research Problems and Forms of Curriculum Inquiry employed during 1993-94.
- 5.- How do these unique features (same as listed under 2, 3 & 4) compares each other among the 25 research leading universities? What are their typical features?

25 top leading universities in the USA:(*)

1. Boston College
2. Cornell University
3. Harvard University
4. Indiana University
5. Louisiana State University
6. Michigan State University
7. Ohio University
8. Pennsylvania State University
9. Purdue University
10. Rutgers University
11. Stanford University
12. Teachers College, Columbia University
13. University of Georgia
14. University of Illinois, Chicago
15. University of Illinois, Urbana
16. University of Iowa
17. University of Michigan, Ann Arbor
18. University of Minnesota
19. University of North Carolina at Chapel Hill
20. University of Southern California
21. University of Texas, Austin
22. University of Virginia
23. University of Washington
24. University of Wisconsin, Madison
25. Vanderbilt University (Peabody College for Teachers)

(*) Data compiled on these institutions in for 1993-94.

APPENDIX D

Description of each of the 25 universities, main features of Graduate Schools and Graduate Curriculum Studies Programs, and summaries of Doctoral dissertations published from January 1993 to June 1994 (title, author, research problem and form(s) of curriculum inquiry employed)

1. BOSTON COLLEGE

Independent-Religious Coed University

Having Been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States. During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the Wallace E. Carroll School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

Boston College is a member of, or accredited by, many educational institutions: the American Association of Colleges for Teacher Education, the American Association of University Women, the American Council on Education, the Association of American Colleges, the American Psychological Association, the Council of Graduate Schools, the Association of Jesuit Colleges and Universities, the International Association of Universities, the International Association of Catholic Universities, the National Council for Accreditation of Teacher Education and many other similar organizations.

The Graduate School: Unique Features:

1. **Enrollment:** 14,455 graduate, professional and undergraduate students; 4,297 matriculated graduate/professional students (2,497 women).
2. **Faculty and Students groups:** matriculated students: 680 full-time (436 women), 1,210 part time (768 women), 123 minority full time (59 African Americans, 24 Asian-Americans, 38 Hispanics, 2 Native-Americans), 227 internationals. **Faculty Groups:** 578 graduate faculty members (180 women).
3. **Tuition:** \$ 470 per credit hour.
4. **Programs:** American Studies, Biology, Chemistry, Classical Language, Economics, Education, English, Geology/Geophysics, History, Mathematics, Nursing, Philosophy, Physics, Political Science, Psychology, Religious Ed. & Pastoral Ministry, Romance Languages, Slavic & Eastern Lang., Slavic Studies, Sociology, Theology, Irish Studies (English), Biblical Studies (Theology) and Medieval Studies(History).
5. **Degrees Offered:** Doctoral programs (Ph.D and D.Ed); Master's Degree and Specializations or Certificates (C.A.E.S; C.A.G.S.)
6. **Requirements for Admissions:** The Graduate School, including Education, accepts two classes of applicants: degree students (degree-seeking) and Special students (non-degree-seeking). A completed application to the Graduate school includes forms that provide biographical information, official transcripts, and references. Candidates for the

Master's degree must generally be graduates of an accredited college with 18 semester hours of upper division work in the proposed area of study. All foreign student applicants for whom English is not the first language should plan to take the TOEFL Examination. Individual departments may have requirements involving the Graduate Record Examination (GRE), Miller's Analogies Test (MAT), etc.

Contact: Dr. Arline K. Riordan
 Director of Admissions
 Graduate School of Education
 Boston College
 Chestnut Hill, Massachusetts, 02167-3813
 Phone: 617-5524214

7. **Requirements for Graduation:** Master's Degree(Master of Arts in Teaching, Master of Science in Teaching, and Master of Education): a minimum of 30 graduate credits; language requirements according to each department; Master's Comprehensive Examination; Master's Thesis (approved and signed by the director and reader). The student is permitted five consecutive years from the date of acceptance into the program for completion of all requirements. Certificates(Certificate of Advance Specialization and Certificate of Advanced Graduate Studies): five-year time limit for completing a Master's Degree. Doctoral degree: residence for at least one academic year as a full-time student at the University (all requirements must be completed within eight consecutive years from the beginning of doctoral studies); languages requirements according to the requirements of each department; one or two semesters preparing for Doctoral Comprehensives Examinations; Doctoral Dissertation (defense in a public oral examination, approval by the committee and publication).
8. **Doctoral degrees Awarded:** 469 Master's, 196 Doctorates and 29 Certificates in the Graduate School of Arts and Sciences in 1992. During 1993-94, total Doctoral degrees awarded: 257.
9. **Student Services:** Low-cost health insurance, free psychological counseling, career counseling, day-care facilities, emergency short-term loans, campus safety program, campus employment opportunities, counseling/support services for international students. Graduate Housing: on campus housing not-available
10. **Financial Aid:** Fellowships and Academic Grants; Federal Perkins Loan, Federal Stafford Loan, Federal College Work-Study Program, Federal Supplemental Loans for Students, Graduate Education Loan and alternative financing programs for students and their families.
11. **Research and Facilities:** O'Neill Library plus 5 additional on campus libraries. The book collections exceed 1.3 million volumes, and approximately 14,000 serial titles are currently received; 1,3 million microforms and 14,000 current periodical subscriptions.
12. **Computer facilities:** Digital VAX 6420, Digital VAX 8700, IBM 3090-1805, Apple Macintosh IICX, IBM Personal System/2. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features:

1. Enrollment: Matriculated students in Graduate Education: 970 (706 women), includes 103 minority (50 African-Americans, 23 Asian-Americans, 25 Hispanics, 5 Native Americans), 35 international. Graduate Education Faculty: 49 full-time (20 women), 60 part time (6 women). Curriculum Students: 64 (46 women) matriculated students; includes 5 minority (2 African-Americans, 3 Asian-Americans).
2. Name of the Department: Curriculum, Administration and Special Education; and Instruction Specialization.
3. Department Head: Dr. John F. Savage (5 years as Dept. Chair).
Address: Boston College, School of Education/CASE Chestnut Hill, MA 02167, USA.
Phone: 617- 552-3265.
4. Program(s) in Curriculum Studies: Curriculum and Instruction; Doctoral Programs (Ph.D.) in Curriculum, Instruction and Administration, Master of Education (M.Ed) and Advanced Curriculum Specialists (CAES).
5. Requirements: Entrance: for Master's and CAES, GRE general test or MAT; for Doctorate, GRE general Test, MAT. Graduation: for master's, comprehensive exam; for doctorate, computer language, dissertation, comprehensive exam; for CAES, comprehensive exam required, thesis not required. Doctoral degree minimum of 54 credits beyond a Master's. For a Master's, a minimum of 30 credits.
6. Doctoral Degrees granted in 1993-94: twenty two doctorates in Curriculum Studies.
7. Primary Goals of the Graduate Programs in Curriculum are: to prepare educational leaders for instructional and administrative roles in public and private schools, and in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry and professional experiences that will develop sound understandings, practical skills, ethical values, and social responsibilities required of competent educators.
8. Unique strengths of this Graduate Program: (1) Faculty (productivity, research-oriented, stable and dedicated; two full time curriculum professors with a Ph.D and 3 full time with a D.Ed. Range of years of experience as Curriculum professors: between 3 and 20 years. (2) Students (placement, students alumni networks and selection procedures; students enrolled in the Ph.D program (93-94): 10 and in the Master's: 20. (3) Environment (resources, academic life, libraries and sense of community). (4) Curriculum (competence interdisciplinary, a core of required course and cohesive academic), and (5) Research (emphasis on inquiry). Graduate programs in Education provide students with research-based knowledge in the area of specialization, a solid understanding of qualitative and quantitative research methods, and the opportunity to apply theory to practice in both academic and non-academic settings.
9. Graduate Program in Curriculum Studies is among the leading Programs in the United States because: reputation of faculty, quality of graduates, size of the program and participation of faculty and students in professional groups. Graduate students in the Department of Education, together with a dedicated faculty, make up a diverse community of scholars. Within this community students are prepared academically and professionally to meet the educational and human service needs of today's increasingly complex society. Students are immersed in a supportive environment of service to others on a campus steeped in a tradition of academic excellence and social justice (Boston College catalog, 1993-94, p. 12)
10. Faculty Research: apply different forms of curriculum inquiry.

Graduate Curriculum Research: Unique Features

1. Research Courses dealing with Curriculum Inquiry Forms:
 ED/PY 460 Interpretation and Evaluation of Research (theoretical, scientific, evaluative-normative and deliberative).
 ED/PY 667 Statistics Lab., (ED/PY 668) Multivariate Statistics Analysis
 ED/PY 560 Issues in Testing, (ED/PY 669) Psychometric Theory and
 ED/PY 829 Design of Experiments (Scientific Research).
 ED/PY 829 Design of Research (Scientific, Historical, Philosophical, Evaluative-Normative, Deliberative, Action and others selected by instructor and students).
 ED/PY 851 Qualitative Research (Phenomenological/hermeneutic, Ethnographic-naturalistic, philosophical, theoretical, and action research).
 ED 973 Seminar in Research in Higher Education (Historical, Philosophical, Deliberative, Ethnographic-Naturalistic and Evaluative-Normative).
2. Ways of Preparing Graduate Students in Curriculum Inquiry Forms: Initiating graduate students into research methods while professors are engaged in specific kinds of research and requirements of research courses depending on the students' needs. Recommends students to take some supervised reading and research under the direction of faculty members. Students are encouraged to explore the research interests of faculty members in the Program. Programs are planned in consultation with a faculty adviser.
3. Faculty Research: Problems being researched at present time: In-service Education, literacy, child and adolescent language development, higher education of women, sociology of education. Diverse forms of Curriculum Inquiry.

DOCTORAL DISSERTATIONS

Research Problems and Forms of Curriculum Inquiry employed in
 Doctoral Dissertations Boston College, January, 1993 - June, 1994

- (1) Title: EDUCATION REFORM AND EXPANSION IN POST-INDEPENDENCY
 NIGERIA: A NATION IN TRANSITION, 1960-1992
 Author: OKEKE, LEO CHUKA

Degree: Ph.D. pp: 262

Research Problem: This investigation tells the story of the educational reform and expansion programs that Nigeria embarked on since its independence in 1960. The reform and expansion effort, documented in this study, has shown that the history of education in post-independence Nigeria is as volatile as the country's political and economic history. The diversity of the country's ethnic groups and the culture has contributed to the interesting post-independence history of its educational reform and expansion. The study also presents the story of the educational expansion juxtaposed with Nigeria's transition from the British system of education and government to the presidential system of government and the American-oriented educational system. The new educational system, popularly known as the 6-3-3-4 system, is considered revolutionary for Nigeria because it is a drastic move away from the so-called traditional system both in the curriculum scope and its new approach to how knowledge is tested. The curricular set-up of the new system is expected to make secondary education both terminal and a meaningful transition into tertiary education.

Information was gathered mainly from the federal government archives in Lagos, the various state headquarters, libraries, and bookstores in Nigeria. Various university libraries (Boston University, Boston College, Harvard University, Tufts University, and University of Massachusetts) in the United States of America were also helpful sources of information for the study.

Although Nigeria is currently under the stranglehold of economic disaster and Domestic Primitive Accumulation (DPA), its post-independence reform and expansion effort at all levels of schooling has been phenomenal. This investigation pioneers an attempt to document a chronologically- and thematically-arranged story of that post-independence reform and expansion effort in education.

Forms of Curriculum Inquiry employed in this dissertation: Historical.

- (2) Title: THE DEVELOPMENT OF FORMATIVE GOALS AND CURRICULA IN
 AMERICAN JESUIT HIGH SCHOOLS: 1965-1990
 Author: BLAKE, LAWRENCE D.

Degree: Ed. D. pp: 280

Research Problem: The Society of Jesus has sponsored schools since 1548, when it opened its first at Messina in Sicily; the oldest Jesuit school in the United States is Georgetown Preparatory School, established in 1789. The Christian formation of students has always been a major goal of Jesuit education. A number of developments beginning in the mid-1960s led to calls for changes in the approach to formative education in American Jesuit high schools: Vatican Council II and its aftermath; the Thirty-First General Congregation of the Society of Jesus and the election of Pedro Arrupe, S.J., as Superior General; the publication of the initial Fichter Report in 1966 with its apparently discouraging view of formation in Jesuit schools; the dissolution of the Jesuit Educational Association in the late 1960s; and the general cultural and political upheaval in the United States and in the Western world.

Twenty-five men who were serving in American Jesuit high schools in the mid-1960s as administrators and teachers of religious education were interviewed. They gave their recollections of the goals and the programs of student formation in those schools at that time. A questionnaire was also sent to the principals in all 44 American Jesuit high schools in 1990-91 to gather their views of the situation in the schools a quarter-century later.

Results of this study indicate that: the Jesuit Secondary Education Association, founded in 1970, has been instrumental in promoting formation efforts in the schools; formational goals are now more clearly articulated; producing "persons-for-others" and going "beyond academic excellence" are primary among those goals; community service programs are pervasive in the schools; and maintaining the Ignatian identity of the schools, dealing with "conflict between academics and formation," and meeting needs for formation of faculty as well as boards of trustees were named as dominant challenges for the future.

Forms of Curriculum Inquiry employed in this dissertation: Historical.

(3) Title: A STUDY OF THE IMPACT OF PROFICIENCY-ORIENTED CURRICULUM IMPLEMENTATION ON THE TESTING OF FIRST AND SECOND YEAR SPANISH CLASSES AT THE SECONDARY LEVEL

Author: CARRERA-HANLEY, TERESA ESPERANZA

Degree: PHD

pp: 244

Research Problem: Is there a similarity in the day-to-day teaching and testing of Spanish in first and second year classes at the secondary level between teachers who follow a proficiency-oriented curriculum and teachers who follow a traditional curriculum?

This study was designed to investigate the impact of proficiency-oriented curriculum implementation on the day-to-day testing as reported by 134 teachers who taught Spanish during the 1990-91 school year.

For this study, proficiency-oriented teachers are those who reported that their curriculum followed the American Council on the Teaching of Foreign Languages (ACTFL) Guidelines of 1986. Traditional curriculum teachers are those who reported that their curriculum did not.

The study included 42 self-reported proficiency teachers and 92 self-reported traditional curriculum teachers. Participants responded to a questionnaire regarding the percentage of time spent on teaching and testing the four skills--listening, speaking, reading and writing. Percentages, means, standard deviations and tests of significance--F Tests and t-Tests were run on the raw data. With the exception of the statistically significant differences on the teaching of grammar, the use of aural written activities for the testing of listening skills and the use of classroom participation for the testing of speaking skills, no additional significant differences were found in the teaching and testing of the four skills.

Analysis of the data leads to the following conclusions: (1) Participants believed that it was important to follow a communicative curriculum. (2) Participants indicated that the ACTFL Guidelines have had a positive effect on the day-to-day classroom teaching. Both groups professed the need to incorporate proficiency items into their testing. Both groups are incorporating testing items to evaluate students' oral command of Spanish in more communicative settings or real situations. (3) In an ideal situation, proficiency and traditional curriculum teachers would de-emphasize the teaching of grammar and structures and emphasize communication. (4) Proficiency-oriented and traditional curriculum teachers are becoming more aware of the need to balance their teaching and testing practices to achieve communicative goals.

Forms of Curriculum Inquiry employed in this dissertation: Scientific research.

(4) Title: A STUDY OF THE PERCEPTIONS OF SUPERINTENDENTS
OF SCHOOLS REGARDING THE IMPACT THE MASSACHUSETTS
EDUCATIONAL ASSESSMENT PROGRAM HAS ON FOURTH-
GRADE READING CURRICULUM DEVELOPMENT.

Author: MARTIN, PATRICIA EILEEN

Degree: Ed.D.

pp: 175

Research Problem: This study examined the perceptions which superintendents of schools have regarding the Massachusetts Educational Assessment Program's mandated curriculum testing and its impact on fourth grade reading curriculum development in selected Massachusetts schools.

In July 1985, "An Act Improving the Public Schools of the Commonwealth" was signed into law. This Act, Chapter 188 of the Acts of 1985, established a statewide assessment program. The stated purpose of the Massachusetts Educational Assessment Program is to improve curriculum and instruction. To accomplish this purpose, the Board of Education tests all students at three grade levels (grades 4, 8 and 12) in major curriculum areas. One of these curriculum areas is reading, which represents the curriculum thrust of this study.

This descriptive study gathered data through a questionnaire survey instrument developed by the investigator seeking to assess the superintendents' perceptions of the effect of the Massachusetts Educational Assessment Program on grade four reading curriculum development. The data were analyzed and reported on the question, Where local curriculum development in reading occurred is it attributed to the state mandated testing program? To enrich this study, structured interviews were also held with a sampling of the surveyed superintendents.

The results of the study indicated that actions taken by the local school district to improve grade four reading curriculum were not related to the Massachusetts Educational Assessment Program. The study also indicated that the superintendents of schools identified teachers, administrators, and professional conferences as the driving forces in grade four reading curriculum development. Reasons for identifying teachers, as explained by the superintendents during their interviews, were that curriculum is teacher directed, and curriculum and instruction are the domains of the local school district. It is recommended that, in light of the fact that 100% of the superintendents surveyed identified teachers as having the greatest impact on curriculum development, the state legislators redirect their funds allocated for statewide testing to research and development programs for teachers.

Forms of Curriculum Inquiry employed in this dissertation: Phenomenological/hermeneutic.

(5) Title: A STUDY OF THE EFFECTIVENESS OF A FULL-DAY KINDERGARTEN
PROGRAM COMPARED TO A HALF-DAY PROGRAM: A FOURTH YEAR
REVIEW.

Author: MCINNIS, CHARLES THOMAS

Degree: DED

pp: 119

Research Problem: The Hamwall Public Schools instituted a full-day kindergarten (FDK) program in its eight elementary schools beginning in the 1987-88 school year. Hamwall (community asked that its name not be published) was an urban center in the metropolitan Boston area. The school population was close to five thousand pupils from a culturally and socio-economically diverse community of approximately fifty-five thousand residents. The full-day program has been in place for four years. The purpose of the study was to investigate the longer term effects of the full-day kindergarten as children passed on to the first, second, third and fourth grades. This study focused on the effectiveness of the longer school day for kindergarten students by gathering and analyzing data on the students' school performance and their academic achievement in the early elementary grades. The subjects compared were the students from Hamwall's

last half-day kindergarten (HDK) class (n = 319) and those who were in the first full-day kindergarten class (n = 250). Data were collected from three sources: teachers of grades 1-4 (n = 46); scores on the California Achievement Test given in grade 2 and retention records; kindergarten teachers (n = 17). Elementary grade teachers completed a survey consisting of Likert-style items and open-ended responses. Overall, the teachers perceived that children from the FDK demonstrated stronger school performance. The Hamwall School Department provided records of achievement test results and retentions in grade. Achievement scores in the subtests of Reading, Math and the Total Battery were analyzed and compared using an independent t-test. There was no statistically significant difference in the test scores. It appeared that children from the FDK were less likely to be retained in grade. Kindergarten teachers completed a different survey consisting of a variety of short answer and open-ended items. Kindergarten teachers expressed a strong perception that the FDK was a more effective program than HDK.

Forms of Curriculum Inquiry employed in this dissertation: Scientific Research.

(6) Title: PART-TIME FACULTY TEACHING IN GRADUATE MANAGEMENT PROGRAMS IN NEW ENGLAND.

Author: PAINCHAUD, STEVEN RICHARD

Degree: Ed.D.

pp: 169

Research Problem: This study focuses on the employment of part-time faculty teaching in graduate management programs at institutions in New England. The primary purpose was to add to the knowledge base regarding the employment of part-time faculty in graduate level programs by examining whether the desire to bring professional experience into the classroom was more of a factor when employing part-time faculty than the issue of providing administrators with flexibility when making staffing decisions.

A questionnaire developed by the researcher was the initial instrument used to gather information from the forty-seven institutions in the sample population. Data was analyzed using the Statistical Package for the Social Sciences computer application program. Follow-up interviews were also conducted to explore in greater detail questionnaire items and to gain insight into some of the trends suggested by the data analysis.

The researcher found that providing flexibility when making staffing decisions was the primary reason for employing part-time faculty members to teach in graduate management programs. The results of the research also showed that differences existed between public and private institutions and between institutions accredited by the AACSB and those not accredited by this association in why part-time faculty were employed and in how they were selected. Institutional size and the percentage of part-time versus full-time faculty were not found to be factors in the employment and use of part-time faculty members. Further research was recommended: (1) to examine part-time faculty employment at institutions in other regions of the country, (2) to examine faculty employment patterns at institutions experiencing growth or decline in student enrollments, (3) to determine the relationship between professional experience in the field and teaching effectiveness, and (4) to find ways to more effectively involve professionals in curriculum development and as part-time faculty members.

Forms of Curriculum Inquiry employed in this dissertation: Ethnographic/naturalistic research.

(7) Title: A STUDY OF STATE BOARDS OF NURSING RULES AND REGULATIONS FOR CONTINUED APPROVAL OF NURSING AND EDUCATIONAL PROGRAMS (CURRICULUM APPROVAL)

Author: PETILLO, JULIETTE D.

Degree: Ph.D.

pp: 285

Research Problem: This descriptive study identified state boards of nursing rules and regulations related to continued approval of generic baccalaureate or higher degree programs as compared to diploma and associate degree programs. Curriculum approval requirements were compared to recommendations for essential elements of professional nursing knowledge identified by the American Association of Colleges of Nursing (1986).

Nurse practice acts and accompanying rules and regulations current in the fall of 1990, in each of the 50 states were examined through content analysis. The ETHNOGRAPH, a computerized program was used to facilitate word count and analysis of findings. The findings revealed a consistent lack of uniformity among state requirements for program approval: the approval criteria did not adequately reflect differences in educational preparation. The results of this study provide evidence of the need for increased cohesiveness in credentialing by state boards of nursing.

Forms of Curriculum Inquiry employed in this dissertation: Deliberative research.

(8) Title: A CASE STUDY OF HOW A PUBLIC HIGH SCHOOL ADDRESSES ITS CULTURALLY DIVERSE STUDENT POPULATION

Author: WYMAN, SARAH LABREC

Degree: Ph. D.

pp: 163

Research Problem: The disproportionate failure and drop out rates of students of color, in light of the growth of such students as a percentage of the population, presents a challenge to our educational system. The fact that American public schools are controlled by and reflect the dominant white culture must be considered when examining the relationship between students of color and public education. In order for schools to make public education a positive experience for all--thereby empowering each pupil--culturally diverse student populations must be acknowledged. Education which recognizes and responds to the various needs of culturally diverse students is multicultural education.

A variety of means exist through which a school may opt to respond to its culturally diverse students. This case study examines one public high school's response to its multicultural student population by analyzing the school's curriculum, instruction, school policies, staffing and special efforts on behalf of non-Anglo students. The field work for this study took place during the 1992-93 school year. Data and methodological triangulation were utilized.

The high school's overall response to its multicultural student body is piecemeal and limited. Relatively few of the multitude of options potentially employed by high schools with culturally diverse student populations are utilized. The school's lack of effort on behalf of Mexican American and Native American students in the areas of curriculum, instruction, staffing, school policies and special encouragement, juxtaposed with the disproportionate failure of these students, in light of research literature, indicates a need for change. The purpose of this case study was to determine how the practices and policies of a public high school affect the educational experiences of its non-Anglo students. It is hoped that this study adds to educational research by building a holistic framework through which a school's efforts on behalf of its multicultural student population may be examined.

Forms of Curriculum Inquiry employed in this dissertation: Evaluative/normative research.

(9) Title: FACTORS USED TO DETERMINE THE AMOUNT OF SPECIAL EDUCATION SERVICE RECOMMENDED FOR MILD TO MODERATELY DISABLED STUDENTS IN A NON-CATEGORICAL STATE.

Author: GENEST, SUZANNE DREYER

Degree: Ph. D. pp: 204

Advisor: PECK, ALEC F.

Data were collected from 15 educational diagnosticians who are responsible for the educational assessment of elementary age students as part of Massachusetts' special education law, Chapter 766. An unstructured schedule interview was conducted with each diagnostician. The two major sections of the interview consisted of: (1) a demographic survey of the educational diagnostician's characteristics, and (2) an open-ended but focused set of questions concerning the sources of information and factors used in determining the specific amount of special education services for a child with special needs. A qualitative analysis indicated that the top three factors used in determining the amount of special education services for a school age child with special needs were: student's performance in the regular education classroom, the educational diagnostician's testing, and the regular classroom curriculum. Other factors identified included factors based on subjective information sources such as the regular education teacher's characteristics, advocate input, parent input, and classroom teacher's input.

The results of this study support the notion that the judgment of the educational diagnostician plays an important role in determining the amount of special education services for a student with special needs. The choice of factors used in determining the amount of services is influenced by what the diagnostician thinks is a priority. The priority may be based on external influences, such as the quality of the relationship between regular and special education staff when servicing students with special needs and the presence and support of an inclusion model within the schools. Recommendations for educational practices highlight the need for the provision of more inservice training for regular and special education staff.

Forms of Curriculum Inquiry employed in this dissertation: Ethnographic/naturalistic research.

(10) Title: TEACHERS' EXPECTATIONS AND THE REFERRAL OF STUDENTS FOR SPECIAL EDUCATION SERVICES

Author: WHITE, ANN M. BERNARD

Degree: D.Ed. pp.: 150

Research Problem: This study examined the relationship between teachers' expectations and referrals of students for special education services. It followed a quasi-experimental design. Teachers in the treatment group volunteered to participate in Project S.T.I.L.E. (Student-Teacher Interaction Learning Environment), an expectancy treatment program that includes a peer coaching model designed to change teacher-student interaction patterns in the classroom. Teachers in the comparison group were selected by a stratified random sampling procedure.

Data were collected from teacher-initiated referrals for the year prior to and following the implementation of Project S.T.I.L.E. The number of referrals made by the treatment group was compared for both years using a t-test for paired data. The number of referrals made by the comparison group were similarly compared. Qualitative data were obtained by administration of pre- and post-questionnaires. The results were charted and interpreted in terms of changes in teachers' perceptions and attitude.

A significant decrease ($p > .05$) in the number of teacher referrals to special education was found in the treatment group. For the same two years, a significant increase ($p > .05$) in the number of referrals to special education was found in the comparison group. Qualitative data indicated that following participation in Project S.T.I.L.E., the treatment group perceived student behavior in more descriptive, less subjective and negative manner than the comparison group. Further analysis of this data demonstrated that post-S.T.I.L.E. treatment teachers were able to generate more mediational strategies than comparison group teachers providing treatment teachers more resources to maximize positive expectations.

Forms of Curriculum Inquiry employed in this dissertation: Scientific research.

(11) Title: A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' LEARNING STYLE PREFERENCES AND THEIR USE OF THE MICROCOMPUTER AT HOME AND AT SCHOOL IN MEDFIELD, MASSACHUSETTS.

Author: WHITE, ROBERT HOWARD

Degree: DED pp.: 154

Research Problem: In 1983, several national reports focusing on computer education in the United States (National Science Board Commission on Precollege Education in Mathematics, Science, and Technology and the National Commission on Excellence in Education) influenced

school systems to allocate a portion of their budget for computer education. Recent surveys, however, have found that computers have had a limited impact on children's learning in school (Becker, 1989; Cuban, 1990; Solitis, 1989).

This study explored the strength of the relationship between teachers' learning-style preferences and their use of microcomputers at home and in the classroom. Teachers' computer competency was measured by a Computer-Use Survey. Four levels of use--experienced, intermediate, novice, and non-user--were correlated with teachers' learning-style preferences, determined by administration of the Productivity Environmental Preference Survey (PEPS) (Price, Dunn, and Dunn, 1979). The background variables involving home use, grade level taught, age, gender, computer training, and educational degree level were reevaluated as part of the exploration of the relationship between computer competency and learning-style preference. Also, teacher attitudes about the computer's impact on teaching was evaluated. Two questionnaires measured all variables. A Computer-Use Survey was administered as well as the Productivity Environmental Preference Survey (an instrument that measures adult learning-style preferences) to all teachers of Kindergarten-Grade Eight in the schools of Medfield, Massachusetts. Major findings of the study indicated that a relationship exists between experienced computer users and their preferences for visual and tactile learning styles, teachers in their twenties were more likely to use the computer in their classrooms than any other age group, and the more computer training teachers received the more they perceived that the computer had a positive impact on their teaching. The results of this study should be important and useful to curriculum developers, administrators, and teachers involved with integrating computer technology in the schools.

Form of Curriculum Inquiry employed in this dissertation: scientific

(12) Title: LEARNING TO RULE: ELITE EDUCATION, ADOLESCENCE, AND THE DEVELOPMENT OF ENTITLEMENT

Author: DIAMONTI, MICHAEL CHARLES

Degree: Ph. D. pp.: 257

Research Problem: The purpose of this investigation was to inquire into what teenagers from privileged families experience when they attend an elite boarding school. This dissertation used a participant-observation format to study the day-to-day life of students. There were three main reasons for conducting such a study: (1) The literature revealed that very little was known about the impact of high socioeconomic status upon adolescent; (2) the field studies of Robert Coles established that the inner lives of wealthy children were quite different than that of other children, raising the question of how these differences manifested themselves in adolescence; (3) personal accounts of the attachment to their school felt by graduates of elite boarding schools suggested that this type of education had a profound effect. The findings of this study revealed that the boarding school experience has a strong effect upon certain of the developmental tasks of adolescence. The findings describe an educational experience that is successful because it assists students in completing the development of competence and the development of connectedness. The successful mastery of these tasks in a boarding school setting contributed, in different ways, to the over-arching goal of developing

a sense of confidence and self-esteem. Finally, it was suggested that certain aspects of how boarding schools approach education could also be applied to public education with good effect.

Forms of Curriculum Inquiry employed in this dissertation: Ethnographic/naturalistic research.

(13) Title: IDENTIFYING EFFECTIVE LEADERSHIP QUALITIES OF SCHOOL ADMINISTRATORS (MASSACHUSETTS)

Author: TATERONIS, ELAINE G.

Degree: D. Ed. pp.: 115

Research Problem: The purpose of this study was to investigate and identify leadership qualities as perceived by school principals in the state of Massachusetts. This descriptive research project invited four hundred randomly selected Massachusetts elementary and secondary principals to take part in the voluntary study on leadership. Leadership is at the forefront of much of the restructuring literature. There has long been concern that the "factory model" role, man as machine, for administrators is currently being used as a guideline and criterion of effective leadership in education today (Hoy & Miskel, 1987). Recent educational reports have pointed to a need for change to a more visionary strategic model. This study sought to determine if the practitioners in the field are in agreement with the standards that have been implied in the rash of national reports and literature.

Research questions were: (1) Are there differences between ideal leadership qualities (as identified in current reform literature of the last ten years) and real leadership qualities as perceived by practitioners? (2) Are there differences among the groups of practitioners in their rankings of their perceptions of leadership qualities?

The perceptions of Massachusetts principals and superintendents leadership attitudes and behavior were measured by a four category questionnaire developed by the researcher and suggested by the literature and recent reports and tested by a jury. Each of the four categories: ethical, motivational, managerial and visionary, had ten subscale questions. A Likert Scale and rank ordering were used in the data analysis to measure subjects' responses. The Chi-square test for two or more independent variables was used to determine if observations were significantly different from what might have been expected by chance. The necessary F-tests and Multivariate Tests of Analysis (MANOVA) were performed to determine the researcher's decision in rejecting the null hypotheses. The major hypotheses for this investigation were: (Ho 1) There is no significant difference between ideal leadership qualities (as identified in current reform literature of the last ten years) and real leadership qualities as perceived by practitioners. (Ho 2) There is no significant difference among the groups of practitioners in their ranking of perceptions of leadership qualities. These hypotheses were tested at the .05 level of significance.

Forms of Curriculum Inquiry employed in this dissertation: Scientific.

(14) Title: A STUDY OF A HOMEWORK PROGRAM DESIGNED TO EFFECT

STUDENT ACHIEVEMENT IN HIGH SCHOOL CHEMISTRY

Author: BURWOOD, ROBERT H.

Degree: Ph.D. pp.: 278

Advisor: HANEY, WALTER

Research Problem: This study investigated the effects of a computer-based method for method for generating homework assignments on the performance of students in high school chemistry and the relative degree of difficulty administering this practice. Using matched-pairs, sixty-five students were randomly assigned to control and treatment groups. The

subjects in the treatment group received assignments which were generated in a random manner on a computer. The subject matter of these assignments was the same, but the specific content differed for each treatment group subject. Every member of the control group received identical assignments.

Care was taken to ensure that all subjects received the same level of instruction. All subjects were exposed to the same teacher, demonstrations, laboratory experiments, class activities, text, quizzes, tests, and assignments which were not treated in the study.

Student performance was measured by a posttest, periodic quizzes, homework scores, and mid-year grade. Seven quizzes and eighteen assignments were evaluated during the two terms that the study took place. The data which were collected were analyzed for significance at the .05 level using analysis of covariance and t-tests. To determine the degree of difficulty of administering the computer-based assignment practice, the times required to correct assignments for the treatment group were compared to the times required to correct assignments for the control group. Also, periodically, two scorers graded sets of assignments to check for scorer bias.

Based on the findings of this study, the researcher concluded that students who complete random problem selection homework perform significantly better on quizzes and tests which have content directly correlated to the content of the assignments than do students who complete identical assignments. Also, there is no significant difference between the time required to administer random problem selection homework and the time required to administer traditional homework. Finally, there is no significant difference between the homework scores or term grades of students who complete the random selection homework and students who complete traditional assignments.

Forms of Curriculum Inquiry employed in this dissertation: Evaluation/normative and scientific.

(15) Title: SUPERINTENDENTS' PERCEPTIONS OF
ELEMENTARY PRINCIPALS AND LEAD
TEACHERS AS SCHOOL LEADERS

Author: MARTIN, CHARLES E., JR.

Degree: Ed.D

pp.: 156

Research Problems: This research analyzed the perceptions of superintendents of schools in Massachusetts relative to the elementary principal and lead teachers as school leaders. Specific attention was focused upon five (5) leadership characteristics identified in the school leadership research and related literature. The five leadership characteristics are: decision maker, change agent, facilitator, supervisor/evaluator and curriculum developer. The data base reflected in this research study was obtained from the researcher's survey instrument. Survey questionnaires were mailed to the population of superintendents (247) in the seven kind of communities (KOC), as defined by the State Department of Education in Massachusetts. Each superintendent was requested to rate forty (40) leadership questions for either the elementary principal, the lead teachers or neutral. (A five (5) point Likert type scale was used to record responses.) Data from one hundred thirty-six (136), or fifty-five percent (55.1%), of the population was provided and a statistical analysis on these data was conducted.

An alpha level of .01 to test statistical significance was used by the researcher. An ANOVA and a Z test were computed to determine associations and/or significance for any differences that existed among superintendents' perceptions regarding the five leadership characteristics and identified independent variables. Analysis on the data for all superintendents, i.e., as a group, indicated that there was significant difference in how the elementary principal and lead teachers were perceived. There were no significant differences among the independent variables and superintendents' perception of leadership characteristics.

Forms of Curriculum Inquiry employed in this dissertation: Phenomenological/hermeneutic, scientific research.

(16) Title: THE DECISION-MAKING PROCESS: A CASE STUDY OF
ASSUMPTION COLLEGE (MASSACHUSETTS)

Author: DWYER, ROBERT PAUL

Degree: Ph.D. pp.: 146

Research Problem: In 1976, Assumption College in Worcester, Massachusetts, along with institutions of higher education across the nation, faced an unsteady future. Predictions of decline in student body and financial stability were abundant. Decisions needed to be made in order to maintain Assumption's viability, and to insure its potential for growth. The ability to remain competitive was essential. The Administration at Assumption College would respond to these needs by seeking to implement a business studies component within their liberal arts curriculum.

The purpose of this dissertation is to identify the decision making process used at Assumption College, with the expectation that certain lessons may be learned and used in future situations. A case study approach is used in order to present the process contextually. Archival research and eight structured interviews gathered information that built the case. This information was then compared with the works of Keller, Cope, Millett, and Hardy. This comparison revealed that the College used an eclectic, "seat-of-the-pants" approach to make its decisions. Initiated by the administration, this process would attempt to bring together the various elements of the college community, and at the same time try to maintain a familial, indeed informal, administrative style reflecting the institutional saga of its founders. Various aspects of decision making models were utilized in the process, though no one model was predominant. The implications from the study are varied, sighting the need for educational institutions to develop a deliberate strategic process. The deliberate strategy allows for planned growth and managed expansion, as well as the optimization of institutional resources. It encourages the institution to be pro-active rather than reactive.

Forms of Curriculum Inquiry employed in this dissertation: deliberative

(17) Title: THE SOCIAL AND PSYCHOLOGICAL
CHARACTERISTICS OF STUDENT ATHLETES

Author: STAUB, DIANE ELIZABETH

Degree: Ph.D.. D. pp.: 124

Research Problem: The purpose of this study was to determine whether there were significant differences between underclass and upper class athletes as measured by the California Psychological Inventory (CPI). Six hypotheses were tested which investigated the differences between mean scores of subjects on twenty scales of the California Psychological Inventory, four Class Scales of the CPI and three Vector Scale scores of the CPI. Tests for significance were also applied to reported demographic data, comparing the profiles of white and non-white student athletes on the twenty scales of the CPI; non-participant and participant athletes in university activities other than sports; participant athletes in one sport activity other than football; participant athletes in two or more sport activities other than football; hours spent per week involving university activities; and hours spent per week involving sports activities. The sample for the study consisted of two groups of subjects, fifty-eight underclass and thirty-seven upperclassmen participating in Division 1-A football at a four-year, private, religiously-affiliated college in New England. The subjects were young adult males between the ages of seventeen and twenty-three. The data analysis performed revealed that the social and psychological characteristics of student athletes, as measured by California Psychological Inventory and demographic profiles, were significantly different in the two groups of subjects in this study. It was shown that some of the California Psychological Inventory Scales are more effective than others in demonstrating these differences. Since the purpose of this study

was to demonstrate that there are statistically significant differences between underclass and upper class athletes, the existence of these differences places responsibility upon the university system and the professionals working with these students to provide support and encouragement for them throughout their student development years and beyond.

Forms of Curriculum Inquiry employed in this dissertation: Scientific research.

(18) Title: THE ORIGIN OF CENSORSHIP AND ITS EFFECT ON READING
TEXTBOOKS IN AMERICAN PUBLIC SCHOOLS: AN HISTORICAL
PERSPECTIVE (GREECE, CHRISTIANITY)

Author: WOODBURY, FLATA JEANETTE

Degree: Ph.D. pp.: 141

Advisor: SAVAGE, JOHN

Research Problem: Censorship has been applied to reading textbooks in

America since the settlement of the Massachusetts Bay Colony, and it is in the area of textbook selection that a great deal of controversy in recent years has erupted. With the growth of big business, state textbook adoption policies, and the escalating fears of contemporary America, intervention in selecting reading textbooks has become an obsession to many parents and special interest groups. Given the range of opinions representative of American thinking, conflict has often resulted.

There exists in the United States a cycle of censorship which reflects the thinking of federal and state government, church and secular groups, and individuals. Although always an effort to curtail freedom of thought and opinion in the name of some orthodoxy, the negative and positive influences from censorship are generated from the values of the society which employs it. Views toward censoring expressed by American society in the twentieth century have been strongly influenced by those of Ancient Greece and Christianity, including doctrine from the Roman Catholic Church as well as Protestantism.

The positive or negative impact of censoring requires the asking of such questions as (1) Does censoring reflect a return to traditional values? and (2) Were the prevailing goals of society improved or strengthened by censorship? Passage of time and a global view of current events are necessary to fully assess the impact of censorship. To gain understanding of the use and influence of censorship within American society, three periods have been selected: (1) 450-350 BC., the classical age in Athens, with its practices of freedom of expression and censorship of Socrates, (2) 1607-1791, the introduction and spread of Christianity and the establishment of New England in response to religious persecution; (3) 1965-2000, the diffusion of fear within contemporary American society and the use of censorship in response to this fear.

Forms of Curriculum Inquiry employed in this dissertation: Philosophical, Historical research.

(19) Title: RAISING THE TEACHER'S VOICE: PEDAGOGICAL KNOWLEDGE
FOR

EDUCATING IN FAITH (RELIGIOUS EDUCATION)

Author: LIDDY, SALLY ANNE

Degree: Ph.D. pp.: 316

Research Problem: This study attempts to 'raise the voices' of three

religious education practitioners, exploring the character of their pedagogical content knowledge, the subject-specific knowledge of how to represent a subject for teaching. The purpose of this study is to broaden the knowledge base for teaching in religious education and the content of teacher education courses.

This study uses a qualitative research methodology to build case studies from data gathered in six interviews, numerous classroom observations and document analysis.

Analysis of the data points to the distinctiveness of the practitioner as a source of rich descriptions about the complex act of teaching religion. It also suggests the usefulness of an interview/observation process as a source of knowledge about teaching and as helpful to the practitioner in making tacit and implicit knowledge more explicit.

This study illustrates the personal nature of religion teaching, the formative power of biography and the influence of "apprenticeship of experience" on teachers' pedagogical content knowledge. Religious and educational beliefs and values influence an orientation to the nature, purpose and process for teaching religion. It also illustrates the importance of a supportive environment for the work of religion teaching. The aspect of pedagogical content knowledge that seems to exercise each teacher most is a knowledge of effective teaching strategies. Not so much finding effective activities, explanation and examples for teaching religion, but rather how to create 'a place of shared meaning' where both teacher and student can 'stand' so that the faith of each can be in dialogue.

This study suggests additions to the curriculum for the formation of religion teachers. Teachers need help in examining the experiences they bring to teaching and in making the knowledge they hold in their religious and educational beliefs and values explicit. Teachers also need help in understanding how to foster relationships in order to create an environment which allows the personal faith sharing at the heart of religious education to take place.

Forms of curriculum Inquiry employed in this dissertation: philosophical.

(20) Title: TEACHERS' USE AND OPINIONS OF
TEXTBOOK-SUPPLIED TESTS IN MATHEMATICS
Author: KREITZER, AMELIA EDITH
Degree: Ph.D. pp.: 168
Advisor: MADAU, GEORGE F.

Research Problem: This study investigated teachers' use and opinions of mathematics textbook-supplied tests (TSTs), i.e., sets of items explicitly identified as tests and available as part of a textbook package. The study examined TSTs in two ways. Part 1 of the study focused chiefly on teachers' use of TSTs, drawing upon teacher self-report data that were collected through interviews and a brief follow-up survey. In Part 2, teachers rated specific features of textbook-supplied tests.

Forty-one teachers at three grade levels (2,5, and 7) who used TSTs were interviewed. These teachers reported using TSTs for two major purposes, the same purposes to which they also put their own teacher-constructed tests: determining grades and determining level of student mastery. Teachers indicated that TSTs also influence a wide variety of instructional decisions and student behaviors. Interviewees appreciated the ready availability of the tests as well as their close match to the textbook. While most teachers suggested improvements to the tests, teachers did not in general echo the kinds of criticisms made of mathematics tests by mathematics education reformers.

In Part 2, three teachers at each of three grade levels (2, 5, and 7) rated items and tests from seven widely used textbook series. Teachers considered each item in light of: the level of thinking skill tapped; the relationship between student knowledge and likelihood of success on the item; the similarity between the item and the textbook's exercises; and the overall item quality. Teachers also rated each test as a whole for such characteristics as developmental appropriateness and visual clarity; in addition, teachers rated their confidence in using the test for various instructional decisions. Consistent with criticisms made by mathematics education reformers, the great majority of items were characterized as tapping only low level skills, such as computation. Nonetheless, items and tests were generally found to be well-written with regard to the characteristics rated. Raters also reported confidence in using most of the tests.

Forms of Curriculum Inquiry employed in this dissertation: Scientific

(21) Title: ASSESSMENT OF NUTRITION KNOWLEDGE, ATTITUDES,
AND

BEHAVIORS OF TENTH-GRADE STUDENTS IN MASSACHUSETTS
PUBLIC HIGH SCHOOLS (NUTRITION EDUCATION)

Author: PLUMMER, PATRICIA FORD

Degree: Ph.D... pp.: 218

Research Problem: The primary objective of this study was to identify the nutrition knowledge, attitudes, and behaviors of Massachusetts 10th grade students and to examine responses for differences based on gender, community type, and whether the respondents reported learning nutrition in school. The secondary objective was to compare responses of Massachusetts 10th graders to those of 10th graders from the National Adolescent Student Health Survey (NASHS). Forty-four items from the NASHS were replicated on the 65-item survey instrument for the current study.

The purpose of the study was to provide information for use in planning nutrition education programs and improving school food programs. The sample (1482) was drawn from the total population of 10th grade students in Massachusetts public schools using a proportional stratified design clustered by classroom. The results are of particular interest to the Nutrition Education and Training Program and to health educators and health care personnel who provide nutrition education in non-school settings.

There were four overall findings. First, Massachusetts students, especially those in urban communities, have a limited nutrition knowledge. Second, all Massachusetts students, regardless of gender or community type, show a positive attitude toward the importance of nutrition to health. Third, regarding eating behaviors; more than half of students skip breakfast frequently; females have an especially low participation in school lunch programs; and although teenagers diet frequently, most follow low risk dieting practices. Fourth, over the past decade, there has been a dramatic shift in responsibility for teaching nutrition from the home economics classroom to the health education classroom.

Four overall recommendations were made. First, nutrition education programs should be geared toward issues of diet and health, consistent with the Dietary Guidelines for Americans. Second, the diet and health curriculum should emphasize practical application including selection of food in restaurants, safe dieting practices, and exercise. Third, school food services should provide menus that meet the Dietary Guidelines for Americans and programs that are consistent with the curriculum on diet and health. Fourth, participation in federally funded and non-funded school breakfast programs should be increased and participation by females in school lunch programs should be increased by providing menus consistent with safe dieting practices.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic/naturalistic.

(22) Title: A DEMOGRAPHIC AND EXPERIENTIAL PROFILE OF
COMMUNICATION APPREHENSIVE STUDENT TEACHERS
AND

THE USE OF RHETORITHERAPY

Author: CARRISH, SHARON A.

Degree: Ph.D. pp.: 330

Advisor: CULLEY, KILBURN

Research Problem: This study was designed to provide empirical data for teacher educators concerned with assisting preservice teachers in developing communication confidence. The purpose was twofold: first, to identify any statistically significant demographic and/or experiential variables which predict the full practicum student teacher most likely to suffer from high communication apprehension. The second purpose was to determine whether a series of seminars, employing Rhetoritherapy, would aid in reducing communication apprehension for those student teachers and improve their level of communication comfort in the classroom.

The sample for this study consisted of 16 high communication apprehensives and 15 low communication apprehensives who were identified from a sample population of 83 subjects at a highly selective and competitive private institution. The high communication apprehensives (HCA) were further sub-divided into treatment and control groups. The Personal Report of Communication Apprehension (PRCA-24) was administered as a pre-posttest measure. In addition, college supervisors rated their respective HCA student teachers using a modified version of the Blackman Rating Scale at midterm/final observation visits. Independent sample t-tests, chi square tests of independence, a discriminate function analysis and a MANOVA were computed where applicable. A supplementary case study was completed for each treatment participant.

Results revealed that experiential factors such as comfort levels carried over from high school and college, as well as self-perceptions regarding the amount of presentation experiences provided in educational method courses, were important considerations for teacher educators. Analysis of demographic variables indicated insignificant findings.

Upon completion of seven seminars employing Rhetoritherapy, subjects in the treatment group demonstrated a significant decrease in all mean scores with the exception of the dyad. By the posttest, individuals in the HCA treatment group were classified as "normal" apprehensives. Control group means also decreased but to insignificant levels. Low apprehensives had increased their overall level of anxiety by the end of the practicum. College supervisor ratings, between midterm and final observation visits, were inconclusive.

Forms of Curriculum Inquiry employed in this dissertation: Phenomenological/hermeneutic.

(23) Title: EDUCATION REFORM AND EXPANSION IN POST-INDEPENDENCE
NIGERIA: A NATION IN TRANSITION, 1960-1993

Author: OKEKE, LEO CHUKA

School: BOSTON COLLEGE

Degree: Ph.D. pp.: 262

Research Problem: This investigation tells the story of the educational reform and expansion programs that Nigeria embarked on since its independence in 1960. The reform and expansion effort, documented in this study, has shown that the history of education in post-independence Nigeria is as volatile as the country's political and economic history. The diversity of the country's ethnic groups and the culture has contributed to the interesting post-independence history of its educational reform and expansion. The study also presents the story of the educational expansion juxtaposed with Nigeria's transition from the British system of education and government to the presidential system of government and the American-oriented educational system. The new educational system, popularly known as the 6-3-3-4 system, is considered revolutionary for Nigeria because it is a drastic move away from the so-called traditional system both in the curriculum scope and its new approach to how knowledge is tested. The curricular set-up of the new system is expected to make secondary education both terminal and meaningful transition into tertiary education.

Information was gathered mainly from the federal government archives in Lagos, the various state headquarters, libraries, and bookstores in Nigeria. Various university libraries (Boston University, Boston College, Harvard University, Tufts University, and University of Massachusetts) in the United States of America were also helpful sources of information for the study.

Although Nigeria is currently under the stranglehold of economic disaster and Domestic Primitive Accumulation (DPA), its post-independence reform and expansion effort at all levels of schooling has been phenomenal. This investigation pioneers an attempt to document a chronologically- and thematically-arranged story of that post-independence reform and expansion effort in education.

Forms of Curriculum Inquiry employed in this Dissertation:

2. CORNELL UNIVERSITY

Independent coed university

Founded by Ezra Cornell in 1865, Cornell University is both the land-grant institution of the state of New York and a privately endowed university. Cornell University is a major teaching and research institution with an international reputation. The university comprises nine privately endowed and four state-supported schools and colleges, as well as other twenty interdisciplinary research centers.

Cornell is located in Ithaca, a city of about thirty thousand in the Finger Lakes region of New York state, a beautiful area of rolling hills, deep valleys, scenic gorges, and clear lakes. The University's 745-acre campus is bounded on two sides by gorges and waterfalls. Open countryside, state parks, and year-round opportunities for outdoor recreation, including excellent sailing, swimming, skiing, hiking, and other activities, are only minutes away. Ithaca is one hour by plane and five hours by car from New York City, and other major metropolitan areas are easily accessible. Commercial flights connect Ithaca with New York City, Boston, Chicago, Pittsburgh, Washington, D.C., and other cities.

The ideal of freedom with responsibility distinguishes the graduate program at Cornell. This unique educational philosophy encourages the student to take an active role in developing a program of study suited to his or her interests and talents. The Graduate School is organized into eighty-nine major fields of study; of subject areas. Fields are independent of traditional college or department divisions, so they may draw together faculty from several colleges, departments, and related disciplines in accordance with secondary interests.

The Graduate School: Unique Features:

1. **Enrollment:** 18,521 graduate, professional and undergraduate students. 5,660 full time matriculated graduate/professional students (2,172 women); 0 part time.
2. **Faculty and Students Groups:** **Graduate faculty:** 1,541 full-time (263 women), 53 part-time (19 women); include 140 minority (41 African-Americans, 79 Asian-Americans, 16 Hispanics, 4 Native Americans). **Graduate matriculated students:** 4,452 full-time (1,695 women), 0 part-time; includes 413 minority (120 African-Americans, 188 Asian-Americans, 88 Hispanics, 17 Native Americans) 1,614 internationals.
3. **Tuition:** \$ 18,170 per year. Fees of \$32 per year.
4. **Programs:** The Graduate School of Cornell University consists of eighty-nine fields of study. The Schools are: Law, Management, Agriculture and Life Sciences (includes Education), Biological Sciences, Architecture, Art and Planning, Arts and Sciences.
5. **Degrees Offered:** Master of Arts or Master of Science Degree; Doctor of Philosophy Degree (Ph.D.) and Professional Degrees (Master's and Doctorates in different disciplines or fields).
6. **Requirements for Admissions:** Although a student is admitted into a specific field of study and selects a major subject from that field, he or she frequently draws minor subjects from related fields. Thus the student at Cornell interacts with faculty from a wide range of scholarship in his or her area of interest. Graduate admissions requirements include: a Bachelor's degree from a recognized University or College, outstanding grades and 3 academic recommendations. Most fields require scores from the GRE General Test; many fields also require scores from the appropriate GRE Subject Test and the GMAT.

Applicants whose native language is not English must provide proof of competence in English (TOEFL score of 550 or having 2 years of college-level study in, or a college degree from, a country where the native language is English). Some fields of study give a qualifying examination early in the program to determine the student's fitness for advanced study and to help the Special Committee plan a program of study.

Graduate faculty Representative:

Dr. William E. Drake
106 Kennedy Hall
Cornell University
Ithaca, New York, 14853-4203

7. **Requirements for Graduation:** To earn a Master of Arts (M.A) or Science (M.Sc.) Degree, the student must pursue original research. The student writes a thesis (or special project or professional-degree candidates) that stands as a permanent record of this research. Study of a Master's degree require a minimum of two residence units or one year. A final examination is required for an M.A or M.Sc. Degree. Doctoral students make up the majority of Cornell's Graduate School student body; almost three-quarters of the Graduate School students are in the Ph.D. program or in a combined Master's and Ph.D program. The Ph.D student conducts original research that will have lasting value and writes a dissertation recording that work. Study for the Ph.D. degree requires a minimum of six residence units, or three years. The Graduate School requires two examinations for the doctoral degree. A comprehensive admission to candidacy examination may be taken after a student has earned at least two units of residence credit, and a final examination is given after completion of the doctoral dissertation. The Special Committee conducts the examination required for the degree. At the discretion of the Committee the examination must be oral or written or both. Some fields require proficiency in one or two languages. In addition, any Special Committee may, at its discretion, require knowledge of foreign languages beyond the minimum requirements of the field. Some fields require a certain number of semesters of teaching. Each candidate for the Ph.D. degree is required to submit a Dissertation or Doctoral Thesis.
8. **Doctoral degrees awarded:** 1070 doctorates (Jan. 1993 to June 1994).
9. **Student services:** Low cost health insurance, free legal counseling, free psychological counseling, career counseling, emergency short-term loans, campus safety program, campus employment opportunities, and counseling/support services for international students. **Graduate Housing:** apartments available to single and married students (392 units). The cost of living in Ithaca is lower than in most major urban center. For the 1993-94 academic year, expenses (books, room and board, personal expenses, and medical insurance) for a single graduate student are estimated between \$8,000 and \$ 12,000, not including tuition, travel, and summer expenses.
10. **Financial aid:** Almost all doctoral candidates, and approximately 79 per cent of all Cornell's graduate students, receive financial aid through fellowships and teaching or research assistantships. Summer support and loans are also available.
11. **Research facilities:** Cornell's nineteen libraries contain over 5 million volumes (5,617,563), more than 60,000 current periodical subscriptions (61,893) and 5,833,564 microforms, as well as house manuscripts, rare books, and special collections. More than 120,000 new volumes are acquired each year. A total of 500 computers in all libraries. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic retrieval services.
12. **Computer facilities:** Computing at Cornell is an integral part of every discipline. Public terminals, microcomputer facilities, a software library, consulting services, and educational programs are available to all students.

Graduate School of Education and Graduate Program in Curriculum Studies: Unique Features.

1. Enrollment: non-available information.
2. Name of the Unit: Graduate Fields of Agriculture and Life Sciences, Field of Education
3. Head or Graduate Faculty Representative: Dr. William E. Drake Address: 106 Kennedy Hall, Cornell University, Ithaca, NY. 14853-4203.
4. Program(s) offered: The graduate programs offered in Education are: the M.S., Ph.D., M.P.S (Master of Professional Studies in Agriculture) and the M.A.T. (Master of Arts in Teaching). The areas of concentration in Education are: Agricultural, extension, and adult education; curriculum and instruction; educational psychology and measurement; educational research methodology; and philosophical and social foundations of education: educational administration. Curriculum and Instruction is one of the areas of concentration in Education (M.P.S, MS, Ph.D.).
5. Requirements: Entrance: for doctorate, GRE general test or MAT. Graduation: integral to developing and individualized program of study is the freedom the student has to draw on faculty members and course offerings from across the university. The graduate program is both interdisciplinary and cross-disciplinary.
6. Doctoral degrees awarded: 15 doctorates in Curriculum, 30 CASs awarded (1993-94).
7. Primary Goals of the Graduate Program in Curriculum and Instruction: The field of education reflects a dual concern for theoretical and professional knowledge. Areas of applied study include public and private schools, colleges, universities, state and federal agencies, and corporate enterprises in the private sector. Students are encouraged to take a wide distribution of course work, explore a variety of viewpoints, and utilize resources and facilities to ensure maximum professional growth. The area of concentration in Curriculum and Instruction emphasizes identification of philosophical, psychological, and sociopolitical assumptions underlying curricular and instructional decisions; analysis of curriculum documents; principles of curriculum design, and general attention to how the educational enterprise works, i.e., interactions among aspects of curriculum, staff development, organization, and community relations.
8. Unique strengths of the graduate Program in Curriculum: This department is nationally recognized because (1) the research facilities, laboratories, and programs available to graduate students span all major disciplines: it provide an abundance of opportunities for graduate study and research; (2)the excellent academic-intellectual environment: the tradition of academic excellence, the cultural vigor of a distinguished university, and the magnificent setting create a stimulating environment for graduate study; (c) Faculty and graduate students draw together from several colleges, departments, and related disciplines in accordance with scholarly interests. The students act independently in selecting a course of study and in satisfying the requirements for a graduate degree.
9. Graduate Program in Curriculum is among the leading Programs in the United States because of: (1) reputation of faculty (Cornell's outstanding faculty includes Nobel laureates, members of the National Academy of Sciences and Pulitzer Prize recipients); (2) graduate students (with a total student population on the Ithaca campus of more than eighteen thousand, provides excellent opportunities for participation in an enjoyment of art, athletics, cinema, music, and theater); (3) research (Cornell offers an impressive range of

academic resources and research facilities to its graduate students; its library system is one of the largest academic research libraries in the country); (4) environment (the cultural and intellectual life of the university community is stimulating and varied. Its concerts series and art exhibitions feature artists of an international stature; a new theater arts center enhances offerings in theater and dance); (5) curriculum and instructional characteristics: the ideal of freedom with responsibility distinguishes this graduate program at Cornell.

10. Faculty Research: 32 full time professors, 0 part-time. Faculty contacted: Dr. George Posner, holds a D.Ed. specialty in curriculum studies and science education; works at the Department of Education, Program of Curriculum and Instruction. He has done research reports and publications of various types: 1 to 5 on philosophical, historical and evaluative-normative research; 6 to 10 on scientific, theoretical, integrative-review-synthesis forms of curriculum inquiry. Problems or questions he is researching at present time: authentic assessment and curriculum change. This author prefers to prepare his graduate students as curriculum researchers by putting them in an overview course on different types of research methods and by asking students to enroll in a research methods course that includes students from many different programs.

Graduate Curriculum Research: Unique Features:

1. Research courses dealing with Forms of Curriculum Inquiry:
The courses dealing with research methodology at Cornell Graduate Program in Curriculum and Instruction are focused on design, analysis, and interpretation of investigations about educational phenomena. Basic concepts considered as statistics, measurement, theory of value, evaluation, interpretive and qualitative research methodology, participatory and mixed-method inquiry designs, and philosophy of science. Research courses available to students in the Program of Curriculum Studies: research design, research methodology, survey research, philosophical, evaluative-normative (i.e., EDUC 650 Methods of Educational Inquiry (includes experimental-scientific, philosophical, historical and survey approaches to inquiry); EDU 651 Writing a Thesis Proposal (includes Integrative/Review/Synthesis and Action Research); EDU 659 Special Topics in research Methods (diverse forms of curriculum inquiry with emphasis in Scientific and Evaluative/Normative research); EDU 690 Research Seminar, EDU 800 Master's level Thesis research, EDU 900 Doctoral level thesis research (diverse forms of curriculum inquiry according to the students' needs and priorities).
2. Ways to prepare Graduate students as Curriculum Researchers: (1) The field of education offers the educational research methodology as an area of concentration which includes an interlinked sequence of research methodology courses in quantitative and qualitative methods of research, (2) put students in an overview course on different types of research methods and (3) encourage the students to enroll in research methods courses that include students from many different programs (students prepare for careers as research scholars and for leadership positions in public schools, continuing education enterprises, government agencies, colleges and research universities and other educational systems in the United States and abroad.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
Cornell University, January 1993-June, 1994

(1) Title: ADJUNCT FACULTY, INNOVATION, AND THE WRITING CURRICULUM I
 TWO RURAL COMMUNITY COLLEGES (COMMUNITY COLLEGE FACULTY)

Author: WAGNER, PATRICIA ANNE

School: CORNELL UNIVERSITY Degree: PHD

pp: 289

Advisor: TRUMBULL, DEBORAH J.

Research Problem: The use of part-time/adjunct faculty has increased

steadily in the last several decades in community colleges. This part-time work force is largely ignored by the academic community, and the potential of adjunct faculty to introduce innovation into curriculum and to collaborate with full-time faculty to develop new curricular approaches is not adequately valued.

Interviews with full-time faculty, part-time/adjunct faculty, and division heads were used to indicate which faculty members teaching composition (English 101) in two rural New York state community colleges were innovative. Using John Miller's framework, the researcher plotted the development of writing theory over the past fifty years. Interview data, course outlines, stated course objectives, chosen textbooks, and student assignments were analyzed to determine presence of new writing theory. Data were cross matched and analyzed to discover which faculty actually used new theory, which faculty were perceived as being innovative, and what social networks were present to diffuse innovation between full-time and part-time/adjunct faculty. Variables such as presence of a departmental syllabus, recency of last academic degree, type of professional development, and length of institutional service were considered. The study concludes that in two rural settings new theory was found among both part-timers and full-timers. Innovators were not limited to recent graduates or new faculty members, but rather existed across the continuum. However, professional writers among part-time faculty and recent graduates among full-time faculty tended to be innovative in their curriculum. Although a source of innovation, part-time faculty were not perceived to be innovative by their colleagues, and social networks were not generally present to diffuse curricular innovations. This study concludes that adjunct faculty can play a role in curricular innovation. Teacher collaboration, referred to as mutual enactment, can be a source of curricular change in community colleges if the institutional culture and administrative leadership are supportive.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative.

(2) Title: SCHOOLS AND POLITICS IN SOUTH AND NORTH VIET NAM: A
 COMPARATIVE STUDY OF STATE APPARATUS, STATE POLICY, AND
 STATE POWER (1945-1965). (VOLUMES I AND II) (VIETNAM)

Author: VASAVAKUL, THAVEEPORN

School: CORNELL UNIVERSITY Degree: PHD

pp: 854

Advisor: KAHIN, GEORGE MCT.

Research Problem: This dissertation studies the South and North Vietnamese

primary and secondary school apparatuses as they developed between 1945 and 1965 from the perspective of state formation and the reach of state power. It focuses on how state-based, class-based, and nation-based factors interacted to shape the organizational structure and content of the school apparatuses and the extent to which the schools effected and/or maintained economic and ideological practices.

It argues that in both Viet Nams, state-based elements became the dominant elements which shaped school apparatuses. Two aspects of statism were the organizational structure of the school apparatus and the political/ethical content of study programs. Both Ministries of Education advocated a bureaucratic form of school organization, uniformity of study programs and examinations, and centralization of teacher

school apparatus and the political/ethical content of study programs. Both Ministries of Education advocated a bureaucratic form of school organization, uniformity of study programs and examinations, and centralization of teacher training and textbook-writing. Attempts to create alternative school structures which were less centralized and more localized met with limited success. In the area of political and ethical content, in both Vietnam, nation-based and class-based elements were selected to conform with or support state-based elements and were retained only so long as they did not contradict them. The persistence of state-based elements in the two Vietnam school systems can be attributed to several inter-state factors. The two Vietnams need to establish themselves in the international system and their need to compete for political hegemony at home necessitated the building of a bureaucratically organized and centralized school system based on uniformity. This ideological state apparatus transmitted state-sanctioned political/ethical knowledge which helped the central authority to curb or neutralize regionalism and localism. As a result, despite ideological differences, the two Vietnam' school systems were similar in that they both served to consolidate state power in the name of nationhood and class interest, while neither served to alter the forces of production which would have strengthened the economy.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative.

(3) Title: SOCIAL FORCES AFFECTING CURRICULUM DEVELOPMENT FOR
EMPLOYEE ASSISTANCE PROGRAMS. (VOLUMES I AND II)
(ALCOHOLISM)

Author: DOSS, GEORGE JAMES

School: CORNELL UNIVERSITY Degree: Ph.D.

pp.: 651

Research Problem: The purpose of this study was to identify and analyze social forces affecting curriculum development for employee assistance programs, thus providing a basis for curricular recommendations. The data in this thesis suggest that during the 1980s, an employee assistance (EA) specific body of experiential and tested knowledge, activities and skills had been identified by the employee assistance practitioners. These activities and skills serve as the basis of the Certified Employee Assistance Professional (CEAP) certification/credential, and was proposed in 1988 by the Employee Assistance Occupational Professional Association (EAPA) as an essential element of an employee assistance curriculum.

However, co-opting, diluting and goal displacing forces have been operating which may threaten the very existence of the employee assistance concept. The influx of large numbers of professionals and academics with many varied orientations and conceptualizations of what constitutes employee assistance practice has contributed to the employee assistance movement moving in many directions at once. A focus on alcohol and substance abuse intervention in the workplace based on deteriorating work performance has been displaced with the goals of the newly attracted professionals.

A unifying force is needed which will pro-actively allow the employee assistance practitioners of the 1990s to discover and take ownership of the fundamental employee assistance body of knowledge, skills and activities. A review of the EA-specific literature, data collected from over 50 interviews of employee assistance and academic personnel, and our view of State and Federal statutes suggests that a great deal of experiential and tested knowledge, skills and activities have been identified as unique to employee assistance and should be incorporated to create a new curriculum. Reflecting this need, a curriculum and other curricular suggestions are proposed in this thesis. This curriculum is offered as a unifying force to stem the tide of co-optation, goal displacement, and dilution of the employee assistance concept. In addition, this curriculum is designed to address the fear that a focus on, and sensitivity to, alcoholism/substance abuse intervention has been lost.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(4) Title: A NATIONAL CENSUS OF STATE SUPERVISORS REPORTING ON
STRATEGIC PLANNING AND AGRICULTURAL LITERACY
INITIATIVES
IN STATE AGRICULTURAL EDUCATION PROGRAMS

Author: HAWKES, JANET EILEEN

School: CORNELL UNIVERSITY Degree: Ph.D.

pp.: 200

Research Problem: The National Research Council (NRC) report, Understanding

Agriculture: New Directions for Education, recommended many changes to the agricultural education profession, based on an extensive review of agricultural education in public schools. This national census of state supervisors investigates the status of planning for future change in the agricultural education profession since the NRC report in 1988. This study examines the extent of change and types of planning processes being used to facilitate change in agricultural education. The study also explores agricultural literacy initiatives and the degree of concurrence of respondents to the NRC report recommendation relating to agricultural literacy. Data were collected from state supervisors or the equivalent in all states, using a telephone survey instrument. Statistical analysis of the data included frequency, percentage, means, Chi-square test and Pearson product moment correlation coefficients.

Extensive change occurred in agricultural education since the NRC report and future changes are anticipated. Strategic planning processes were used in 45 percent of the states using planning processes. Elements of strategic planning were used regardless of the planning process employed. No significant relationships were found between the type of planning processes and state agricultural education statistics. The NRC report and the National Strategic Plan for Agricultural Education influenced states to change. There were many factors affecting planning. Frequently mentioned negative factors included: department of education administration, funding issues, and federal legislation. Frequently mentioned positive factors included: support of agriculture teachers, support of agriculture business and industry, and national initiatives including the NRC report and the National Strategic Plan for Agricultural Education. Factors having the most influence (negative or positive) on planning were: national initiatives, changes in the agriculture industry, decreases in student enrollment, and state education department administration. Overall, respondents agreed with the NRC recommendation pertaining to agricultural literacy. The agricultural education profession participates in programs to promote agricultural literacy. Formal linkages to promote agricultural literacy existed between agricultural education and elementary, secondary, and post-secondary education.

Form(s) of Curriculum Inquiry employed in this Dissertation: action-research.

(5) Title: AGRICULTURAL EDUCATION IN BELIZE: A STRATEGIC PLAN
FOR ITS DEVELOPMENT

Author: YOUNG, ROY ALVIN

School: CORNELL UNIVERSITY Degree: Ph.D.

pp.: 243

Advisor: SUTPHIN, H. DEAN

Research Problem: Belize is a developing country in Central America and is a

member of the Caribbean Community. Belize's development and sustenance depend on the use of its natural and human resources. The most abundant and valuable natural resource is arable land. Agriculture, including forestry and fisheries, is the largest contributor to the national economy. Agriculture provides employment for almost half of the country's work force and generates approximately twenty-one percent of the gross domestic product (GDP). Agricultural education is essential in the sustenance, development, and advancement of a country's agricultural industry because it attracts and prepares students to gain employment and advancement in agricultural careers, to pursue further studies in agriculture, and to become functional citizens in the food and fiber industry. These outcomes of agricultural education

interface well with the Government's of Belize effort to increase agricultural production and diversification.

Some of the applications of this study include curriculum development, program planning, policy development, and development of a national strategic plan for agricultural education.

Data were collected by using (a) mailed questionnaires; (b) structured interviews with teachers and principals of primary, secondary, and tertiary agricultural schools, (c) documents from schools and government ministries, and (d) observations from on site visits. Commonalities among responses were determined to identify schools' and national agricultural education goals and limitations and achievements of agricultural education in schools.

The research shows that the major constraints of agricultural education in Belize are (a) the absence of a national plan, (b) poor garden physical features, (c) inadequate garden supplies, (d) and the need for more teacher training. The findings indicate that the level of agricultural education success is mainly contributed to (a) students, teachers, principals, and communities commitment, (b) implementation of the curriculum, and (c) support from the Ministry of Agriculture. Recommendations are: articulation of policies for all three levels; formation of a teacher professional organization and student intercurricular organizations; the empowerment of a school community to plan, implement, supervise, and evaluate its agricultural education program; production of instructional materials, and increased accountability of teachers. In addition, a conceptual model, The Bow and Arrow Model, and a planning process were developed to facilitate strategic planning of agricultural education.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic.

(6) Title: INTERPRETATION AND USE OF VISUALS IN AN INTERACTIVE
MULTIMEDIA FICTION PROGRAM (SYMBOLS)

Author: MAZUR, JOAN MADELEINE

School: CORNELL UNIVERSITY Degree: Ph.D.

pp.: 266

Advisor: TRUMBULL, DEBORAH

Research Problem: This research examined students' interpretation and use of visual information contained in video segments of an interactive multimedia computing program. These segments were designed to spur users to construct an original narrative based on information they had viewed. The program also contained features that allowed the user to control the sequence and pace of the program's content. The research focus was to compare theoretical descriptions of how complex, non-verbal symbol systems, such as visuals available in multimedia, work to convey meaning, with how these visual symbol systems actually did work for students as they interpreted information viewed in the interactive program. Concepts from interdisciplinary sources such as general symbol theory, interpretive film theory, and social semiotics were employed to analyze and characterize students' use of the program. Eight volunteers used the program on three occasions. Data were gathered during interviews with students as they used the program, from questionnaires, and from the log of each student's use produced by the computer tracking system. All but one user adopted an interpretive stance which guided their inquiry. Students demonstrated a wide range of plausible content interpretations, even at the level of denotation. They formulated contexts which were crucial to making sense of the program's multimedia information. The construction of contexts was purposive, not idiosyncratic. All but one student articulated a strategy for exploring the program's content. The sequence, repetition, and juxtaposition of content shaped by students' uses of program options, framed interpretations differently for different students. Students used visuals in several ways to construct meaning and support their inferences: to describe content, to combine content, and to test hypotheses. Attention to cinematic techniques in the program's design and prior personal and cultural experience influenced how students understood, integrated, and reformulated content. The complex of interrelated activities involved in the use of interactive programs suggests the need for pedagogical approaches which address mutually constructed understandings. On-line

notebooks and tracking systems may be useful in this regard. Interactive program designers need to consider the use of cinematic conventions in engaging and directing viewer's attention.
Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative.

(7) Title: COLLEGE TEACHERS AND THE IMPLICIT PRINCIPLES WHICH
 GUIDE
 THEIR INSTRUCTIONAL PRACTICE: A SAMPLE OF CASE STUDIES

Author: WILLIAMS, KIMBERLEY RHODES

School: CORNELL UNIVERSITY Degree: Ph.D.

pp.: 274

Research Problem: Studies suggest that teaching is a complex and context-bound activity. This investigation attempts to understand how teachers construct and interpret meanings of their teaching. More specifically, it examines four teachers and the implicit principles which guide their instructional practice.

Six objectives directed the study: (1) to explicate the implicit principles of four university teachers, (2) to document principles' manifestation in practice, (3) to identify factors which influenced principles (including teachers' previous experience as learners), (4) to document how principles relate to one another, (5) to identify common themes, and (6) to examine principles in relation to five traditions of teaching practice as identified by Deshler & Kiely (in press): the Humanistic, Behavioristic, Social-Learning, Cognitive and Critical Reflective Traditions.

Clinical interviews were conducted with four college teachers at Cornell University. Each participated in two video recalls, during which, videotapes of instruction were reviewed. Concept maps were jointly constructed by each teacher and the researcher. Data were analyzed for common themes and for integration with traditions of practice. The case studies successfully capture the personal and complex nature of college teaching. Reflection was effective in helping participants articulate why they do what they do in the classroom. Evidence of principles were manifest in each participant's observed behavior. Previous experiences as learners, both positive and negative, were found to contribute to the development of principles. Furthermore, each participant's principles were found to relate to one another, as well as to connect to form larger theoretical frameworks.

Four common themes emerged among the teachers: the importance of relating material to real world issues, nurturing a respectful relationship with students, providing an integrated perspective and actively engaging students in the learning process. The data suggest that all participants adhere to assumptions contained in the humanist, social-learning and cognitive teaching traditions. Only elements of the behaviorist and critical reflective traditions could be identified. The concluding discussion addresses the importance of increasing teachers' understanding of their own practice and the implications for improving college instruction.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic.

(8) Title: COOPERATIVE EDUCATION PROGRAM QUALITY: A STUDY OF
 STUDENT

PERCEPTION AT THE BACCALAUREATE LEVEL

Author: TILL, LORI LEE

Degree: Ed.D pp.: 186

Advisor: PAUTLER, ALBERT

Research Problem: Little has been written about cooperative education program quality in baccalaureate institutions. Cooperative (co-op) education plays a significant role in the higher education system with over 250,000 students participating annually. While there are a multitude of studies that support the positive benefits incurred by student, institution and employer co-op participants, there are a growing number of studies that identify

restraints students contend with while enrolled in co-op programs. This study examined student perception of the co-op program in which they participated based on four cooperative education quality (CEQ) scales used to assess co-op program quality. Specifically, it sought to determine engineering co-op senior perception along with general co-op graduate input in reference to the four CEQ scales.

A Cooperative Education Quality (CEQ) instrument, developed to measure co-op program quality perception, was disseminated by the Engineering Cooperative Education Programs at Cornell University and the Department of Cooperative Education and Placement at Rochester Institute of Technology to engineering co-op seniors, and a small sample of engineering co-op graduates. Data were collected on the CEQ statements related to four CEQ scales, co-op student demographic and placement characteristics, critical co-op incidents, future career plans, and professional employment. The statistical techniques of correlation, analysis of variance, and t-tests were used to analyze the data.

Data collected showed that the general co-op senior and graduate perception of the engineering co-op program in which they participated, were positive. The findings of the study indicated several co-op senior demographic and co-op placement characteristics may be indicators for co-op program improvement. Among the four CEQ scales used to assess the two baccalaureate engineering co-op program, the fourth CEQ scale "the institutional administrative practices", indicated a difference in relation to co-op program quality and; age, engineering curriculum; the type of co-op employer labor organization and organizational structure; and ending co-op senior hourly wages. In addition, there was a difference between the co-op senior ending wages and the first CEQ scale "the development of student employment opportunities." This study contributes to the sparse literature that links cooperative education program quality and co-op program improvement efforts. It points out the extent to which co-op student participants can provide specific program evaluation intricacies that can be transferred into policies and practices.

Those who are involved in any co-op program improvement efforts will find this study useful for identification of possible program self-study and assessment.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative.

(9) Title: UNDERSTANDING PARENTAL INVOLVEMENT WITH RURAL
SECONDARY

SCHOOL CHILDREN (RURAL EDUCATION)

Author: WESTLAND, CARON ANNE

School: CORNELL UNIVERSITY Degree: Ph.D.

pp.: 311

Research Problem: Using narratives as a mode to understand culture was the theoretical foundation used for investigating secondary school parental involvement in a rural culture. Forty rural secondary school parents in central New York, twenty-two mothers and eighteen fathers, were interviewed in their homes and asked to recount stories about parental involvement in the home and in the school. Parental involvement was conceptualized as a function of parents' values about the educational process, child-rearing patterns, and interaction with the school community.

The uniqueness of the stories and the experiences was a reflection of their environment, their community, and their common beliefs and attitudes. Through an interpretive inquiry, three parenting styles were identified in reference to involvement: control-oriented, values-oriented, and achievement-oriented. Parents' frames of reference and behavior were dominated by these orientations. Arguments for a more comprehensive and interactive model of parental involvement were made. The interactive model focused on parental involvement in the spiritual, social, physical, and intellectual aspects of children's lives. Suggestions for a more comprehensive rural curriculum to include apprenticeship programs were also presented. The curriculum would accommodate varying family values, student interests, and community needs.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-hermeneutic.

(10) Title: EVALUATION OF CURRICULUM AUDITING APPLIED TO POSTSECONDARY AGRICULTURE (AGRICULTURE CURRICULUM)

Author: TRYON, JOHN ROGER

School: CORNELL UNIVERSITY Degree: Ph.D.

pp.: 237

Dissertation non-available.

(11) Title: A CULTURE BASED CURRICULUM FRAMEWORK: THE ROLE OF CORN IN IROQUOIS WORLDVIEW

Author: CORNELIUS, CAROL ANN

School: CORNELL UNIVERSITY Degree: Ph.D.

pp.: 385

Advisor: POSNER, GEORGE

Research Problem: This study designed a conceptual framework for developing curriculum on diverse cultures. Current curricula reinforces stereotypes, and provides an inadequate view of diverse cultures. Multicultural education has focused more on equity issues rather than how to teach about diverse cultures.

A literature review was conducted on stereotypes, textbooks and multicultural education. The culture-based curriculum framework was developed and then applied in a case study on the Haudenosaunee (Iroquois). The thematic focus of corn emerged as a culturally significant element around which to structure a study of the Haudenosaunee. The case study combined evidence from historical documents, the paintings of Tonawanda Seneca artist Ernest Smith, and interviews of contemporary Haudenosaunee Elders to provide the information necessary for culture-based curriculum development. The culture-based curriculum framework consists of five concepts: (1) world view, (2) the way world view structures a culture's way of life, (3) the interaction across cultures, (4) the dynamic nature of the culture, and (5) continuity of the culture to the contemporary time. The underlying assumption of this framework is that all cultures have value and dignity. A thematic focus emerges from within the culturally specific paradigm forming the foundation of curriculum development. Culture-based curriculum designed along interdisciplinary lines enables presentation of the culturally specific paradigm of the culture studied. Studying cultures from this culture-based curriculum framework provides the basis for understanding and developing an appreciation of cultural diversity in this nation.

Form(s) of Curriculum Inquiry employed in this Dissertation: historical-philosophical.

(12) Title: PROMOTING EXCELLENCE IN ELEMENTARY SCHOOL TEACHING:

THEORY-DRIVEN PRACTITIONERS

Author: GERBER, JILL ANN

School: CORNELL UNIVERSITY Degree: Ph.D.

pp.: 322

Advisor: NOVAK, JOSEPH D.

Research Problem: This research was conducted in response to the myriad of recommendations to improve teacher education for elementary schoolteachers. The panaceas vary from extension of programs to an additional fifth year, to complete abolition of education as a major course of study. Research suggests that most teachers claim that they learn to teach by experience. If this is true, then exemplary teachers who have vast experience in the field should be studied in an attempt to understand what they have learned as a result of their experience, and how novice teachers may benefit from this knowledge.

The study attempts to understand how experience has influenced the development and use of teachers' theoretical frameworks. More specifically, it examines the teachers' theories as they pertain to five elements of education. Four teachers from New York State were selected for the study. Each has at least 20 years of experience in education and is a recent recipient of a prestigious award in the field. Using the case study method approach, the teachers were given a preliminary interview, followed by three in-depth interviews. In addition, all were observed and video taped for at least an entire school day. The major findings indicate that although outstanding, experienced elementary school teachers may appear to practice with little conscious effort to theoretical guidance, they have specific reasons for their actions in the classroom. These reasons, or theories which guide their practice, endorse the primacy of meaningful learning. The dissertation will illustrate the procedure and methods used to establish these claims. The study has three main objectives. First, concept map representations of the teachers' theoretical frameworks were created to indicate how their theories pertain to five elements of education. Second, a brief illustration of the video taped teaching episodes depict the teachers' espoused theories and their theories in use. Analyses of the concept maps, interview transcripts, and video tapes revealed specific similarities and differences among the teachers. The concluding discussion addresses the use of this information in fostering higher levels of understanding the nature of masterful teaching among novice teachers, and the role of theoretical training for future educators.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic, action.

(13) Title: EFFECTS OF CONTINUING EDUCATION IN A RURAL DEVELOPMENT PROJECT IN NORTH WEST CONNEMARA, IRELAND (WOODWORKING, FURNITURE DESIGN)

Author: KELLY, MARY ANN

School: CORNELL UNIVERSITY Degree: Ph.D.

pp.: 178

Research Problem: Throughout the history of agriculture utilization of techniques learned from the user's own experiences or the adaptations and incorporation of methodologies discovered by others has resulted in agricultural advancements. The process of continuing education is an effective means to increase agricultural production, product quality, and positive inputs in the rural economy. The question pertinent to this study is do other means of formal and continuing education, not directly associated with agriculture production, also produce positive repercussions on the economic and social-communal elements associated with effective rural development?

The issue of agricultural education's positive effects on rural development is well researched. The Connemara community has initiated, directed and funded an effort to alter their declining communal situation through another form of specialized continuing education. The School of Fine Woodworking and Design, in Letterfrack, incorporates a curriculum centered on furniture design and creativity. The project's non agricultural curriculum is viewed with interest because two of Ireland's and the Common Market's evolving objectives are to reduce agricultural surplus and increase alternative employment.

This descriptive case study documents selective student information, and analyzes the effects these students are having on the economic and social-communal aspects of a community driven rural development program. On-site visits, questionnaires, and interviews from present and graduate students, school personnel and catchment area community members are analyzed using the SPSS/PC+TM computer program. The conclusions that become apparent from these investigative inquiries and their guiding objectives are: (1) The School of Fine Woodworking and Design students are having positive economic and social-communal effects upon the catchment area in North West Connemara, Ireland; and (2) This non-agriculture-related educational approach to rural development is having an impact in the Letterfrack area, and with appropriate adjustment measures and supervision, it could be a feasible alternative to conventional agriculture related educational anti-poverty programs.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative, scientific.

(14) Title: EDUCATING IN A BIOLOGY CLASSROOM: A COHERENT APPROACH TO TEACHING, CURRICULUM, LEARNING, AND GOVERNANCE (CONCEPT LEARNING)

Author: BROWN, ROSELYN ELIZABETH

School: CORNELL UNIVERSITY Degree: Ph.D.

pp.: 365

Advisor: GOWIN, BOB

Research Problem: The focus of this research were two sections of a freshman-level Biological Science course at Morgan State University during the spring semester of 1987. A descriptive case study approach was used in examining the commonplaces of curriculum, teaching, learning, and governance in this classroom environment. The analysis, concept-mapping and interviews along with numerous other techniques were used in order to create an environment for learning to occur; that is the integration of thinking, feeling, and acting relative to the biology subject-matter and to learning in general, by the students in the study.

The research was planned, conducted and interpreted based on Gowin's Theory of Educating, Novak's Theory of Meaningful Concept Learning and the Ausubel/Novak Theory of Cognitive Assimilation Learning.

Plans for educative events were first made by the researcher using Vee analysis. This phase involved the selection and logical arrangement of curriculum materials based on the theories.

The major claims of this study were (1) that the teacher could use Vee analysis and currently viable theories of education to select and logically arrange curriculum materials for a college biology course in order to facilitate teaching, learning and governance; (2) that some basic biology concepts for the course could be identified through the Vee analysis of the discipline process; (3) that there were two techniques, Vee analysis and concept-mapping that could be used routinely by students to help them learn biology concepts; and (4) that through the use of these techniques and others, students could gain insights into their own learning and self-governance. Students were able to understand and routinely use concept-mapping. They were less comfortable with Vee analysis for laboratory. The teacher found Vee analysis, however, to be an invaluable technique for analyzing the structure of the biology discipline. Learning questionnaires and personal interviews were excellent as metalearning devices. The descriptive case study approach gave the college teacher a very effective way of examining in detail what she actually did daily in the context of "educating." The teacher became a researcher and in the process made the entire process more pleasurable and effective for students.

Form(s) of Curriculum Inquiry employed in this Dissertation: action research.

(15) Title: HISTORY AND ETHICS: THE PLACE OF HISTORY IN THE ARTS
FACULTY OF THE THIRTEENTH-CENTURY UNIVERSITIES (WITH AN
HISTORICAL INDEX TO THE FACULTY'S TEXTBOOKS) (THIRTEENTH
CENTURY)

Author: DICKERSON, WILLARD WILTON, III

School: CORNELL UNIVERSITY Degree: PHD

pp: 339

Advisor: JOHN, JAMES J.

Research Problem: For years now modern scholars have noticed that the study of history seemed to vanish from the university--at least from the liberal arts curriculum--during the thirteenth century. History was no longer required reading, and it was written with much less frequency, by those studying the arts. During the twelfth century the "satirists and historiographers" were read routinely as a part of the liberal arts education. By the mid-thirteenth century, however, these authors no longer appeared in the arts curricula of the new universities.

In this study I attempt to show that: (1) The medieval liberal arts education concerned itself with more than the seven liberal arts. It also concerned itself with the study of ethics, or moral philosophy. (2) History, then, at least in the twelfth century, was routinely read as a part of the curriculum in ethics. History was read and written in conjunction with the study of moral philosophy. (3) During the first half of the thirteenth century the arts curriculum began to evolve in important ways. It evolved in substance, but perhaps more importantly, it also evolved in method. Scholars of this age, instead of relying chiefly on the inherited wisdom of the ancient authors, increasingly engaged in their own philosophical speculations. The resultant changes in the liberal arts curriculum were most visible in the fields of grammar and dialectic; but they certainly affected the entire curriculum. What was true of the fields of grammar and dialectic was also true of the field of moral philosophy. (4) As a result of these developments, particularly the developments in methodology, the teaching of ethics changed dramatically. Like the other fields of academic study, it evolved from a backward looking study of the ancient authors that was highly dependent on written texts and moral exempla to a speculative field of inquiry that was primarily dependent upon the use of dialectic. As this change took place, the study of history, which had been the primary source of moral exempla, became less important to the teaching of ethics. History, therefore, was eased out of the liberal arts education.

Form(s) of Curriculum Inquiry employed in this Dissertation: Historical.

3. HARVARD UNIVERSITY

Independent coed university

Harvard University the oldest institution of higher learning in the United States, has a long tradition of leadership in the academic world. Founded 16 years after the Pilgrims landed at Plymouth, the college was established by a vote of the Great and General Court of the Massachusetts Bay Colony. The new college was named for its first benefactor, John Harvard, a young minister who, upon his death in 1636, left his library and half his state to the new institution. It was during the latter part of the 19th century that the university began to boom. Enrollment rose from 100 to 3,000, faculty increased from 49 to 278, and endowment grew from \$ 2.3 to 22.5 million. In 1992-93, Harvard had a teaching faculty of 2,167 and an enrollment of 18,556 degree candidates including undergraduates and students in 10 graduate and professional schools.

An active interest and concern for educational practice has been the hallmark of the Harvard Graduate School of Education (HGSE) since its creation in 1920. Today, the principal mission of the School is to increase the opportunities for all children in America to learn and thrive by mobilizing its own resources and those of the entire University. The School is also committed to preparing administrators, faculty members, and researchers in the area of higher education as well as those interested in future positions in the international arena. Of particular significance is the fact that HGSE became the first professional school at Harvard to admit women to degree candidacy. The HGSE is accredited by the New England Association of Schools and Colleges. The HGSE is located on the Harvard University campus, two blocks from Harvard Yard and adjacent to Radcliffe Yard. The School is housed in six buildings: Longfellow Hall, Larsen Hall, Nichols House, Read House, Westengard House, and Gutman Library.

The Graduate School: Unique Features:

1. **Enrollment:** 18,272 graduate, professional and undergraduate students.
2. **Graduate students groups:** 10,569 full time matriculated (4,377 women); 856 part time (504 women).
3. **Tuition:** \$ 17,470 per year .
4. **Programs:** The Graduate School of Arts and Sciences offers programs through the Committee on Middle Eastern Studies, Committee on Political Economy and Government, Committee on Regional Studies-Soviet Union and the Division of Applied Sciences. Other programs are offered by the following Schools: Divinity School, Extension School, Graduate School of Business Administration, Graduate School of Design, Graduate School of Education, John F. Kennedy School of Government, Law School, Medical School, Division of Health Sciences and Technology, Division of Medical Sciences, School of Dental Medicine, School of Public Health, Division of Biological Sciences. The Doctor of Education degree is offered in three areas: Administration, Planning, & Social Policy; Teaching, Curriculum, & Learning Environments; Human Development & Psychology).
5. **Degrees Offered:** Master's, Certificates of Advanced Study and Doctorates.
6. **Requirements for Admissions:** Each admissions committee looks for evidence that an applicant is likely to contribute to an understanding of important issues of educational practice or research. The statement of Purpose, professional experience, and letters of

recommendation provide very important qualitative evidence concerning an applicant's academic record, professional background, and potential. A strong academic record and high test scores alone do not ensure admission. Outstanding public service, strong record of academic performance with background in areas related to the program of interest, or other kinds of significant achievement, including the overcoming of economic, societal, or educational obstacles, are also considered important.

Admissions Office: Harvard University
 Graduate School of Education
 Admissions Office
 111 Longfellow Hall, Appian Way
 Cambridge, MA 02138

7. **Requirements for Graduation:** To earn a Master's the student may choose a concentration or he/she may design a program in consultation with a faculty advisor. The student must complete six to eight half-courses, at least 4 of which must be taken at HGSE. All Master's programs require an academic year of full-time study except the Midcareer Math and Science Program and the Teaching and Curriculum Program, which have an additional three-week summer component. The Certificate of Advanced Study, awarded by the Faculty of education, provides an opportunity for an academic year of full time study for experienced educators and midcareer professionals who ordinarily already have earned a master's degree. To earn a Doctorate a student must complete, after completion of a Master's degree or equivalent academic experience, all the requirements from his/her Program: an individualized program or a program with core courses. Usually the program includes methodological courses -two-one semester courses in research methods- a concentration, statistics courses, elective courses, individual courses of study, a dissertation research, thesis, or in some program areas, an analytic paper. In addition, all students are required to take a proseminar during the first semester of their first year. generally requires two years of full-time course. Ordinarily, all students are expected to be enrolled for full time study (defined as 4 half-courses per term).
8. **Doctoral degrees awarded:** 721 doctorates (Jan. 1993 to June 1994).
9. **Student services:** Low cost health insurance, free psychological counseling, career counseling, day-care facilities, emergency short-term loans, campus safety program, campus employment opportunities, counseling/support services for international students, dossier service, low-cost health care. **Graduate Housing:** apartments available to single and married students.
10. **Financial Aid:** The financial aid program is comprised of three components: grants-in-aid, work or employment , and loans. Scholarships, Fellowships, Grants and assistantships (teaching fellow and student research assistant) are usually awarded through the Office of Academic Services (OAS). Financial aid, Merit-Based Awards and first-year doctoral awards for future professors and school leaders are also available specially for students of color. In graduate education, availability of a mix need-based and merit-based awards -open to all students; teaching and research positions are also widely available for doctoral students.
11. **Research and Facilities:** Widener Library plus 80 additional on campus libraries; total holdings of 12,394,894 volumes, 5,557,388 microforms. The Monroe C. Gutman Library, with 160,000 volumes, houses an extensive collection of educational journals, microforms, and special collections was designed to support the training and research work of HGSE students and faculty. Access provided to on-line bibliographic retrieval services.
12. **Computer facilities:** Digital VAX-11/780, Digital VAX-11/785, Digital PDP-11/70, IBM 3083, Apple Macintosh, Digital MicroVAX, IBM PC. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: 906 full time (629 women), 270 part-time (187 women) matriculated students in graduate education; includes 239 minority (97 African-Americans, 45 Asian-Americans, 83 Hispanics, 14 Native Americans), 129 internationals. Nearly two-thirds of 1,248 graduate students in Education, are women, close to 14 percent are American minorities, and 16 percent are international students from 47 nations. A variety of student organizations support the broad interests and diverse backgrounds of this student population. Education Faculty: 91 residents members of the teaching faculty, some of whom combine teaching with research and administrative duties. These 91 from the equivalent of 46 full-time teaching appointments. With about 700 full-time equivalent students, HGSE has a student/faculty ratio of approximately 15:1. Curriculum Students: 194 full-time (128 women), 45 part-time (29 women) matriculated students; includes 55 minority (21 African-Americans, 16 Asian-Americans, 16 Hispanics, 2 Native Americans), 15 internationals. Average age: 35. Curriculum Faculty: 5 full-time (3 women), 15 part-time (7 women). Faculty experience range between 7-25 years.
2. Name of Unit: Graduate School of Education, Area of Teaching, Curriculum and Learning Environments (TCLE).
3. Head: Dr. Victor Perrone, Director.
Harvard University
Graduate School of Education
Teacher Education Programs
Longfellow Hall 224/221A/121A
Appian Way, Cambridge, MA 02138
4. Program(s): experienced teachers program (Ed.M, CAS); history of education (Ed.D), individualized program (Ed.M), mid-career mathematics and science (teaching certification, Ed.M, CAS), philosophy of education (Ed.D), school and community (Ed.D), study of teaching (Ed.D), the study of schools (Ed.D). Programs in Curriculum Studies : Ed.M, Ed.D. in Teaching, Curriculum and Learning Environments; Ed.D in Curriculum Development and Evaluation; Ed.D. Philosophy and Curriculum Theory.
5. Requirements: Entrance: GRE general test or MAT, minimum score of 600 in TOEFL. Graduation: Beyond the graduate school requirements mentioned before, the total number of required courses for TCLE doctoral students varies, but students normally are required to take from 12 to 16 half-courses, depending on their academic backgrounds. For Master's and CAS, foreign language and thesis not required; for doctorate, dissertation required, foreign language not required. Each student should demonstrate competence in five approaches to curriculum inquiry (the doctoral student has to approve 4 courses and a Master's at least 2 courses).
6. Doctoral degrees awarded: 17 doctorates in Curriculum (1993-94). 30 CASs awarded.
7. Primary Goals of the Graduate Program in Curriculum are: TCLE programs will aim for a common emphasis on teaching and learning processes as fundamental to education and culture; relevant throughout the life cycle; carried out in a variety of settings, both formal and informal; resting on a basic continuity of theory and practice; and devoted to expanding human critical capabilities, moral imagination, and freedom. The TCLE is concerned with the theoretical and practical aspects of teaching and learning. Studies in TCLE address the philosophical and historical bases of educational practice, the diverse human settings within

which teaching and learning occur, the process and content of teaching, the definition of the teacher's role and profession, and the education of teachers.

8. Unique strengths of the graduate Program in Curriculum: This department is nationally recognized for the quality of faculty, students, research facilities, curriculum and the excellent academic-intellectual environment.
9. Graduate Program in Curriculum is among the leading Programs in the United States because of: (a) reputation of faculty (one benefit of attending the Harvard Graduate school of education is the opportunity to enroll in classes and seminars conducted by faculty members renowned for their scholarly pursuits and invigorating teaching styles); (b) quality of graduates (with an average of 32 and an age range of 22-60, most entering students have eight years of professional experience in a variety of educational settings. Many have been teachers or school university administrators. Others have experience in educational media, government, community social service agencies, health organizations, and the corporate sector); (c) research, curriculum and Instructional characteristics: About 150 courses are offered annually by the Faculty of Education in addition to special reading or research courses which faculty may offer in response to students' special needs. The Monroe C. Gutman Library is part of the Harvard library system of more than 12 million volumes and 102 libraries, constituting the largest university library system in the world.
10. Faculty Research: Dr. Terrence Tivnan (D.Ed. specialty in Research Methods; 12 years teaching curriculum research. Program: measurement and Evaluation, Department of Human Development and Psychology). This professor has done more than 15 curriculum research reports and publications in scientific, evaluative-normative research. Problems and questions that he is researching at present time: "Alternate assessments of science concepts". He prefers to prepare his graduate students as curriculum researchers by initiating them into his research methods while he is engaged in a specific kind of research and by putting them in an overview course on different types of research methods.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:

Research courses available to students mainly in the following areas: research methodology, scientific, statistics, survey research, ethnographic/naturalistic, theoretical, combination of methods according to the students and faculty's interests. All courses offered in the Teaching, Curriculum and Learning Environments area (TCL) is concerned with the theoretical and practical aspects of teaching and learning as fundamental to education and culture; relevant throughout the life cycle; carried out in a variety of settings, both formal and informal; resting on a basic continuity of theory and practice, and devoted to expanding human critical capabilities, moral imagination and freedom. Studies in TLC area address the philosophical and historical bases of educational practice, the diverse human settings within which teaching and learning occur, the process and content of teaching, the definition of the teacher's role and profession, and the education of teachers. For 1993-94, the following research courses are offered: T-210p Teacher Research (deliberative, action or clinical curriculum inquiry); S085 Applied Research Design (scientific inquiry); S411 Higher Education Assessment (evaluative/normative research); S-565 Qualitative Research (ethnographic/naturalistic, phenomenological/hermeneutic, philosophical, theoretical, historical); and S-578 Integrative Research Approaches (Integrative/Review/ Synthesis).

2. **Ways to prepare Graduate students as Curriculum Researchers:** (1) The School offers an interlinked sequence of methodology courses in quantitative and qualitative methods of research, (2) put students in an overview course on different types of research methods and (3) initiate graduate students into research methods of the professors while they are engaged in a specific kind of research.

The TCLE faculty supports the understanding that there are a variety of distinct, albeit overlapping, approaches to inquiry, or ways of knowing, in the study of teaching, curriculum, and learning environments. Five approaches were designated: philosophical, historical, quantitative (use of conventional science paradigms, including statistical analysis of data), qualitative (e.g. ethnographic and description), and clinical (theory building and the application of theory to the analysis of an individual case). Each student should demonstrate competence in these five approaches to inquiry (the doctoral student has to approve 4 courses and a Master's at least 2 courses) . The purpose of these requirements is to encourage an appreciation of diverse approaches and to help students to identify, early in the program, methodologies appropriate for their dissertation research.

3. **Faculty Research:** Contact faculty member: Dr. Terrence Tivnan (12 years of experience. Field: Curriculum Research; more than 15 reports and publications in Scientific research and Evaluation as forms of Curriculum Inquiry).

DOCTORAL DISSERTATIONS

Research problems and forms of curriculum inquiry employed in Doctoral Dissertations
Harvard University (January, 1993 to June, 1994)

(1) Title: TEACHERS IN PRIVATE PRACTICE: A STUDY OF EDUCATIONAL THERAPISTS (INCENTIVES)

Author: BACIGALUPO, MARIA TERESA

Harvard University: ED.D pp.: 118

Advisor: JOHNSON, SUSAN MOORE

Research Problem: This study is a qualitative analysis of educational therapists' thoughts about working in a private practice teaching setting. The sample consisted of twenty-eight educational therapists, two-thirds of whom were in private practice and one-third of whom had left private practice. Both purposeful (Patton, 1980; Bogden and Biklen, 1982) and random sampling was used to select participants. A modified analytic induction approach (Bogden and Biklen, 1982) was employed to collect and analyze the data. The data demonstrated that due to increased business expenses, income for educational therapy in private practice was not as adequate as income from traditional teaching settings. In spite of the financial realities, however, most of these teachers were satisfied with the professional discretion that accompanied private practice. Moreover, rewards found in teacher/student relationships appeared not to be blunted by organizational features of the workplace as they were for the teachers in the traditional settings in Johnson's (1990) study. Like the teachers in both the Lortie (1975) and the Johnson (1990) studies, many educational therapists noted that satisfactory contacts can be made with other professionals if one proactively seeks to manage the problem of isolation. These teachers also reported that self-evaluation is an important tool in their work. Like the teachers in both the Lortie (1975) and the Johnson (1990) studies, these teachers reported a skepticism about whether supervision was useful. The final chapter examines incentives in private practice and implications for school reform. Less able to reach their students in school settings because they perceived they were constrained by various bureaucratic restrictions, many of the educational therapists in the study left school teaching. Yet, they did not leave teaching altogether. School reformers may have something to learn from this group of teachers, many of whom reported that they preferred not to quench their thirst for teaching in the traditional teaching setting, but rather in the freedoms they experienced in private practice.

Forms of curriculum inquiry employed in this dissertation: evaluative-normative.

(2) Title: AN EXAMINATION OF THE STRATEGIC PLANNING PROCESS

AT ENDICOTT COLLEGE: A CASE STUDY OF DECISION-MAKING TO COPE WITH CHANGE (MASSACHUSETTS)

Author: DESLORIERS, VICKI RUSSELL

Harvard University: ED.D pp.: 169

Advisor: LEVINE, ARTHUR

Research Problem: Strategic planning is widely heralded as the response or choice to a growing list of challenges facing American higher education. Endicott College, typical of many small, private institutions of higher learning in the United States, implemented strategic planning to meet its various challenges. This analytic paper, in the form of a case

study, focuses on strategic planning at Endicott College, and how organizational forces shaped that process.

Questions directing the research were: What were the conditions at the college prior to implementing strategic planning? Why was strategic planning chosen as the vehicle for change? What was the strategic planning process design? What forces, beyond that design, shaped the planning process? What were the consequences of those influences?

A pattern, unlike that presented by the textbook model of strategic planning, emerged from the study. A series of campus forces had subverted the predicted process. The internal organizational factors which shaped Endicott's planning correlated with five major obstacles to planned change as identified by authorities in the field. The analysis is organized in terms of those five obstacles to planned change: lack of top leadership support; lack of shared values, goals, and purpose; lack of high morale, trust, power, and personal security; lack of meaningful participation and communication; and lack of adaptability, creativity, and innovation. Long-standing campus factions, cultural norms, and administrative styles combined to present these obstacles and to seriously impede planning efforts. Unable to surmount these problems, the leadership in many ways exacerbated them.

Endicott College did, however, face the same harsh realities that were confronting higher education across the United States. Questions of shifting demographics, governance, finances, curriculum, and their role in higher education loomed large. Conclusions of the study were: strategic planning is not a panacea for the problems facing higher education today; the planning model employed should fit the management style of the organization; and development of the planning document itself should be accomplished within a specified time frame.

Forms of Curriculum Inquiry employed in this Dissertation: Philosophical-critical

(3) Title: TWO PRINCIPALS: PATTERNS AND STRUCTURES IN JAPANESE
PRIMARY SCHOOL LEADERSHIP

Author: PARKER, MARI TAKAHASHI
Harvard University: ED.D pp.: 236
Advisor: GLAZER, NATHAN

Research Problem: Japanese principals are required by law to take responsibility for everything that everyone connected with their school does. However, because they have no need to prove themselves any further as educators, they choose to limit their appearances to let their faculties take the glory and credit. The job focus of the Japanese principalship requires principals to influence the education of the children almost exclusively through the teachers of their school. Since training teachers and mentoring potential new principals is not helped by being highly visible to the world outside school, the importance of their role is often underestimated. Japanese principals are aware that they have been criticized as do-littles in the Western literature, and they are not happy about it. Another factor which contributes to principals' low visibility is the way management committees (koumu-bunshu) are structured within the schools.

In this ethnographic research, I have documented how two Japanese principals see their own role and how their teachers perceive the principal's role within two different schools. One school is located in ethnically diverse Yokohama, and the other in the center of Tokyo, a more homogeneous setting. While developing two case studies, I found that the principals work hard not to be seen. They send teachers and staff whenever possible, reserving their appearances for situations which their subalterns cannot resolve. The four most important aspects of the role of the two principals shadowed are as follows: (1) delegation of decision-making functions to staff committees that operate under their close supervision; (2) meticulous attention to developing personal relationships with every member of their staffs; (3) use of models and archetypes to unify behavior around shared ideals; and (4) use of symbols and ceremony to motivate and inspire. The field work was done just prior to the implementation of

seikatsuka, the new curriculum developed by the Ministry of Education. The case studies document the impacts of the coming reform. Through observations and in-depth interviews the two case studies capture both the context of leadership and leadership inaction.
Forms of Curriculum Inquiry employed in this Dissertation: ethnographic.

(4)Title: ALL CHILDREN IN THE SAME BOAT: LITERATURE-BASED MATERIALS AND HETEROGENEOUS GROUPS FOR READING AND WRITING INSTRUCTION IN A FOURTH-GRADE INTEGRATED CLASS

Author: HOPKINS, GRACIELA
 Harvard University: ED.D pp.: 381
 Advisor: SNOW, CATHERINE

Research Problem This thesis is a study of a fourth grade integrated classroom for one year during reading and writing activities. Three teachers and one aide taught ten learning disabled students and 17 regular program students, most of whom were Hispanics and African-Americans. These students were exposed to rich multi-level literature-based materials and participated in experience-based activities in heterogeneous groups, whole class and individual instruction. Interviews and observations were used to learn about teacher instructional practices and determine student preferences and engagement levels. For the purpose of studying and analyzing reading and writing progress, students were identified as highly skilled, moderately skilled and less skilled. Students' reading and writing skills and classroom status were assessed at the beginning and at the end of the year using the Diagnostic Assessments of Reading, journal entry word counts and a sociometric instrument. The findings from these assessments suggested dramatic differences in the reading, writing and status of students by skill cluster and by grouping strategy at the end of one year. Whereas students in all three skill clusters showed greater than expected improvement in oral reading, students in the highly skilled and moderately skilled clusters showed more than three times the progress of their less skilled peers in reading comprehension and writing fluency. Nonetheless, about fifty percent of students in each skill cluster made at least expected progress in these areas. The data from this study suggested that student engagement varied according to grouping strategy. Whole class experience-based interactive instruction was highly engaging to all students. Group instruction in reading and writing was considerably more engaging to highly skilled students. Individualized instruction in reading and writing was highly engaging to all students and it was the most engaging of all three grouping strategies. Overall, highly skilled students were more engaged than moderately skilled students and the least engaged were the less skilled students. Students who were the most engaged in reading and writing were those who made the most progress in these areas. This study concluded with recommendations for teachers and administrators.

Forms of Curriculum Inquiry employed in this Dissertation: evaluative-normative

(5) Title: THE LANGUAGE-LEARNING CONTEXT OF DEVELOPMENTALLY APPROPRIATE PRESCHOOL CLASSROOMS: A DESCRIPTION OF THE LANGUAGE SUPPORT PROVIDED BY SEVEN TEACHERS IN THE COLORADO PRESCHOOL PROGRAM

Author: MCCARTY, WENDY
Harvard University: EDD pp: 326
Advisor: CAZDEN, COURTNEY B.

Research Problem: During the past three decades, early childhood education has emerged as a new profession. Propelled by increased knowledge about the importance of developmentally appropriate experiences in early childhood, a proliferation of programs designed to right specific social wrongs has emerged. Training for teachers, however, has not always kept pace, and the teacher's role is often unclear. Preschool teachers are often placed in programs with a specific intent but given no training toward meeting program goals.

This analytic study examines the language support provided by seven teachers in the Colorado Preschool Program, a program designed to enhance language-learning opportunities for children identified as being at risk for school drop out. The study describes the language-learning contexts these teachers provide, their techniques for interacting with children, the ways they use children's interests in conversations, and their beliefs about their role in facilitating language development.

As participants in this study, each teacher was observed for three, one-half-day sessions in her preschool classroom. Data were collected by general observations, the Assessment Profile for Early Childhood Programs, the Adult Focus Observation, and a structured interview.

Findings reveal that teachers are providing environments which allow children to interact with each other and with materials. The teachers all expressed beliefs that children learn language through such interactions, but some of the teachers seemed unclear about their role, beyond setting up the environment. Sometimes the way they talk to the children violates their stated intentions to avoid "pushing the elementary curriculum down" into preschool.

To varying Harvard Universitys, teachers followed the children's interests in activities; they were less likely to follow the children's interests in conversations. Teachers initiated more interactions about academic content while children more often initiated interactions about interests outside of school. Implications include a need for observation instruments which allow a more comprehensive description of language-learning opportunities in developmentally appropriate preschools, including the teacher's interactions; a more definitive explanation the role of language in a developmentally appropriate preschool program; and a clearer understanding of preschool teacher's role in supporting language development.

Forms of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic

(6) Title: ADULTS' REPRESENTATION OF PITCH AND RHYTHM RELATIONSHIPS IN INVENTED NOTATIONS: A STUDY OF INTUITIVE APPREHENSION AND MEANINGFUL LEARNING (ADULT LEARNERS)

Author: IGUINA MONROUZEAU, JOSE RAFAEL
School: HARVARD UNIVERSITY
Advisor: DUCKWORTH, ELEANOR

Research Problem: This study investigated musically untrained adults' intuitive apprehension of pitch and rhythm relationships by requesting five subjects to make

invented notations of a simple unaccompanied melody. In addition, the study aimed at identifying and describing instances of meaningful learning in which as a result of repeated interaction with several consecutive invented notations, a change in the intuitive apprehension of pitch and rhythm relationships occurred.

Three tasks were administered on three individual sessions, one task per session once a week, over a period of three consecutive weeks. The general procedure for running these tasks was modeled following Piaget's clinical method for exploring children's understanding. Following Piaget's procedures, subjects were asked to interact actively with the pitch or rhythm of the melody through the construction of invented notations. Tasks were divided overall into three phases. In Phase #1, the subjects listened to the melody or only its rhythm line and were asked to make invented notations of what they heard. In Phase #2 subjects sang the melody or performed the rhythm line while simultaneously pointing to their respective invented notations. In Phase #3, subjects explained how their system of invented notation worked. The salient finding of the study was that the pitch and rhythm relationships captured by musically untrained adults in their invented notations are described graphically according to how pitch relationships are actually experienced while singing or to how rhythm relationships are experienced while clapping. Another finding was that all invented notations exhibited a combination of figural and formal strategies of construction. Finally, it was found that subjects improved their apprehension of pitch and rhythmic relationships as a result of interacting and reflecting on those features of melody and rhythm captured in their invented notations. Based on these findings conclusions were drawn, educational implications for the teaching of music theory to adults were provided, and recommendations for further research were given.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological.

(7)Title: DOING PHILOSOPHY AND THE EDUCATION OF TEACHERS

Author: GARCIA-PADILLA, MARIA DEL CARMEN
Harvard University: ED.D pp. 207
Advisor: PERRONE, VITO

Research Problem: This dissertation explores an area of the connection between philosophy and education. As it argues in favor of teachers' engagement in philosophical activity, it specifically examines three possible routes of encounter between doing philosophy and teacher preparation: philosophy and teachers' reasoning capacities; philosophy and teachers' ways of looking at their fields; philosophy and teachers' positioning towards and within their profession and their worlds. Although the dissertation alludes to teacher education programs in general, it considers these three roads within the specific context of a philosophy of education course.

Philosophy--and doing philosophy--involves clarifying notions, examining underlying assumptions and reasons, considering the criteria employed in decisions and judgments. In its relation to the disciplines, including education, doing philosophy involves questioning and problematizing concepts, beliefs, presumptions so as to render them in an alternative light, one that opens up new possibilities of thinking and rethinking the fields. In doing so, it becomes a source of new ideas and meanings, a source of possible associations between one subject and another, between the subject and teachers' expectations and concerns, their personal lives and histories. Through analyzing the relationship between philosophy, philosophies of and teacher preparation, the dissertation explores the link between theory and practice while proposing a

conception of both philosophy and education in which that dichotomy between theory and practice breaks down. The dissertation is divided in three main parts. The first offers an overview of the debate regarding the relationship between philosophy, philosophy of education, educational theory and educational practice. The second presents three lines of connection between doing philosophy and teacher preparation in the particular context of a philosophy of education course. The third part provides a proposal for a curriculum where the ideas presented throughout the dissertation begin to take concrete form.

Forms of Curriculum Inquiry employed in this Dissertation: philosophical.

(8)Title: THE MATCH BETWEEN WHAT THE BASAL MANUAL
RECOMMENDS
AND WHAT SOME TEACHERS DO: A STUDY OF THIRD-GRADE
READING INSTRUCTION

Author: KIELBASA, MARY E.

Harvard University: ED.D pp.: 252

Advisor: TIVNAN, TERRENCE

Research Problem: The basal reading program is the core component of reading instruction in many elementary classrooms. The manual provides the teacher with many lesson options for prereading, reading, and postreading instruction. Making wise and informed choices among these options is essential for effective pacing of lessons and for student achievement in reading. This study examined the match between what some teachers did during reading instruction and what the basal manual recommended. Three questions guided this study: (1) What do teachers do during reading instruction? (2) What does the manual recommend? and (3) Why do teachers do what they do?

Six third grade teachers from a middle class, suburban community in central Massachusetts were each observed teaching two entire basal lessons. Whole class instruction was the mode. Methods of data collection included running records of observations, audiotapes, examination of basal materials used by the teachers, and informal interviews with the teachers. Data were analyzed to characterize the nature of the basal manual recommendations, the nature of teachers' instruction using the basal, and the correlation between the two. Analysis also included the determination of time allotted to various prereading, reading, and postreading events, as well as that devoted to text-based and skill-based, instruction. Based on the results from these analyses, several conclusions were reached. First, teachers tended to follow a routine pattern of prereading, reading, and postreading activities which generally paralleled recommendations in the manual. Second, teachers devoted the most time to postreading activities, followed by prereading activities. The reading phase of the lesson was allotted the least amount of time. Third, time for skills-based instruction surpassed that for text-based instruction. Fourth, although teachers demonstrated some use of currently supported practices, effective use of these practices was questionable. Fifth, there was a lack of differentiated instruction for students of varied abilities across all classrooms. Lastly, teachers' instructional choices were most affected by district policies regarding reading instruction, time constraints, and perceptions of recommended practices as worthwhile. Findings from the study raised concerns regarding effective instruction, appropriate pace, and sufficient level of challenge. Implications for practice and research are presented.

Forms of Curriculum Inquiry employed in this Dissertation: philosophical-deliberative.

(9)Title: MINDS IN PLAY: COMPUTER GAME DESIGN AS A CONTEXT FOR
CHILDREN'S LEARNING. (VOLUMES I AND II) (GAME DESIGN)

Author: KAFAI, YASMIN BETTINA
Harvard University: ED. pp.: 426
Advisor: PERKINS, DAVID N. JR.

Research Problem: This thesis describes the implementation and evaluation of a six-month-long computer-based learning environment, called the Game Design Project. A class of sixteen fourth-grade students of an inner-city elementary school was engaged daily in designing software games in Logo to teach third graders about fractions. The project is one example of constructionist activities (Papert, 1980) that give children an opportunity to show and develop their abilities in design and learning while creating complex software products designed for use by others (Harel, 1988). It provides a further example of how the acquisition of knowledge and creative and critical thinking are integrated in the learning of subject matters involved (Perkins, 1986).

A first layer of my evaluation focused on the project as a whole and analyzed the students' understanding of game themes and their development of design styles. In a second layer, I documented in a microgenetic fashion the conceptual development of three students and the diverse ways in which the students approached this task in regard to rational numbers, programming, and game ideas. A third layer of my evaluation assessed what students learned in this design project and how that compared to the knowledge of students who were taught by other pedagogical means.

The results of these investigations established that designing games is an effective way of significantly improving the students' understanding of rational numbers and Logo programming. Students thought about and dealt with fractions in their games through invented stories and fantasies--a context rarely promoted in textbooks and worksheets. In the process of designing and implementing a complex program, students developed programming strategies, maintained long term goals, and used these goals and strategies as guidelines for their daily work. The in-depth analyses of]] the case studies provided further evidence that game design offered opportunities for students with different styles of thinking and learning to express themselves. The extended time period of the project was essential to the students' development. In my conclusions, I present further ideas on the extensions of video for research and the design of future learning environments for young designers.

Forms of Curriculum Inquiry employed in this Dissertation: action research.

(10)Title: WORK CULTURE OF EVOLVING SCHOOLS: OBSERVATION AND
ANALYSIS
OF PRACTICE (SCHOOL CULTURE, CHANGE PROCESS)

Author: FUENTES, ERNESTINA
Harvard University: ED.D pp.: 238
Advisor: BARTH, ROLAND

Research Problem: This study developed from a concern for school improvement. Much research and literature has been produced but educational reports, the public, and some of us in schools saw minimum changes in student learning. From these concerns, this study was created. It proposed that school cultures change so teachers could help students excel. A multi-case study was organized to examine school cultures, work functions and roles of principals in five schools. The study assumed that if the school culture was improved teachers would develop the work functions of planning, staff development, program development and assessment and create productive schools. It

assumed that the principals would be key facilitators to drive the change process. Three day site visits were made to five schools. Interviews, observations, document reviews, and surveys were conducted. The data from each school were examined using a cross-case analysis to determine the common elements in schools. The cross-case analysis produced findings that modified the initial assumptions.

The findings indicate that motivating school cultures were developed by focusing on clarity, trust and teacher empowerment. The work functions were developing but the assessment function was less developed. The principals had played an initiating and key role in developing school cultures and work functions. However, classrooms did not reflect the changes in schools. The work functions were not connected by goals based on student outcomes. In general, instructional and curriculum practices did not vary from traditional practices. It seemed that student gains were minimal. Finally, classroom cultures did not emulate school cultures. The study concludes that empowering school cultures alone may not strengthen work functions or affect student learning. It identifies assessment as the weakest function. It reports that schoolwide planning may not necessarily affect the classroom. The study proposes that principals and teachers pursue developing school culture handwork functions but also challenge each other to critically analyze classroom practices. School improvement efforts must connect the school and classroom cultures. Trust may be the catalyst to help change the school culture. However, trust coupled with challenging behaviors may be necessary to change classroom practices.

Forms of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic.

(11)Title: THE ROLE OF PROSPECTIVE MEMORY IN STUDENTS' SUSTAINED
USE
OF READING STRATEGIES

Author: SIMMONS, MARION REBECCA
Harvard University: ED.D pp.: 193
Advisor: PERKINS, DAVID

Research Problem: A study was conducted to investigate the role of prospective memory in the sustained use of reading strategies. Prospective memory is memory for future actions, for example, remembering to keep a doctor's appointment or to skim a reading passage.

The study took place in the context of a three-week reading strategies course. Seventy-three subjects, students in the Reading Course, participated in the study. Most of the participants were college undergraduates at Harvard University which sponsors the Reading Course. Students were randomly assigned to a treatment or control group. The treatment group received written materials including memory aids that were designed to enhance prospective memory for four targeted strategies: (1) preparing to read, (2)skimming, (3) studying with a purpose, and (4) testing oneself. The control group received written materials that included information related to other topics in the Reading Course.

Measures of self-reported strategy use on the four targeted strategies were taken prior to the course, immediately after the course, and at a follow-up session approximately four months after the course. In addition, students rated the strategies in terms of difficulty of execution, of prospective memorability, and of motivation to use the strategies. Reading comprehension and reading speed measures were also taken. During the follow-up session, the subjects were interviewed to gain more information about their use and ratings of difficulty of the strategies. Results indicated a modest effect of the treatment. At the posttest the treatment group reported significantly more use than the control group on two of the four targeted strategies and read at a higher rate of speed. At the follow-up, treatment effects were minimal; only one of the measures indicated a significant difference in use by the treatment group on the targeted strategies. Subjects' reports of prospective memorability correlated moderately with reported strategy use. Reports of strategy difficulty and motivation were also relevant to the use of the strategies and in some cases to the prospective memorability of the strategies.

Forms of Curriculum Inquiry employed in this Dissertation: scientific.

(4) INDIANA UNIVERSITY
Public Coed University

Indiana University was founded in Bloomington in 1820 and is one of the oldest and largest institutions of higher education in the Midwest. It serves more than 96,000 students on eight campuses. The residential campus at Bloomington and the urban center at Indianapolis form the core of the university. Indiana University Bloomington is a residential campus of some 35,000 students. Woods and streams interlacing the 1,800-acre campus make it one of the more picturesque in the country. The university features a wide array of superior cultural offerings, including more than 300 concerts and performances each year from the world-renowned Indiana University School of Music. Set in the rolling, wooded hills of southern Indiana, the city of Bloomington was recently ranked by the New York Times as one of "The Big 10 of College Towns". Students enjoy Bloomington's excellent recreational facilities and the excitement generated by Indiana University's top-ranked athletic teams.

Nearly 150 years ago, in 1852, the Indiana General Assembly took the initial step in the development of the school of Education by providing for the establishment at Indiana University of a "Normal Department for instruction in the theory and practice of teaching". The School of Education or the Normal Department was discontinued in 1855 and was not reinstated until 1886 when it became known as the Department of Pedagogy, and later in the Department of Education. This department was part of what is now the College of Arts and Sciences. A separate School of Education was established in May 1923. Seven years later, in 1930, the first graduate degree programs in education were offered. The School of education is accredited by the National Council for accreditation of Teacher Education and the North Central Association of Colleges and Secondary Schools and is a member of the American Association of Colleges for Teacher Education. In the 1960s and 1970s, the Indiana University School of Education grew to become one of the largest schools of education in the United States.

The Bloomington campus alone had more than 200 education faculty members. In some years over 200 doctoral degrees and 1,200 master's degrees were awarded. In recent years the school has generated from five to seven million dollars of grant money annually for research, training, and development projects. The Smith Center for Research in Education on the Bloomington Campus was dedicated on June 26, 1975, to foster research and development in diverse educational areas. The Center was named for Dr. Henry Lester Smith, who in his 30 years as dean of the School of Education (1916-1946), earned an international reputation for leadership in the field and a strong commitment to research in education. It was largely through his efforts that the School of Education came to exist as a separate school in 1923.

The Graduate School: Unique Features:

1. **Enrollment:** 34,351 Graduate, Professional and Undergraduate students. 4,758 full-time, 2,638 part-time matriculated graduate/professional students. Faculty: 1,470 includes 118 minority (44 African-Americans, 57 Asian-Americans, 16 Hispanics, 1 Native American).
2. **Graduate Students & faculty Groups:** Students: 2,140 full-time, 1803 part-time. Faculty: 900.
3. **Tuition:** \$ 117 per credit hour for state residents; \$336 per credit hour for nonresidents. Fees of \$242 per year full-time.
4. **Programs:** are provided through the School of Arts and Sciences, and the Schools of Business, Education, Health, Physical Education and Recreation, Journalism, Law, Library and Information Science, Music, Optometry, Public and Environmental Affairs (in

Bloomington). Programs in Engineering and Technology, Art, Liberal Arts, and Social Work are offered through Indiana University-Purdue University Indianapolis.

Graduate School Programs in Education: Adult Ed., Art, Counseling, Curriculum, educ. psychology, higher education, international and comparative education, language education, mathematics, social studies education, science and environmental education, school administration, secondary education, special education, among others.

5. Degrees offered: Doctoral: Ph.D., D.Ed, Master's and Specialists in Education Degrees.
6. Requirements for Admission: academic recommendations, official transcripts with acceptable grade point average of 3.30 to 3.50 from an accredited institution from each College or University attended (minimum a baccalaureate degree requiring four years of full-time study), GRE scores above 1,500 and some application requirements from each program; the TOEFL test for non English natives is also required.

Contact Office: International Admissions
 300 N. Jordan
 Indiana University
 Bloomington, IN 47405-7707
 Phone: 812-855-4306

7. Requirements for Graduation: Master's: a thesis research is an option in many areas. It must be defended in an oral, public examination. Students must enroll in 6 credit hours of x599 Master's Thesis in Education as part of the minimum 36 credit hour requirement for the degree. Some programs require practicum course work which focuses on experiences and activities in the field. The Specialist in Education degree (Ed.S.) program is an advanced graduate program that enables students to develop competence in an area of educational specialization with emphasis on practice. It consists of 65 credit hours, at least 35 of which must be taken at the Bloomington or Indianapolis campus. It also requires a residency period of 9 credit hours taken in one semester or summer, following admission, is required. Specialist degree students must complete all degree requirements within 7 years from the date of matriculation after admission. The program of studies must be approved in a meeting of the advisory committee, by the department chair, and by the director of graduate studies. Doctoral degrees at Indiana University require 90 hours of credit. Of this 90, at least 60 must be taken at the Bloomington or Indianapolis campuses. All course work, except dissertation and internship credits, must be completed with 7 years of matriculation. The academic requirements are: 9 credit hour inquiry core component; a major consisting of a minimum of 36 credit hours of course work in the selected field of specialization, 6 credit hours of inquiry course work, in addition to the inquiry core component, are required in the major; the minor requires a minimum of 12 credit hours of course work taken outside of the major program area; a minimum of 12 credit hours of dissertation (799) is required.; a written and oral qualifying examinations; admission to candidacy and the approval (written and oral) of the dissertation by the doctoral committee. The dissertation must be completed within 7 years of passing the oral qualifying examination.
8. Doctoral degrees awarded in 1993-94: 636 doctorates awarded.
9. Student Services: Rooms and/or apartments (1,295 units) available to single and to married students at an average cost (\$3,883 (included board); low-cost health insurance, free legal counseling, free psychological counseling; career counseling; day care facilities, emergency short-term loans, campus safety programs, campus employment opportunities, counseling/support services for international students.

10. **Financial Aid:** Fellowships and Scholarships, graduate and research assistantships, teaching assistantships, residence hall assistantships and other student support opportunities (international student awards, work-study, hourly, and part-time work, federal work study, student loans, career related internships or field work, doctoral student grants-in-aid of dissertation research).
11. **Research Facilities:** Main library plus 19 additional on campus libraries: total holdings of 5,261,360 volumes, 2,809,120 microforms. CD-ROM player(s) available for graduate student uses. Access provided to on-line bibliographic retrieval services.
12. **Computer facilities:** Digital VAX 8860, IBM 3090, Apple Macintosh IICX, Apple Macintosh SE 30, Digital DEC VT 102, IBM personal System/2, Zenith 286, Zenith 386. Personal computers on campus linked to BITNET, Internet, CICNET.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. **Enrollment:** 159 full-time matriculated students, 90 part-time; 35 new doctoral students enrolled for 1993-94. Faculty: 40 full-time faculty members, 8 part-time (18 full time Ph.D professors of curriculum); range of experience between 4 and 25 and more years.
2. **Name of Department:** Curriculum and Instruction. School of Education.
3. **Head:** Dr. Norman Overly and Dr. Carlos Ovando, Professor and Chair.
W.W. Wright Education Building,
Indiana University, Bloomington,
Indiana 47405-1006 USA.
Phones: 812- 856-8127, 8568161, 8568101/ 856-8104 or 856-8143.
4. **Program:** Curriculum Studies Doctoral Programs (Ed.D and Ph.D), coordinated by Dr. Jesse Goodman. The Department also offers programs in art education (M.S, Ed.D, Ph.D), elementary education (M.S, Ed.D, Ph.D, Ed.S), including early childhood education, elementary education; mathematics education (Ed.D, Ph.D); science and environmental education (Ed.D, Ph.D, Ed.S), secondary education (M.S, Ed.D, Ph.D); social studies education (M.S, Ed.S, Ph.D); special education (M.S, Ed.D, Ph.D).
Ph.D Programs offered through the University Graduate School.
5. **Requirements:** Entrance: for Master's and Ed.S, GRE general test (minimum combined score of 1300 on 3 sections required); for doctorate, GRE general test (minimum combined score of 1500 on 3 sections required). **Graduation:** Master's degree will not be granted until the student has met these standards: completion of a minimum of 36 credit hours (plus 6 credits Thesis option); a minimum cumulative Grade Point Average of 3.0; completion of a thesis or practicum (internship) with a statement of approval from the student's thesis advisory committee. For Ed.s, foreign language and thesis not required. In addition to the requirements of the Graduate School of Education, the Graduate. **Specialist** requirements are: coursework of 65 credits minimum, no-thesis, and grade point average of 3.3. **Doctoral Program Milestones** are the following: (1) Advisory Committee and Program of Studies Approval, (2) Written Qualifying Examinations, (3) Oral Qualifying Examination and Nomination to Candidacy, (4) Admission to Candidacy, (5) Appointment of Dissertation Research Committee, (6) Dissertation Proposal Approval, (7) Public Announcement of Dissertation Defense, (8) Oral Defense and Submit Dissertation Manuscript. Doctoral students majoring in Education may earn either a Doctor of Philosophy (Ph.D.) degree or a Doctor of Education (Ed.D.) degree. The Ph.D. is awarded

by the University graduate school. The Ed.D. is awarded by the School of Education. The minimum residency for the doctoral program in Curriculum Studies is two consecutive academic semesters of full time coursework of at least nine credit hours each semester on campus. Development of computer competencies and foreign language useful in present and future professional role are recommended for all graduate degrees, but not required. Ph.D and D.Ed programs in Curriculum Studies require a minimum of 90 credits of coursework; 15 credits for a doctoral dissertation and grade point average of 3.3. Number of research courses required to doctoral students: 3 minimum.

6. Degrees granted in 1993-94: 40 doctorates in Curriculum Studies (Curriculum and Instruction). In 1992, 109 master's, 17 doctorates awarded.
7. Primary Goals of the Graduate Programs in Curriculum are: The objectives of the School of Education are: (1) to promote and execute disciplined inquiry in all sectors of education, (2) to provide service to the state of Indiana, the nation, and the world in developing the finest possible school systems, (3) to prepare elementary and secondary teachers in all subject areas and in special education (4) to prepare administrators and supervisors for the public schools of Indiana, (5) to prepare faculty members and administrators for colleges and universities throughout the world, (6) to prepare administrators, supervisors and coordinators of special programs; (7) to prepare counselors, school psychologists, and reading specialists, (8) to prepare researchers and evaluators in the field of education, and (9) to prepare educators and trainers in the use of technology for educational programs in business, industry, and government.
8. Unique strengths of the Graduate Program in Curriculum Studies: Curriculum (interdisciplinary and personalized program and Research Development); faculty (productivity, research-oriented, stable and dedicated, diverse interests & backgrounds, wide number of publications, many speeches and papers for conventions and several faculty are bi-lingual (Spanish-English), research (emphasis on inquiry, extensive research data available, reputation for research, and national visibility), students (placement and selection procedures), and environment (resources, academic life and libraries).
9. This Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, Curriculum research publications, size and visibility of the program, and participation of faculty and student in professional groups.
10. Faculty Research: Topics that are being researched: "Future studies", "alternative and global education," "ethnic studies". A specific problem being researched at present time by some faculty members in this department: "relationship between democracy and education".

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Inquiry training is to permeate all aspects of graduate programs, especially doctoral programs. Doctoral students are expected to generate questions about educational phenomena. They must be curious about how things are and how they became as they are. They are expected to inquire about associations among educational variables and to speculate about causal relationships. They are required to question their own assumptions about what is right and what is wrong in educational implementations. They must learn to evaluate educational programs and to inquire into the effects and effectiveness of educational implementations. They must come to view the world from multiple perspectives in understanding the nature of reality. They must learn to generate hypotheses about educational phenomenon and about relationships among educational entities. And they must learn to test these hypothesis in a trustworthy manner. As such, inquiry training is to be included in all components of doctoral training. A 9 credit hour inquiry core component is required. This includes a survey course in inquiry methodologies (Y520) and beginning courses in statistics, measurement, program evaluation, or in ethnographic, qualitative, quantitative, and historical research methods. Inquiry core courses are to lay a rudimentary methodological foundation for applied inquiry courses in the major, and for dissertation research. A list of inquiry courses are: (J705) Seminar: Inquiry in Curriculum and Instruction (with emphasis on evaluative/normative, integrative/review/synthesis; deliberative and action research); (J760 and J762) Topical Seminar in Curriculum and Instruction Issues (different forms of curriculum inquiry upon students' requests); (J795) Dissertation Proposal Preparation, (J799) Doctoral Thesis in Curriculum and Instruction and (H795) (H799) Dissertation Proposal Preparation (as described earlier in this paragraph: all curriculum inquiry forms are available to the students). Number of research courses required for a Ph.D or for a Ed.D. in Curriculum Studies: at least 3 courses.

2. Ways to prepare graduate students as curriculum researchers: Recommend all graduate students to take an introductory course, depending on the student's needs; initiate graduate students into specific research methods while professors are engaged in a specific kind of research (i.e., qualitative, theoretical historical, interpretive, among others, but this depends of each faculty's focus and interests), put students in an overview course on different types of research; and ask students to enroll in a research method course which includes students from many different programs.

DOCTORAL DISSERTATIONS

Research Problems and Forms of Curriculum Inquiry employed in
 Doctoral Dissertations Indiana University, January, 1993 - June, 1994

(1) Title: PARENT TUTORING, READING INSTRUCTION AND
 CURRICULAR ASSESSMENT

Author: ERION, R. JOEL
 School: INDIANA UNIVERSITY OF PENNSYLVANIA
 Degree: EDD . pp: 142
 Advisor: BARKER, WILLIAM

Research Problem: The effectiveness of parents as reading tutors for their own children was investigated. Subjects were second grade students identified as poor readers from a small northwestern Pennsylvania school district. They were randomly assigned to one of two groups. The first group received only classroom instruction. The second received classroom instruction and parent tutoring in the area of reading. The instruction provided by parents consisted of repeated reading and word flash cards drawn from material in the basal reading series. Brief training sessions were held for the parents. These consisted of direct instruction, written directions and modeling. Information gathered through curriculum-based measurement (CBM) reading probes given once a week were used to guide instructional decisions. Following these weekly assessments, parents were contacted by phone to discuss progress, possible instructional changes and treatment integrity. The study lasted six weeks. Program outcome was based on pre-test to post-test gain for words correct per minute for the median of three CBM reading probes. In order to make further comparisons the same pre-testing and post-testing was completed for a randomly selected group of second graders identified as average or better readers. At the end of the study, training and consultation were made available to parents of students in the control group. The results were in the predicted direction. The oral reading fluency of the experimental group students improved in relation to that of the control group students. Although an effect size of .52 was obtained, the improvement was not statistically significant. The students who were average or better readers showed the greatest gains in oral fluency. These gains were significantly higher than those of the control group but not the experimental group.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Deliberative.

(2) Title: READING: A PERSPECTIVE ON LIFE
 (ADULT READERS, READING DISABILITIES)

Author: LOWE, KAYE
 School: INDIANA UNIVERSITY
 Degree: PHD pp: 269
 Advisor: HARSTE, JEROME C.

Research Problem: This dissertation applies an holistic perspective to reading disability--a perspective that includes the stories, experiences and understandings of the participants. It has as its focus in depth case studies of four reading disabled adults. These case studies are compiled over a five year period and follow the progress of these adults as they attain literacy success. The case studies are enhanced by additional information gained from four professors and three adults who attained varying degrees of literacy success. The thesis contends that a better understanding of the context in which reading failure and reading success occurs, the nature of reading disability itself is demystified.

A non-traditional approach is adopted, in that it is not assumed that deficit principle needs to operate in order to understand reading disability. According to the literature, the cause of reading disability results from deficits associated with physical, psychological, personality or curriculum determinants. There is an obvious lack of consensus in the literature about factors which supposedly contribute to reading disability. In fact, the case studies within this dissertation do not support a view of reading disability, or its remediation, which could be sustained by traditional approaches alone.

A new approach is called for, unfettered by the constraints imposed by traditional approaches. These case studies reveal the importance of an interactive and collaborative strategy for achieving literacy success. Such a strategy provides the opportunity for participants to rethink and revalue what it means to be literate. Through the establishment of a trusting relationship and honest dialogue, participants are free to make the courageous decision to be successful. This decision is only probable once a change occurs in the beliefs they hold about the real purposes and payoffs for literacy. Participants restore their lives, take responsibility for their circumstances and, as a consequence, redefine what it means to be literate. This dissertation highlights the need for curriculum and pedagogy to encompass the beliefs and understandings of the learner, rather than merely impose content.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological

(3) Title: LEARNING THROUGH WRITING: TEACHERS' PERCEPTIONS AND PEDAGOGICAL STRATEGIES IN THREE ACADEMIC DISCIPLINES AT A COMMUNITY COLLEGE (TEACHER PERCEPTIONS)

Author: RHODES, BARBARA C.

School: INDIANA UNIVERSITY OF PENNSYLVANIA Degree: PHD

pp: 302

Advisor: WILLIAMSON, MICHAEL M.

Research Problem: This study proposes that teachers' perceptions of writing and of themselves as writers are key components to their disposition toward a learning through writing program and in their perceptions of student outcomes as more successful. This inquiry answers the following research questions: (1) How do faculty perceptions of writing in specific disciplines emphasize the strategies of learning through writing in their teaching? (2) Are there differences in the uses of learning through writing strategies for different disciplines? (3) Are the goals of writing/learning strategies discipline-specific or instructor-specific? (4) How do teachers' uses of learning through writing affect their perceptions of student learning and subsequent grades? These questions are significant in determining the perceptions of the success of three faculty in three different disciplines: biology, sociology, and British Literature. Although it is limited in scope to these three teacher-participants, the study addresses the broader questions (above) that underlie much of the practical and theoretical scholarship in learning through writing. This qualitative, descriptive study uses various research designs by Miles and Huberman (1984), Goetz and LeCompte (1984) and others for data collection and analysis. Data collection consists of open-ended interviews with the three participants and cross-references these interviews with their course materials and student evaluations. Informal interviews with students and administrators to determine their perceptions of learning through writing strategies also informs the data collection and analysis. Results of the study show that prior perceptions toward writing and writing experiences are motivating factors for interest in using writing as a pedagogical strategy to increase student participation and their understanding of course content. These positive attitudes and subsequent validation of writing as a learning tool reinforce their perceived success of student outcomes.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological

(4) Title: THE TEAM INSTRUCTIONAL PRESCRIPTIONS (TIP)
 THEORY: A SET OF INTEGRATED MODELS FOR PRESCRIBING
 INSTRUCTIONAL STRATEGIES FOR TEAMS
 Author: ARMSTRONG, RICHARD B.
 School: INDIANA UNIVERSITY
 Degree: EDD . pp: 188
 Advisor: REIGELUTH, CHARLES M.

Research Problem: The purpose of the Team Instructional Prescriptions (TIP)

Theory is to prescribe a set of systematically integrated models for designing instruction for teams. The structure of the theory is based on Reigeluth and Merrill's conditions-methods-outcomes framework, in which instructional methods are prescribed based on given instructional conditions and desired instructional outcomes.

The TIP Theory contains two interrelated instructional outcomes: effective, efficient teamwork and effective, efficient team task performance. These outcomes can be attained by prescribing concurrent instructional methods for both team development and task performance based on instructional conditions.

The TIP Theory contains three sets of instructional-condition variables: team development stages (forming, performing I, and performing II); task process dimensions (procedural/interdependent, procedural/independent, transfer/interdependent, and transfer/independent); and how tasks relate to each other (subordinate, coordinate, and superordinate). These three sets of conditions define 36 unique instructional conditions, which drive the selection of instructional methods.

The instructional methods consist of three types: organizational strategies, mediational (or delivery) strategies, and management strategies. The organizational strategies prescribe how to organize instruction (e.g., sequencing) for teams. The mediational strategies prescribe methods for conveying the instruction to the learners. The management strategies prescribe when to use the organizational and mediational strategies during the instructional process.

The TIP Theory integrates the instructional conditions and instructional methods into three models structured on the team development stages. Thus, for a recently-formed team, the Forming Team Model prescribes specific instructional methods based on the four task process dimensions and the three team task relationships.

The TIP Theory is evaluated against instructional theory criteria developed by Reigeluth, Snow, and others. It is also evaluated in terms of usefulness in designing a training manual for military teams.

Forms of Curriculum Inquiry employed in this Dissertation: Theoretical-evaluative

(5) Title: LITERARY LOGIC: THE UNIVERSITY LITERATURE CLASS
IN THE AGE OF THE COMPUTER (HYPERTEXT)

Author: BALL, KIM

School: INDIANA UNIVERSITY

Degree: PHD pp: 203

Advisor: GRAY, DONALD J.

Research Problem: Scholars of English literature have long regarded science and technology as antithetical to the study of the humanities, but technology is infiltrating the English department. In this study I examine the use of computers in the college English literature class in the context of current critical and pedagogical theory. Hypertext is the most commonly used type of application in the university literature classroom. Extreme claims have been made for hypertext: hypertext "instantiates" all sorts of literary theories, models the way the mind works, and so on. Case studies of hypertext applications in literature classes at Brown University, the College of Wooster, and the University of Texas at Austin allow for close examination of these claims. Interactive tools other than hypertexts, including drill and practice programs, story generators, and multimedia programs, are also being used in computer-assisted instruction in college literature classes. Case studies of classes at Indiana University/Purdue University at Indianapolis, the College of Wooster, and Stanford University permit analysis of the usefulness of these interactive tools. The most effective applications of computer technology in the English literature class allow students to actively engage in the academic conversation. Students in these classes are not just absorbing information; they are also helping decide what information is relevant, what the parameters of the literary discussion are to be. The dynamics of these classrooms are changing; students self-consciously employ intertextual approaches to learning, the role of the teacher changes from that of authoritative arbiter of meaning to that of facilitator, students accept increased responsibility for meaning-making, and the classroom becomes a community of active learners working collaboratively. Such changes, whether facilitated by the use of computers or otherwise, are necessary if the teaching of English literature is going to remain relevant to a changing student population in a world where, for many people, reading is no longer a primary mode of information gathering.

(Note: The dissertation includes an appendix listing relevant classroom applications, computer bulletin boards and discussion groups, electronic and print journals, centers and associations.)

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-deliberative

(6) Title: PERCEPTIONS OF THE TWELVE STEP PROGRAM AS
CURRICULUM (ALCOHOLISM)

Author: BURKE, ROBERT WAYNE

School: INDIANA UNIVERSITY

Degree: PHD pp: 477

Advisor: OVERLY, NORMAN V.

Research Problem: In this ethnographic inquiry, the curriculum-as-lived-experience was examined from a phenomenological perspective. Employing both participant observer and open-ended interviewing methods, the researcher joined with five other adult children of alcoholics (ACOA) to form a self-help/mutual-aid support group. The formal curriculum used by the group was The 12 Steps for Adult Children and an accompanying working guide. Three case studies resulted from the

transcriptions and analyses of 15 videotaped weekly meetings and the corresponding individual interviews.

The study was conceptually grounded in four theoretical frameworks drawn from curriculum studies, perceptual psychology, self-help groups, and ACOA Twelve Step recovery. Two primary foci of the study included the determination of how the individual participants perceived the curriculum and identification of the personal meaning they discovered therein.

As a result of illuminating the intrapersonal and interpersonal features of the curriculum, a more thorough understanding of the experiential domain became possible. The descriptive analyses contained in the three case study reports revealed that there was wide variation in the perceptual and meaning-making processes engaged in by the participants. In addition, vast differences were identified in the manner in which the group members applied the curriculum to themselves and their daily lives.

The descriptive analyses offer insights into the nature of the experiential domain of the Twelve Step Program when engaged as a self-help curriculum by adult children of alcoholics. Emergent personal themes discovered in the data were subsequently interpreted on the basis of the theoretical expectations embedded in the four foundational frameworks.

Implications for the theoretical development and practical application of curriculum studies emerged from the data analyses. Of particular significance was the assertion that a comprehensive understanding of any curriculum is incomplete unless the experiential domain is integrated into the theoretical construct. In terms of curriculum development and design, the findings suggest that these activities could be improved if they were grounded in the perceptual phenomenology of the individual learner. The findings also suggested that the research methodology employed in this study could be applied to experiential domain inquiry in the K-12 public school setting.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological

(7) Title: CLASSROOM-BASED CURRICULUM DEVELOPMENT: A CASE STUDY (RESTRUCTURING)

Author: CHERNG, HORN FAY

School: INDIANA UNIVERSITY

Degree: PHD pp: 302

Advisor: OVERLY, NORMAN V.

Research Problem: The primary problem of this inquiry was to identify the processes and strategies of classroom-based curriculum development. Classroom-based curriculum development (CBCD) was defined as a multi-faceted process in which the teacher develops his/her own classroom curriculum in a conscious effort to reform or replace the traditional curriculum that was in place. This inquiry was a case study of an elementary school teacher's effort to develop her classroom curriculum. Ethnographic methods and procedures were used for data collection, starting in January 1992 and ending in May 1993. Data were analyzed inductively to generate evidentiary warrant for the assertions made by the inquirer. It was found that CBCD was a continuous struggle to overcome a curriculum vacuum that exists in many classrooms. A curriculum vacuum was defined as the discrepancy between curriculum expectations and perceptions of curriculum realities. This study showed that overcoming the curriculum vacuum--a highly difficult task--required a fusion of curriculum expectations among major stakeholders, a shared understanding of curriculum realities, and an adequate supply and use of curriculum resources/capital.

Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic

(8) Title: THE CONVERGENCE OF ZEN PHILOSOPHY AND HABERMAS' CRITICAL THEORY FOR DESIGNING METACOGNITIVE LEARNING AND INSTRUCTION (HABERMAS JURGEN)

Author: LI, MING-FEN

School: INDIANA UNIVERSITY

Degree: PHD pp: 205

Research Problem: The purpose of this study was to illuminate metacognition

beyond the skill level, aiming at providing critical insights for practitioners to design metacognitive learning/teaching. The ultimate goal was to construct a framework for designing the illuminated conceptions of metacognition. The methodology comprised illuminative analysis of metacognition, historical synthesis of Zen teaching, critical analysis of instructional design, and convergence of two different modes of thinking--Zen and critical theory.

To extend people's understanding of metacognition beyond the skill level, the study first applied Chinese Zen philosophy to uncover the nature and neglected facets of metacognition, and its relationship to other mental processes within the self-system. A synthesis and analysis of Zen teaching was then undertaken to illuminate alternative teaching perspectives on metacognition. The study also applied Habermas' three fundamental human interests to critically analyze the practice of instructional design in order to take into account the social dimension of instructional design, and to uncover the power relationship embedded in the design process. Finally, the study integrated the spirit of Zen philosophy--the gradual and sudden enlightenment--with the three design approaches derived from Habermas' theory, technical, practical and emancipatory, to construct a design framework for metacognition.

The results of this study encompassed a set of new conceptions of metacognition, a synthesis of Zen teaching, three design approaches derived from Habermas' theory, and a design framework which integrated the previous results. It was expected that such a design framework would provide school teachers or instructional designers/consultants with illuminative perspectives and critical insights for designing metacognitive learning/teaching. The integration of Zen philosophy and Habermas' critical theory should be regarded as a source for expanding our repertoire of thinking and action on design, rather than a restriction to the boundary of either the western or eastern culture. Since the design framework consisted of various levels of metacognition, and two major different levels of design (the gradual and sudden), it could be applied to a wide variety of learners and divergent contexts.

Forms of Curriculum Inquiry employed in this Dissertation: Theoretical

(9) Title: UNDERSTANDING RELATIONSHIPS BETWEEN BEGINNING ELEMENTARY TEACHERS' MATHEMATICS BELIEFS AND TEACHING PRACTICES (TEACHER BELIEFS)

Author: RAYMOND, ANNE MILLER

School: INDIANA UNIVERSITY

Degree: PHD pp: 380

Advisor: KLOOSTERMAN, PETER

Research Problem: I investigated six beginning elementary teachers' beliefs

about mathematics and mathematics pedagogy and began to unravel the mysterious relationship between mathematics beliefs and teaching practices. Studies have shown that there are times when one's mathematics teaching practice is consistent with one's mathematics beliefs, and there are times when it is not. However, the question mathematics educators might ask today is, "What are the primary factors that influence the levels of consistency between mathematics beliefs and practices?" An additional question that

might also be asked is, "To what extent and in what ways do teacher education programs influence the relationship between mathematics beliefs and teaching practice?"

To provide a conceptual framework for my study of the relationships between mathematics beliefs and practice, I developed a model of the relationships prior to the investigation. Data collected throughout the study helped to clarify and revise my model.

The analysis of the data included careful examination of (a) the six teachers' mathematics beliefs, in which I noted the primary influences on each teacher's mathematics beliefs, (b) the teachers' teaching practices and their connections to their beliefs, including a comparison between teachers' beliefs and practices, identifying the major influences on their beliefs and their explanations for the inconsistencies between their beliefs and practices, and (c) the model of the relationships between beliefs and practice, where I present a revised model of the relationships between beliefs and practices that emerged from discussions with the six teachers, paying particular attention to the role that the teacher education program played in the model.

The results of the investigation showed that prior school experiences and prior teaching experiences were the primary influences on the six teachers' mathematics beliefs. However, the mathematics beliefs and the behaviors and abilities of students were the key influences on the teachers' practices. In addition, the teachers identified time constraints and lack of resources as the main causes for inconsistencies between their mathematics beliefs and practices. Another result worthy of note is the fact that the teachers expressed that their teacher education program had a moderate level of influence on their mathematics beliefs, but only a small amount of influence on their teaching practices. (

Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological

(10) Title: THE HEART OF THE SYSTEM: THE EFFECTS OF
RESTRUCTURING POLICIES ON THE CURRICULAR, INSTRUCTIONAL,
AND ORGANIZATIONAL PRACTICES OF ONE TEACHER

Author: WILLIAMS, SCOTT ANDREW

School: INDIANA UNIVERSITY

Degree: PHD pp: 188

Advisor: OVERLY, NORMAN V.

Research Problem: As a result of the example set by their own teachers and the organization of traditional public schools, teachers work with students, make their classroom and curricular decisions, and fulfill nearly all their responsibilities in isolation from their colleagues. The public school restructuring movement offers a challenge to that state of isolation by calling for increased teacher collaboration. The various definitions of restructuring anticipate some degree of role modification for teachers by expecting new levels of responsibility, involvement, and collaboration.

Policy initiatives intended to encourage restructuring must resolve the inherent tension between influences toward greater collaboration and the historic, organizational, and personal influences to teach in isolation. The school change and restructuring literature document the importance of having ground level support for reform initiatives. This study looked for evidence of such support in the classroom of a teacher in a restructuring school, to examine the influence restructuring efforts are having on her practice. This case study was designed to include a history of the teacher's practice prior to the beginning of the restructuring efforts in her building. This history was developed by interviewing colleagues, former supervisors, and the teacher herself, and reviewing the teacher's reflective journals from her beginning years. The researcher shadowed the teacher once a week; observed staff meetings, board meetings, and parent meetings; participated in school life by serving as a consultant one day a week supervising school visitors; maintained a collaborative journal with the teacher; reviewed school

documents relating to the restructuring process; and regularly discussed, with the principal and other staff members, the issues, concerns, and daily crises that were part of the life of this school. Among the findings are that this teacher, despite her personal inclination, her history of working closely with others, and her willingness to be reflective, found collaboration to fit comfortably with her organizational role but was resistant to it in her classroom roles as curriculum developer, instructional strategist, and peer mentor. Restructuring initiatives that do not address the issue of teacher isolation, from schedules and daily responsibilities to teacher training and role definition, may be less effective than proponents intend. Training in and support for use of collaborative strategies may be an essential approach to overcoming the entrenched, isolated nature of public school teaching.

Forms of Curriculum Inquiry employed in this Dissertation: deliberative

(11) Title: META-ANALYSIS: EDUCATIONAL STRATEGIES TO PROMOTE VALUE DEVELOPMENT (MORALS)
 Author: KOEPKE, ANDREA LEE WILKE
 School: INDIANA UNIVERSITY SCHOOL OF NURSING
 Degree: DNS pp: 250
 Advisor: FROEBE, DORIS

Research Problem: One hundred and eleven studies were compiled to study the most effective methods of promoting value development. The issue of value development dates back to the time of Socrates, but remains relevant and vital in modern day society. Due to the changing nature of the American family and the increasing responsibility of the school in value promotion, this issue has received prominence at the national level. This study questioned what educational strategy would be most effective in promoting value development. The most effective amount of treatment, the most receptive subjects in terms of educational length, and the best length for a developmental intervention were addressed. The current study asked if the decade when the study was conducted had any relationship to effectiveness and whether published studies were more effective than unpublished in promoting value development.

The meta-analysis procedure was used and two analyses were performed. The first included 111 studies and found case studies to be the most effective educational strategy. The second analysis removed 21 heterogeneous studies and found that case studies and Kohlberg's Plus one strategy generated the same effect size. Six to 12 hours of treatment were found to be the most effective and interventions that lasted from three to six weeks yielded the most value development. Also, students in pre-school and in high school were the most receptive to these interventions. The studies conducted in the 1970's produced the most value development. Also, the overwhelming majority of the studies were conducted during this decade. Unpublished studies generated the highest effect size, a finding that was in contradiction to the literature. A critique of the meta-analysis procedure was also performed.

The findings in this study indicate that value development can be promoted through educational methods advocated in Bandura's Social Learning Theory. In contrast to narrative reviews, the meta-analysis technique allows one to synthesize data quantitatively across literature leading to precise and technical information about the variable. However, meta-analysis continues to be surrounded by controversy.

Forms of Curriculum Inquiry employed in this Dissertation: philosophical

(12) Title: AN ANALYSIS OF CENSORSHIP IN PENNSYLVANIA: FINDINGS AND IMPLICATIONS
 Author: CHAKOT, MARY JANE

School: INDIANA UNIVERSITY OF PENNSYLVANIA
 Degree: EDD pp: 96
 Advisor: MCFEELY, DONALD C.

Research Problem: This study was designed to investigate the status of

copyright and corresponding copyright policy in the public schools of Pennsylvania. Specifically, this research established: (1) the number of districts that have written policies and how long the policy has been in existence; (2) the number of copyright challenges from responding public schools during the last five school terms; (3) the number of challenges that occur in different school communities in Pennsylvania; (4) the specific objections initiating the challenges; and (5) the grade level of instruction having classroom challenges most frequently.

Five questions were analyzed in this study: (1) Do school districts in Pennsylvania have written policies on copyright? (2) Has there been an increase in copyright in the last five years? (3) Do challenges to classrooms and library materials occur in schools in all types of communities in Pennsylvania? (4) What specific reasons and individual objections are causing challenges in school districts in Pennsylvania? (5) At what level of instruction do classroom challenges most frequently occur? The findings of the study led to the conclusion that: (1) school districts need to establish a materials selection policy, a procedure for handling complaints, and a public relations program; (2) school personnel should be in-service as to the possibility of challenges occurring and methods to respond to such challenges; (3) parents and the community should be kept informed of the books children are reading and the various reading programs available; (4) teachers should be able to justify in writing potential controversial materials; and (5) educators should seek to build strong relations with local citizens of all backgrounds and with various community groups. Recommendations were made to school districts and implications for further studies were discussed. Appendices include the Copyright/Challenge questionnaire, introductory letter, and the Copyright Challenge questionnaire with responses.

Forms of Curriculum Inquiry employed in this Dissertation: deliberative

(13) Title: STRATEGIC COMPREHENSION
 CURRICULA AND DIRECT EXPLICIT INSTRUCTION: AN
 EXAMINATION OF BASAL READING SERIES
 Author: MO, WEIMIN
 School: INDIANA UNIVERSITY OF PENNSYLVANIA
 Degree: EDD pp: 75
 Advisor: MCFEELY, DONALD

Research Problem: The purpose of this study was to analyze four basal

reading series to determine if publishers have included comprehension instruction based on recent findings related to reading comprehension. The four basal reading series examined in this study were all published since 1991. Every activity suggested in teachers' manuals was examined for the purpose of this study.

Six hypotheses were examined in this study: (1) Strategic comprehension instruction is emphasized in recent editions of basal reading series. (2) Strategic comprehension is taught across grades in recent editions of basal reading series. (3) Direct explicit instruction is extensively used for teaching comprehension in recent editions of basal reading series. (4) Pre-reading activities suggested in teachers' manuals are concentrated on activating students' prior knowledge in recent editions of basal reading series. (5) The teachers' manuals in recent editions provide more activities of instruction for intermediate grades than for primary grades. (6) Recent editions of basal reading series have higher percentages of suggestions for preparation and instruction to the total suggested activities than the series used in Durkin's (1980) study. The first four hypotheses were accepted and the fifth and sixth hypotheses were rejected. The findings

of this study led to the conclusions: in recent editions of basals, (1) strategic comprehension instruction was emphasized; (2) strategic comprehension was taught across grades; (3) direct explicit instruction was extensively used for teaching comprehension; (4) pre-reading activities suggested were concentrated on activating students' prior knowledge; (5) teachers' manuals did not provide more instruction for intermediate grades than for primary grades; and (6) there were not more suggestions in proportion for preparation than the series in Durkin's (1980) study. Recommendations were made for teachers and administrators. Implications for further study were discussed.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-normative

(14) Title: AN EVALUATION OF THE INFLUENCE OF A PROBLEM-CENTERED MATHEMATICS COURSE ON THE BELIEFS PRESERVICE ELEMENTARY SCHOOL TEACHERS HOLD ABOUT MATHEMATICS (TEACHER BELIEFS)

Author: EMENAKER, CHARLES EDWARD

School: INDIANA UNIVERSITY

Degree: PHD pp: 221

Advisor: KLOOSTERMAN, PETER W.

Research Problem: This study examines the impact that T104, a mathematics content course for preservice elementary education teachers (PSTs), has on challenging the beliefs PSTs hold with respect to mathematics and themselves as doers of mathematics. T104 employs a problem-solving approach to instruction with cooperative learning, alternative assessment, and reflective writing to help the PSTs develop a conceptually based understanding of mathematics. The problem-solving approach is used in T104, at least in part, to encourage the PSTs to rethink some of the mathematical beliefs they hold.

In December of 1992, nine PSTs were interviewed to gain insight into changes that occurred to their belief systems and what aspect(s) of T104 were instrumental in producing these changes. In January and April of 1993, 137 PSTs who were enrolled in T104 at that time, completed surveys intended to measure how strongly they subscribed to five mathematical beliefs. Comparisons of the January and April data provided insight into the degree to which these beliefs were influenced while enrolled in T104. Statistically significant ($p < .005$) positive changes were observed for beliefs about the need for step-by-step procedures to do mathematics (STEP), memorization being essential to success in mathematics (MEMORY), and only very intelligent people are able to understand mathematical concepts (UNDERSTAND). A statistically significant ($p < .05$) positive change in the belief that there is only one way to correctly solve any mathematics problem (SEVERAL) was also obtained. No statistically significant change was observed in the belief that problems taking more than five to ten minutes are impossible (TIME). When beliefs changes were studied by achievement level, students with final grades of A or B in T104 showed statistically significant changes ($p < .005$) in STEP, MEMORY, and SEVERAL and STEP, MEMORY, and UNDERSTAND respectively. No statistically significant changes in beliefs were observed in those groups of students scoring a C, D, or F for the course. Students who were interviewed consistently reported increased confidence in their mathematical abilities as a result of T104. Most of these students also reported an increased likelihood of using the innovative instructional approaches from T104 in their own classrooms.

Forms of Curriculum Inquiry employed in this Dissertation: evaluative-scientific

(15) Title: METACOGNITIVE AWARENESS OF PROSPECTIVE ELEMENTARY TEACHERS IN A MATHEMATICS CONTENT COURSE AND A LOOK AT

THEIR KNOWLEDGE, BELIEFS AND METACOGNITIVE
AWARENESS ABOUT FRACTIONS

Author: SANTOS, VANIA MARIA PEREIRA DOS

School: INDIANA UNIVERSITY

Degree: PHD pp: 465

Advisor: LESTER, FRANK K. JR.; SCHWANDT, THOMAS

Research Problem: This dissertation examines preservice teachers' metacognitive awareness of themselves as learners and potential teachers in the context of a mathematics content course (T104). This study also explores the influence of the T104 course on students' understanding, beliefs, and metacognitive awareness about fractions. T104 combines the use of problem solving, cooperative learning, alternative assessment, and systematic reflectiveness to help students rethink their belief systems about mathematics, and clarify and deepen their mathematics understanding. From January to May 1991, a T104 class of 26 students was observed for 15 weeks. Students were observed while exploring and talking about mathematics. Classroom observations, four interviews with each of the eight students from this class, and document analysis of students' work form the bulk of the artifacts examined in the study. The pedagogical innovations of T104 challenged students' conceptions about mathematics and mathematics pedagogy. In class, students were exposed to a variety of problem-solving activities where they had to reconsider previously studied mathematics topics and begin to actively question why concepts and procedures work instead of just accepting that the goal for learning mathematics is to find correct solutions. This study suggests that beliefs about mathematics and mathematics pedagogy can be challenged and can begin to change when students are given the opportunity to take control of their own learning. Students who were already somewhat metacognitively-aware of their mathematics knowledge and were willing to learn in a meaningful way broadened their mathematical understanding and enhanced their metacognitive awareness of themselves as learners. However, one semester of an innovative instructional approach is insufficient to fully develop the metacognitive awareness of students at varying levels of motivation, willingness to learn and awareness of themselves as learners.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological-hermeneutic.

(16) Title: CHARISMATIC TEACHING: AN EXPLORATORY
STUDY OF TEACHER BEHAVIORS AND STUDENT PERCEPTIONS

Author: ARCHER, AUSTIN CAMERON

School: INDIANA UNIVERSITY

Degree: PHD pp: 156

Advisor: GLESSMAN, DAVID H.

Research Problem: In the field of education, theories of group leadership have been applied to the study of teachers as administrators and as leaders of their peers, but not often to the study of teacher behavior in the classroom setting. This study is based on the proposition that the class can fruitfully be treated as a group for the purpose of examining the teacher's role as a group leader, and specifically, that charismatic leadership theory can lend fruitful insights in the study of teacher behavior in the classroom. The objective of the research was to explore the nature of charismatic teaching, its relationship to teacher recognition (i.e., the formal acknowledgement of outstanding teaching) and to other teacher, student and classroom variables. College students, teachers, and administrators were interviewed to determine their perceptions of

charismatic teachers. Interview data were reported and discussed. Based on these interviews, a measure of charismatic teaching was developed. This measure was administered to 19 college classes of 10 recognized and 9 unrecognized teachers. Recognized teachers were found to be significantly more charismatic than unrecognized teachers. Factor analysis of the items in the measure found charismatic teaching to consist of three independent factors relating to personal empathy, personal intensity, and intellectual challenge. Regression analyses were performed using the responses of 474 students from 19 college classes. It was also found that personal empathy and student gender were predictive of student trust, and personal empathy and personal intensity as well as subject being taught were predictive of student commitment. Teacher and student gender, student ethnicity, and student age were not found to be predictive of charismatic teaching. Theoretical and practical implications of these findings are discussed. Forms of Curriculum Inquiry employed in this Dissertation: phenomenological

(17) Title: EFFECTS OF STRATEGY TRAINING AND CLASSWIDE PEER TUTORING ON THE READING COMPREHENSION OF STUDENTS WITH LEARNING DISABILITIES

Author: MOORE, ANN RACHELLE
 School: INDIANA UNIVERSITY
 Degree: PHD pp: 177
 Advisor: CUMMINGS, JACK A.

Research Problem: The rate at which students with special learning needs are reintegrated into mainstream environments lags considerably behind soaring identification and placement rates (Annual Report to Congress, 1990). In response, researchers have begun to develop methods of efficiently and reliably transferring students from resource to mainstream environments. The purpose of the present study was to examine the combined effects of strategy training (ST), a preparatory intervention for reintegrating students into mainstream education, and classwide peer tutoring (CWPT), a method of accommodating in regular education environments the unique learning needs of students with learning disabilities.

Subjects were 22 students in grades two through five with identified learning disabilities in reading. Students were assigned to one of four conditions; (a) ST and CWPT, (b) ST and CWPT Control, (c) ST Control and CWPT, or (d) ST Control and CWPT Control. Prior to reintegration, students participated in a structured strategy curriculum or fluency activities, designed to control for the strategy instruction. These activities took place in five, one hour instructional periods and occurred immediately before the students' transition from special to general education classrooms. Upon reintegration, students transferred into either pre-established CWPT environments or conventional reading classes. CWPT was implemented three days per week in 35 minute sessions.

Data were collected on a variety of comprehension measures at three points in time: (a) prior to intervention, (b) following strategy activities and immediately prior to reintegration, and (c) following six weeks in mainstream reading. The effectiveness of the interventions was assessed through 2-between (i.e., ST and CWPT), 1-within (i.e., Time) repeated measures ANOVAs.

Results indicated that strategy trained students experienced significant comprehension growth over their non-trained counterparts when assessed immediately following the training. However, there was no evidence that the positive impact of the training transferred too was maintained following reintegration into the mainstream. Students who transitioned into CWPT environments demonstrated significant comprehension improvement over their controls. Results indicated no benefits of the combined impact of

strategy training and CWPT as part of the reintegration effort. Implications for research and practice are discussed.

Forms of Curriculum Inquiry employed in this Dissertation: scientific

(18) Title: A MICROETHNOGRAPHY OF LITERATURE-BASED READING AND WRITING INSTRUCTION IN A WHOLE LANGUAGE CLASSROOM WITH 'AT-RISK' ADOLESCENTS (AT RISK, READING INSTRUCTION)

Author: STRICKLAND, KATHLEEN M.

School: INDIANA UNIVERSITY OF PENNSYLVANIA

Degree: PHD pp: 377

Advisor: MCANDREW, DONALD A.

Research Problem: This study describes the impact of a literature-based

approach to the teaching of reading and writing on adolescents who were labeled "at-risk." This qualitative study used ethnographic research techniques to enter the culture of one whole language classroom in order to determine the effect of literature-based instruction on the literacy behaviors and attitudes of "at-risk" students, learners who had previously had difficulties with reading and writing.

Data--in the form of field notes, interviews, and artifacts--was gathered over a fifteen-month period in a self-contained classroom of often students. The data was analyzed to determine the effect of literature-based instruction on the literacy attitudes and behaviors of the students in the classroom and how such instruction influenced learning across the curriculum. Anecdotes about individual students were used to describe their perceptions of themselves as readers, writers, and learners. The role and influence of the classroom teacher on literacy learning was also described.

The findings of this study suggest that students become more engaged in reading and writing when literature-based instruction provides them with a context and purpose for reading. The findings of this study suggest the importance of the students' perceptions of themselves as learners on their growth as readers and writers. The findings of this study further suggest the importance of the teacher's role as literacy model and facilitator on the students' literacy attitudes and behaviors.

The results of the analysis carried out in this study demonstrate that teachers must look beyond labels such as "at-risk" to see what students can do and must look for ways to make literacy a needed and useful part of students' lives. Finally, the study offers suggestions for further research.

Forms of Curriculum Inquiry employed in this Dissertation: ethnographic

(19) Title: DESIGNING COMPUTER ICONS: THE RELATIVE EFFECTIVENESS OF VISUAL COMPLEXITY ON RECOGNITION MEMORY (ICONS)

Author: CHEN, PAI-LIN

School: INDIANA UNIVERSITY

Degree: PHD pp: 162

Advisor: DUFFY, THOMAS M.

Research Problem: The present study examined the following research

question: "Does the degree of visual complexity in an icon affect the user's response accuracy and reaction time on recognition memory tests?" To address this question, two experiments were conducted: the first dealt with defining information density in icons and

with assembling a stimulus pool for the main experiment. The main experiment measured the effect of visual complexity on both immediate and delayed recognition memory.

In the first experiment, ten subjects judged 125 icons for low and high information density on a scale of 1 to 10. This activity provided the researcher with a stimulus pool of 114 icons.

In the main experiment, the 114 icons were ranked and grouped into six treatment conditions, and presented to subjects. Subjects were asked to view a series of 38 target icons in a learning session. Each image was shown for two seconds, with a 2-second blank-screen interval between presentation of each image. Subjects were then given a simple, 3-minute arithmetic test as a filler activity. Then, in the immediate recognition memory test, subjects viewed the 38 target icons randomly intermixed with a set of 38 distractor icons. Subjects' task was to indicate whether or not they had seen each icon in the learning session. The original distractor icons were replaced by a new set of 38 distractors and, one week later, subjects repeated the task in the delayed recognition test.

The data analysis indicated that, in response accuracy, subjects deviated significantly within two variables: information density and icon type. But, no statistical significance was found in subjects' response accuracy in terms of color or recognition interval. These findings, contrary to the researcher's hypothesis, suggested that visual complexity had a positive effect on recognition memory. The results of the present study indicated that visual complexity facilitated computer users' recognition memory. Therefore, icon designers should incorporate enough visual information for computer users to make the optimal number of eye fixations necessary to process the image efficiently.

Forms of Curriculum Inquiry employed in this Dissertation: scientific

(20) Title: THE EFFECTS OF GOAL STRUCTURE ON COLLEGE STUDENTS' DOS TASK ACHIEVEMENT AND THEIR ATTITUDE TOWARD THE STRUCTURE

Author: TSAY, WENRONG TIMOTHY

School: INDIANA UNIVERSITY (0093)

Degree: PHD pp: 128

Advisor: HUGHES, LAWSON H.

Research Problem: The relative effects of cooperative, competitive, and individualistic learning conditions ("goal structures") on achievement on a DOS task by college students using a computer-assisted tutorial program was studied. Interaction between these three learning conditions and two levels of prior computing experience was also studied.

The two independent variables were combined in a factorial design. The study was implemented in several sessions of a computer literacy class, Education W200, using a computer tutorial program. There were 65 participants in this study. Participants in each learning condition completed a pre-test, went through a tutorial program, responded to a post-test and an attitude survey. Paired participants in the cooperative and competitive learning conditions had been matched according to their prior computing experience. In each pair, each member learned a separate part of the tutorial program and spent five minutes tutoring his or her partner before they learned a final part together. Participants in the individualistic and cooperative learning conditions were told that they were expected to achieve 80% mastery, whereas participants in the competitive learning condition were encouraged to achieve the highest possible performance in order to claim a monetary reward.

The statistical significance of experimental effects was determined through analysis of covariance for factual recall, and through analysis of variance for problem solving. The findings were as follows: With respect to factual recall, the individualistic and cooperative

learning conditions were significantly superior to the competitive condition, but these two conditions were not significantly different from each other. With respect to problem-solving, the individualistic learning condition was significantly superior to the cooperative and competitive conditions, but these latter two conditions were not significantly different from each other. Participants across the three treatments did not differ in their attitude toward the tutorial program. Participants in individualistic learning, however, had a more positive attitude toward the goal structure than those in competitive learning. These results are discrepant with a number of previous studies. Possible reasons for these discrepancies are discussed.

Forms of Curriculum Inquiry employed in this Dissertation: scientific

- (21) Title: INDIVIDUALLY PRESCRIBED INSTRUCTION: A STUDY OF PLANNED CHANGE AND TECHNOLOGICAL INNOVATION
 Author: WASHINGTON, JOANNE ALFREDA
 School: INDIANA UNIVERSITY
 Degree: PHD : pp: 226
 Advisor: HEINICH, ROBERT T.

Research Problem: Individually Prescribed Instruction (IPI) was a widely dispersed individualized learning program popular during the 1960s and early 1970s. Advanced as an alternate to teacher centered lock-step group instruction, IPI emerged as one of the most utilized programs of this era. After 10 years of apparent success and millions of dollars in federal, state, and local aid, IPI was abandoned. The purpose of this historical study of planned change was to investigate the causes of IPI's failure from an instructional technological viewpoint.

Research data were gathered through an extensive review of documents and records which described IPI's design, development, and usage within the school system. Oral interviews were conducted to obtain primary data on users' actual experiences. School district financial records were then analyzed to establish funding patterns as an indicator of potential resources for innovation support. Major findings suggested that the failure of this planned change attempt could be attributed in part to IPI's design as an open-ended instructional innovation. In most instances, the adopting system having the freedom to adapt IPI to meet their particular specifications, tampered with the original intent and design. Evidence that a set of agreed upon evaluative criteria that would establish measures of program success were also not found. Predictive indicators that identified program weaknesses were insufficient to counter resistance from the adopting system. Principles attributed to the field of engineering science were used to characterize IPI's collapse as a "structural failure". This study recommends acceptance of engineering structural design considerations and the perspective of educational organizations as loosely coupled systems when observing technological instructional innovations within educational organizations. Before new educational improvement initiatives are enacted, past attempts should be examined to avoid making the same mistakes in the future.

Forms of Curriculum Inquiry employed in this Dissertation: ethnographic-historic

- (22) Title: 'SHOT THROUGH WITH STREAMS OF SONGS': EXPLORATIONS OF INTERPRETIVE RESEARCH METHODOLOGY
 Author: BLOOM, LESLIE REBECCA
 School: INDIANA UNIVERSITY
 Degree: PHD : pp: 426
 Advisor: SCHWANDT, THOMAS A.

Research Problem: Based on data gathered through ethnographically informed life history methodology, this doctoral dissertation has a dual focus on interpretive theory and feminist interpretive methodology. Each interpretive chapter demonstrates how a particular interpretive theory illuminates different aspects of the life history narratives of two feminist educators, particularly focusing on how the respondents' subjectivities are constructed and reconstructed in the telling of their stories. I also critique both the interpretive theories and my interpretations in order to simultaneously construct and deconstruct the act of interpretation. The interpretive methods used in this study are drawn from feminist, literary, psychoanalytic, philosophical, postmodern, and political theories. The interpretations demonstrate both the complexity of interpreting women's subjectivity and the importance of using interdisciplinary interpretive theories for interpreting subjectivity. Themes in the narratives that I interpret include subjectivity and the body; subjectivity and gender identity; and subjectivity and self-representation. Further, using theories of feminist methodology, I analyze the research process itself, both through a critical self-reflection on my role as researcher, as well as through a collaborative analysis of research relationships with the respondents. This study demonstrates not only how the diverse interpretive methods I use function within the context of a study of ethnographic data and personal narratives, but also how feminist approaches to qualitative methodology can be used to inform qualitative inquiry.

Forms of Curriculum Inquiry employed in this Dissertation: ethnographic

(23) Title: SUBSTITUTE TEACHING: PROBLEMS AND RECOMMENDATIONS

Author: ARMSTRONG, DAVID ANTHONY

School: INDIANA UNIVERSITY

Degree: EDD pp: 125

Advisor: BRILL, ARTHUR

Research Problem: Substitute teaching is a major part of what happens within a school. The number of school days a regular teacher is absent from the classroom is on the increase. The days the regular teacher is gone from the classroom creates a problem for themselves, the administrators, students, and substitute teachers. Yet, the problems associated with the substitute teaching program continue and no one seems interested in resolving this dilemma.

This is a descriptive study that identifies problems in the substitute teaching program in a large metropolitan area within the State of Indiana. This study also proposes recommendations for correcting the problems. The participants in the study included central office personnel, building level administrators, substitute center monitors, school secretaries, department heads, teachers, and substitute teachers from two public school districts and two parochial high schools.

The objectives of the study were to have each of the different groups within the districts and schools identify common problems associated with substitute teaching. The same groups made recommendations to improve the overall substitute teaching program.

The methods of data collection included interview surveys and survey questionnaires. The questions in the interviews and on the surveys were the same. The interview population consisted of three personnel directors, one director of instruction, all four of the substitute center monitors, five school secretaries, five building level administrators, two department heads, eight teachers, and four substitute teachers. Two hundred surveys, 148 for teachers and 52 for substitutes, were delivered to four schools. The substitute teachers survey return was 35 percent. The teacher survey return was 25 percent.

The findings in the study enumerate the problems in the substitute teaching program, and recommendations on how to resolve the problems. Data includes perceptions of four different groups of school personnel who are involved with substitute teaching. The most critical area, as perceived by the four groups, are: substitute teacher salaries, substitute teacher training programs, substitute teachers' knowledge about general school information, and regular classroom teachers providing clear and adequate lesson plans.

Forms of Curriculum Inquiry employed in this Dissertation: ethnographic

(24) Title: A CONTENT ANALYSIS OF THE NATIONAL STUDY OF SCHOOL EVALUATION'S PROPOSED 'EVALUATIVE CRITERIA FOR MIDDLE LEVEL SCHOOLS' (SCHOOL EVALUATION)

Author: RIGGLE, MICHAEL DAVID

School: INDIANA UNIVERSITY

Degree: EDD pp: 513

Advisor: PACE, VERNON D.

Research Problem: During the spring of 1989, 13 public and private middle schools from five regional accrediting agencies that varied in size, grade configuration, and were widely dispersed geographically, participated in a pilot study conducted for the National Study of School Evaluation. The purpose of the pilot study was to determine the efficacy of the National Study of School Evaluation's proposed Evaluative Criteria for Middle Level Schools as an evaluation and school improvement plan instrument for middle level schools from data solicited from middle level educators involved in the self-evaluation phase of the accreditation process.

Data were collected utilizing closed and open-ended questionnaires designed to pinpoint strengths and weaknesses in the ten general areas and 13 subject area sections of the instrument, as well as the Manual, Instructions, and Individual Faculty Data sections. A global assessment of the instrument was also obtained from responses submitted by school steering committee members and building administrators. To standardize data analysis, the closed questionnaire items were Likert-like, utilizing a five point scale. The responses were then quantified and presented in tabular form utilizing frequency, percentage and mean functions. Analysis of the open-ended questions was presented in tabular form following a sequential four step process involving categorizing, tallying, pervasive combining and screening for inclusion or elimination.

Findings from the data collected support the following conclusions concerning the Evaluative Criteria for Middle Level Schools: (1) The Evaluative Criteria for Middle Level Schools is ineffective in generating evaluation information in the form of descriptions and judgments to aid the development of a comprehensive school improvement plan. (2) With appropriate revision and editing based on the data presented in this study, the Evaluative Criteria for Middle Level Schools will be a highly effective and flexible evaluation instrument that meets the specialized needs of middle level schools.

Forms of Curriculum Inquiry employed in this Dissertation: evaluative-normative

(25) Title: ANALYSIS OF EXPERT AND LEARNER INTERACTIONS DURING LOOKING AT AND TALKING ABOUT ART ACTIVITIES

Author: WILSON, MARY GWIN

School: INDIANA UNIVERSITY

Degree: PHD pp: 230

Advisor: ZIMMERMAN, ENID

Research Problem: Art production and art history have comprised the basic curriculum for art programs for the last forty years. Recently, there has been a focus on art criticism and aesthetics activities in art curricula. One approach for teaching these non-production components involves "looking at and talking about art" discussion activities. The rationale for this study was to discover what procedures and strategies an expert instructor used in conducting looking at and talking about art activities with middle school students. There were three major goals for the study. The first goal was to determine how specific components of these activities related to each other, how they interrelated in groups, and whether there was an organized, pre-planned structure to the components that could be diagrammed and described. The second goal was to use results of the analysis to provide a base for developing a substantive theory of instruction for teaching looking at and talking about art. The third goal was to create a prototype knowledge base for an expert computer system to conduct these activities.

An expert instructor was observed, audio taped, and video taped while conducting looking at and talking about art activities with two classes of seventh and eighth grade art students. Follow-up interviews with the instructor were also conducted. The constant comparative method of categorization described by Glaser and Strauss and included in Lincoln and Guba was used during analysis of transcripts. A cognitive map of looking at and talking about art activities and a substantive theory (LATA) of the instructor's behaviors and reported thoughts were derived from the data. Conceptualization for the knowledge base used in the development of an expert computer system was constructed from the data.

In summary, the substantive LATA theory states that such activities were successful because: they were well planned; reviews and introductions were given; effective mechanisms were employed for keeping students' attention; students' interactions were used in determining the direction of the discussion by a process of continually folding-in student questions and responses; and treatment of students was humanistic in nature, i.e. there was genuine respect for students' interactions.

Forms of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic

(26) Title: FORMATIVE RESEARCH ON THE ELABORATION THEORY OF INSTRUCTION

Author: ENGLISH, ROBERT EUGENE

School: INDIANA UNIVERSITY

Degree: EDD pp: 246

Advisor: REIGELUTH, CHARLES M.

Research Problem: This study was designed to find ways to improve the Elaboration Theory (ET) where two different content orientations are of equal importance. Issues of particular interest were: (1) what are the strengths and weaknesses of Multiple Strand Sequencing when utilizing ET and (2) how can the individual strategy components be improved.

The researcher utilized the "formative research" approach. An electrical circuit analysis course was designed and developed purely upon ET's Multiple Strand Sequencing. A series of one-on-one evaluations was conducted with students to identify strengths and weaknesses of the instruction, and ways of improving it. Since the instruction was an "instance" of the theory, the results reflected the weaknesses and strengths, and ways of improving, the theory. To improve ET it was necessary to answer such questions as, What worked? What did not work? What improvements can be made? and Who benefits the most from it? The focus was on gathering a detailed data set for finding tentative answers to these types of questions. Multiple sources of evidence took the form of the investigator's notes, students' comments, interviews with the students, audio tapes from

debriefing sessions, the posttests, and the attitude survey. The outcome of the qualitative data analysis provided insight into ways of improving the theory. The results of the case study are provided in the form of data supporting the use of and/or areas of improvement in the following methods/tactics: sequencing, analogies, synthesizers, summarizers, epitomes, and learner control. Some examples of suggested improvements are: labeling of conditions, prompting of analogies, comparing and contrasting of procedural information, relating verbal statements and visual diagrams in analogies, methods of making epitomes more focused, structuring of diagnostic feedback, and required richness of examples and practice exercises in synthesizers. The instruction performed well in terms of efficiency, effectiveness, and appeal.

Forms of Curriculum Inquiry employed in this Dissertation: evaluative-theoretical

(27) Title: TEACHER ENGAGEMENT IN REFLECTIVE INQUIRY
 Author: SOMERS, JOHN W.
 School: INDIANA UNIVERSITY
 Degree: EDD pp: 150
 Advisor: SMITH, GERALD

Research Problem: This study investigated the thinking of teachers engaged in a critical and reflective analysis of their practice. In specific, this study focused on three major areas: how teachers conduct a critical analysis of practice; how teachers arrive at decisions for practice; and whether teachers find reflective inquiry a worthwhile endeavor. Other foci of the study included an analysis of metaphor that underlies teacher thinking, a delineation of issues that teachers deem problematic in their practice, and a model to depict the reflective process.

This study employed a qualitative methodology associated with interpretative field studies and naturalistic inquiry. A sample of six elementary public school teachers participated in the study for an eight week period. The methods of data collection consisted of reflective journal entries and follow-up interviews. Respondents wrote daily reflections on significant problems or dilemmas encountered in their practice. The reflective process was structured through a conceptual framework: focus, recall, reflect, and react. The investigator read each of the journals weekly and conducted a continual analysis of data. Follow-up interviews with each respondent provided opportunities for elaboration and clarification of journal entries. Analysis of data combined methods of document analysis, naturalistic inquiry, and the constant comparative method.

Results of the study indicate that most teachers found engagement in reflective inquiry to be a worthwhile activity. They reported a perceived increase in personal agency and effectiveness. Furthermore, this sample of teachers valued follow-up interviews as opportunities to share discussion of their practice. Although teachers reported a favorable response to reflective inquiry, they encountered a number of school variables that interfered with systematic inquiry. Other outcomes of the study suggest that teachers must employ contextually responsive strategies to inform decisionmaking and to construct knowledge for future action. Additionally, teachers identified behavior management as their most significant problem area. Analysis of metaphor in their language implies that teachers may need to examine their conceptions of teaching and learning in order to engage problematic students.

Forms of Curriculum Inquiry employed in this Dissertation: Deliberative-Action

(28) Title: A STUDY OF THREE APPROACHES TO DEVELOPING GUIDELINES FOR A
 STAFF DEVELOPMENT CURRICULUM IN PHILIPPINE BIBLE AND
 THEOLOGICAL SCHOOLS (BIBLE SCHOOLS)
 Author: WANAK, LEE

School: INDIANA UNIVERSITY
 Degree: PHD pp: 274
 Advisor: OVERLY, NORMAN

Research Problem: Curriculum development for Third World theological schools

has at times followed patterns ill-suited for the development of indigenous leadership. The view that curriculum is a fixed set of courses irrespective of context has perpetuated traditional development patterns. Dysfunctional patterns dominated by a single individual or perspective fail to engender group consensus and investment in the curriculum. Increasingly, these patterns have been found to be unacceptable for development of Third World theological curricula.

This study addressed the production of guidelines for a staff development curriculum for schools associated with the Philippine Association of Bible and Theological Schools (PABATS). The results from three group-based approaches to developing guidelines--a three-round Delphi technique, a three-round direct dialogical process, and a single-round broad-based survey--were analyzed and compared.

The single-round survey approach was used with theological school educators attending professional conferences. The two multiple round approaches were tested on a purposeful sample of faculty and administrators from theological schools.

Results of the study showed that the choice of approach to development of curriculum guidelines affects the outcomes of the process. The single round survey primarily results in information about individual preferences. The Delphi technique adds emphasis on consensus building as an outcome. The dialogical process results in information and consensus building, but also builds organizational culture. There were no significant differences in information on respondent opinions across approaches. However, the study showed that analyses of school based factors (size, age, urbanity) revealed more significant differences than individually based factors such as gender, role, experience, or education. This confirms the importance of school context in making curricular choices.

The respondents affirmed the need for development of a modular, in-service curriculum that targets younger, smaller and/or urban theological schools with particular emphasis on shaping school cultures. In addition, the results of the study emphasized the respondents' desire for an emancipatory style of teaching that stresses vicarious efficacy in Christ, creativity, conscientization, and development of skills related to problem-solving, decision-making, human relations, and leadership.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological

(29) Title: SAMUEL FAUSOLD: THE INFLUENCE OF RELIGION, POLITICS AND
 EDUCATION ON THE PROFESSIONAL LIFE OF A PENNSYLVANIA
 EDUCATOR (FAUSOLD SAMUEL, PROGRESSIVE EDUCATION)

Author: MAZON, MARGARET FAUSOLD

Degree: EDD pp: 289
 Advisor: IANNONE, RONALD

Research Problem: Samuel Fausold was a progressive educator whose career

spanned the period from 1910 through 1939. He began his teaching career in East Huntingdon, Pennsylvania, where he also served as supervising principal. From 1914 through 1920 he was principal of the Irwin School District, a position that he left to become the Superintendent of Schools in Ambridge, Pennsylvania. A second superintendency, this time in Monessen, Pennsylvania, lasted five years and prepared Fausold for a position as Deputy State Superintendent of Public Instruction. In 1937 he accepted the presidency of Indiana State Teachers College (Indiana,

Pennsylvania) where he remained until his retirement in 1939. The purpose of the work is to review the career of Samuel Fausold, to explore the forces that helped to forge his progressive philosophy, and to determine his contribution to education in the progressive era.

The work is developed principally through primary sources. The Fausold papers, housed in the Special Collections section of the library of Indiana University of Pennsylvania, contains most of his professional correspondence. His diaries and other select correspondence are in the possession of the researcher but will be returned to the Collection by January 1, 1993. Numerous oral histories were taken from colleagues, employees and students.

The evidence shows overwhelmingly that Samuel Fausold was a progressive educator whose programs were at the vanguard of progressive education. The call for change which was sounded through the first half of the twentieth century and which continues to resonate today is a part of the mosaic that is American (U.S.) education.

Forms of Curriculum Inquiry employed in this Dissertation: Deliberative-Philosophy

(30) Title: THE EFFECT OF SCHOOL ENTRANCE AGE ON THE ACADEMIC ACHIEVEMENT OF ELEMENTARY SCHOOL CHILDREN WITH BELOW-AVERAGE INTELLIGENCE

Author: SAGER, REX

School: INDIANA UNIVERSITY

Degree: EDD pp: 96

Advisor: GOUSHA, RICHARD P.

Research Problem: The study was designed to compare the academic achievement of second grade students with below average intelligence who were 5.11 years to 6.1 years old at first grade entrance with similar second grade students who were 6.8 years to 6.10 years old at first grade entrance. The 94 subjects were selected from 24 elementary schools located in the southeast corner of suburban Marion County, Indiana. A review of the literature revealed findings that older age general education students achieved better than younger age students. Several studies also indicated academic achievement and social/emotional development of younger age boys was more negatively affected by early school entrance than younger age girls. Other researchers have studied entrance age effect on students with above average intelligence, finding early entrance into school does not have a negative effect, and in some cases result in higher academic achievement.

The 94 subjects were identified as below average intelligence when their School Ability Index score on the Otis-Lennon School Ability Test was 90 or below. Total reading, total math, and total battery achievement scores on the Comprehensive Test of Basic Skills were compared using an analysis of variance procedure. An attempt was made to reject the null form of nine different hypotheses stating older age students would achieve better than younger age students. The study revealed older age girls had significantly higher total math achievement than younger age girls. Other analysis of variance tests revealed the tendency for older age students to achieve better, but not at a significant level.

In an additional finding, using a multiple regression analysis technique, it was determined that younger age students with below average intelligence were more likely to be retained at grade level than older age students. It was also found that younger age boys were more likely to be retained than younger age girls.

Education policy makers were advised to deny any appeal from a student with below average intelligence who desires to enroll early in public school.

Forms of Curriculum Inquiry employed in this Dissertation: evaluative-scientific

(31) Title: A CONTENT ANALYSIS OF THE AIDS HEALTH CURRICULA USED IN
ELEMENTARY SCHOOLS WITHIN THE COMMONWEALTH OF
PENNSYLVANIA

Author: FELLO, SUSAN CRAVENER
School: INDIANA UNIVERSITY OF PENNSYLVANIA
Degree: EDD pp: 174
Advisor: JALONGO, MARY RENCK

Research Problem: The purpose of this study is to examine the contents of

Acquired Immune Deficiency Syndrome (AIDS) health curricula being used in elementary schools throughout the Commonwealth of Pennsylvania. Since the identification of AIDS in 1981, school districts throughout the United States have incorporated information on Human Immunodeficiency Virus (HIV) infection and its transmission in their health curricula. An analysis of these curricula would assist educators in their endeavors to modify, refine, or change existing curriculum. The content analysis was conducted on each school district's artifacts, including: (1) the curriculum guide, (2) the planned course of study including the goals and objectives, (3) sample lesson plans, (4) utilized audio-visual materials, (5) any measurement instruments, and (6) the in-service training conducted prior to implementation of the program.

The Centers for Disease Control's guide entitled A Handbook for Evaluating HIV Education was selected for the theoretical foundation for the study. Based on the criteria established by the Pennsylvania State Board of Education's mandate of 1987, the suggestions from the U.S. Health and Human Services (1987), the key components presented by the Centers for Disease Control (1988), and content analysis procedures developed by the researcher, the study categorized the curricula into one of three classifications: (1) Less-Than-Adequate, (2) Adequate, and (3) Better-Than-Adequate. Structured interviews, on a voluntary basis, were conducted via telephone with teachers and principals who were responsible for the instruction or supervision of the AIDS health program. Following proper protocol, on-site visits were made to two school districts from each of the four geographic locations. Interview questions focused on curriculum design, implementation, in-service training, and evaluation procedures.

Descriptive statistics were used to report the analysis of the various curricula, in-service training programs, and evaluation processes. Tables, figures, and graphs represented the data from twenty randomly-selected school districts in Pennsylvania.

The results of this study indicated a need for greater uniformity in elementary AIDS health information programs and suggested the inclusion of more comprehensive information on HIV infection, transmission, and preventive strategies. The research supported other studies on health education programs that decision-making skills, effects of peer pressure, and refusal skills--both practice and application--are essential curricular components for altering students' behaviors. This study further concluded that stronger leadership is vital to an HIV program's successful design, implementation, and evaluation.

Forms of Curriculum Inquiry employed in this Dissertation: evaluative-action

(32) Title: FACILITATING CHANGE: AN ETHNOGRAPHIC STUDY TO IDENTIFY
INTERVENTIONS APPLIED DURING THE IMPLEMENTATION OF A
COOPERATIVE INTEGRATED READING AND COMPOSITION PROGRAM

Author: GOLMIC, BRUCE ANDREW
School: INDIANA UNIVERSITY OF PENNSYLVANIA
Degree: EDD pp: 235
Advisor: MILLWARD, ROBERT

Research Problem: The purpose of this ethnographic research study was to describe the interventions applied by educators during the implementation of a Cooperative Integrated Reading and Composition (CIRC) program; to compare interventions used by educators implementing the CIRC program with interventions game plan components identified by Gene Hall and Shirley Hord; and to identify primary interventions that educators should apply when facilitating the change process in a school. Data were obtained from observations, interviews, student feedback, training manuals, parent handbooks, curriculum guides, grant proposals, newsletters, brochures, and videotapes during forty on-site visits. One-third of those visits were classroom observations. Field notes were written, tape recorded, and transcribed during the study. Following six months of data collection, the data were coded, sorted, and used to develop a descriptive narrative. Based on the data, the researcher concluded that as a result of applying primary interventions similar to the intervention game plan components identified by Hall and Hord, six school teachers and a principal succeeded at implementing a Cooperative Integrated Reading and Composition program. In addition, the researcher categorized the interventions applied by the teachers and principal under one of six primary interventions. The author recommends that educators apply the six primary interventions when initiating and facilitating change in their school: (a) establish an administrative team that facilitates and supports change, (b) provide training with frequent feedback and support, (c) consult with teachers and recognize their successes; (d) monitor the implementation of the innovation, (e) inform and involve the public, and (f) disseminate to educate. The findings of this study suggest that specific primary interventions can be applied to increase the probability that a CIRC program will be implemented successfully. However, additional research into the application of these interventions during implementation of similar promising programs and practices in various school settings warrants further review and research. Also, the use of ethnographic research techniques to study other educational innovations needs to be encouraged and supported.

Forms of Curriculum Inquiry employed in this Dissertation: ethnographic

(33) Title: STUDENTS' PERCEPTIONS OF LITERACY ACTIVITIES WITHIN A
WHOLE LANGUAGE CLASSROOM (WHOLE LANGUAGE, SEMIOTICS)

Author: HUGHES, CHERYL KELLEHER

School: INDIANA UNIVERSITY

Degree: PHD pp: 171

Advisor: HARSTE, JEROME C.

Research Problem: Whole Language instruction is based on positivist assumptions about learning and knowledge. Learning is a process of making meaning. Semiotics offers insights into how the process of making meaning occurs. Positivist assumptions have impacted Whole Language and this study. Within a Whole Language classroom the student's interpretation of classroom activities is an integral part of the evaluation of curriculum. The purpose of this study was to evaluate literacy activities within a Whole Language classroom using the students as informants. Student's perceptions of activities offer valuable insights into the theoretical assumptions influencing curriculum. Fifth graders in a whole language classroom were photographed participating in various literacy activities. They were later given the photographs and asked to tell a story about the activity. These "stories" formed the basis for evaluating the activity based on its theoretical fit with Whole Language philosophy. The "stories" were analyzed first comparing the responses to the characteristics identified for a Whole Language classroom. Second the "stories" were analyzed using a semiotic square in order to identify their meaning. The semiotic square highlighted the theoretical assumptions of the student's responses. Across the student responses for any given activity there were

some activities which were very consistent with Whole Language and others which fell under different and even conflicting assumptions. This study offers insights into evaluating theoretical consistency of literacy activities.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological

(34) Title: THEORIES AND DEMONSTRATIONS IN SCHOOL, FAMILY, CULTURE,
RESEARCH AND TEXTS: A COLLABORATIVE, TRANSFORMATIVE STUDY
(LITERACY BELIEFS, COLLABORATION)

Author: MYERS, LARRY THOMAS
School: INDIANA UNIVERSITY
Degree: PHD pp: 347
Advisor: HARSTE, JEROME C.

Research Problem: This dissertation documents my intellectual journey as a researcher and my wife's transformation as a reader. It treats a number of methodological and philosophical issues in a manner that is difficult to capture in an Research Problem. For example, it is difficult to capture the notion of a semiotic ethnography except to say that in this dissertation everything is treated as a communicative text--as a potential to be constructed into various and conflicting demonstrations by Eni, me, and others. The critical-semiotic discussion of research and theoretical texts is as much a part of my data as the conversations I transcribed and the histories and questionnaires I collected. I have attempted to bring a polyphonic approach to the text--one that problematizes my own interpretation--by incorporating my wife's interpretation and critique, and by bringing Puerto Rican voices and perspectives into the text.

Eni and I worked for about a year and a half on discussing and transforming her literacy beliefs and practices. Our conversations led to a dialogic approach that we believe challenges but never fully undoes power relations. In addition, I collected data through interviews with professors and questionnaires and histories of literacy from students at Humacao University College, where I work. These data provided a deeper, wider sense of Puerto Rican family, cultural and school demonstrations of literacy. The intellectual roots of this dissertation span a wide range of fields--anthropology, semiotics, linguistics, literacy, philosophy, science, history. I have brought together understandings from these fields in an attempt to challenge conventional research values not merely in word but in the demonstration provided by the text.

Forms of Curriculum Inquiry employed in this Dissertation: philosophical-
deliberative-ethnographic

(35) Title: HOW FIFTH GRADERS DEVELOP AN UNDERSTANDING OF FOOD WEBS

Author: FURUNESS, LINDA BISHOP
School: INDIANA UNIVERSITY
Degree: PHD pp: 210
Advisor: COHEN, MICHAEL R.

Research Problem: The problem explored in this research asked two questions:

"What are the conceptions that fifth-graders have about food webs?" and "What are some of the factors that influence how fifth-graders learn about food webs?" The project employed two inquiry techniques. A narrative technique provided the context of the learning situation. The narrative relied on field notes and journal entries from classroom

observations, informal conversations, and copies of the children's class work. The clinical interview was also used to obtain children's understanding of food webs and related concepts.

The findings of the study revealed that in spite of classroom instruction, hands-on and field experiences, these children had difficulty in understanding the concepts related to food webs. For example, although there was a sense about relative population sizes of various species in an ecosystem, the effects of changes in these populations on other populations was not well understood. Children did not readily see the relationship of food webs to the concepts of producers and consumers or herbivores, carnivores and omnivores. They further struggled with integrating their experiential learning into the traditional food chain and food web concepts. For example, the children had experiences observing scavengers and animals that ate eggs. How do these organisms and their food sources fit into the traditional food web? The children also had difficulty in understanding that certain species are very selective and could not eat other food even "if they wanted to."

As a result of the incongruity between the children's real life experiences and the traditional food web model, a number of issues were raised pertaining to food web instruction. The researcher proposes a different model for instruction about food webs that addresses some of these difficulties that children presently have and that may serve as a "bridge" to other related concepts such as food chains and energy pyramids.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological

(36) Title: AN EVALUATION OF ELEMENTARY SCHOOL TEACHERS' SCIENCE PREPARATION IN TAIWAN (CHINA, TEACHER PREPARATION)

Author: LAI, CHING-SAN

School: INDIANA UNIVERSITY

Degree: PHD pp: 305

Advisor: GABEL, DOROTHY

Research Problem: The quality of elementary science education in any country

depends on a number of factors, one of the most significant being teacher preparation. In order to improve the quality of teacher education in Taiwan, the government changed the elementary school teacher preparation program in 1987. The purpose of this study is to compare the science preparation of preservice teachers in the new program with those in the previous program which had been in existence for the past twenty five years.

The study was conducted in two phases. The first phase produced data on the academic preparation of preservice teachers and included the perceptions of faculty members. The second phase gathered data for evaluating student teaching. First phase procedures were conducted during the last semester of the preservice teachers' coursework. The second phase was carried out during the fourth month of the first semester of their student teaching. Ninety-two preservice teachers in the new program, 122 in the old program, and 38 science faculty members participated in the study.

To evaluate differences in preservice teachers' science preparation between the new and old programs, the following comparisons were made: preservice teachers' science content knowledge, science process skills, pedagogical orientation, student teaching in science, attitudes toward science, and attitudes toward science teaching. In addition, an hypothesis was formed concerning the preservice teachers' perceptions of their respective teacher preparation programs. Another hypothesis was formulated about how their instructors perceived them and the programs in which they were enrolled. Relationships among preservice teachers' outcome variables were also studied.

Results indicate that preservice teachers in the old program performed better in science content knowledge, science process skills, and attitudes toward science teaching. Faculty's perceptions are consistent with these findings. This suggests that

preserviceteachers in the old program were better prepared academically than those in the new program. However, no significant difference was found in their student teaching performance. This finding merits further investigation.

Forms of Curriculum Inquiry employed in this Dissertation: evaluative-normative

(37) Title: WRITING PROJECTS AND TEACHER BALANCE: WITH COLLEAGUES, STUDENTS, AND SELF

Author: LEVAN, SALLY L.

School: INDIANA UNIVERSITY OF PENNSYLVANIA

Degree: PHD pp: 243

Advisor: WILLIAMSON, MICHAEL F.

Research Problem: The National Writing Project Model for teacher-training was founded in 1973 by James Gray of the University of California at Berkeley. This 120-site network uses a partnership approach to training teachers, K-College and across the curriculum, in summer institutes and school-year follow-up programs. This study explores how Writing Project participants most commonly balance a very traditional, hierarchical background and experience with their new knowledge and experience from Writing Project programs. The three contexts for balance occur with colleagues, in the classroom, and with their multiple roles as writers, learners, teachers, researchers, and in-service leaders.

The participants in this micro-ethnographic case study are twenty-one teacher-consultants of a Writing Project in Northeastern United States. Six of the twenty-one teacher/participants were chosen for in-depth study, and two teachers/participants are described in incomplete case studies. The researcher acted as participant/observer in the study, and is included as one of the six teachers described in a cross-case analysis.

The methods used for investigation included: analysis of summer institute writings, surveys of the participants, interviews, observation of classroom teaching, videotapes of in-service presentations, and reflective protocols of these presentations. Results of this study show that those teachers who choose to remain involved in project programs beyond the summer institute are those teachers who achieve a balance with colleagues at all levels through collaboration; a balance in their classroom philosophy and approach through collaboration with students; and a balance of their roles as writers, learners, teachers, researchers, and in-service leaders. In addition, the investigation of these six teachers over a five-year period, suggests that these teacher-experts find a vehicle to share and publish their expertise through Writing Project programs and publications. Teachers who continue participation and collaboration through the Project programs become teacher-experts, capable of maintaining that balance with colleagues, their students and themselves. Thus, Writing Project may provide a model for training and in-service to develop balanced, teacher-experts. This study could provide some guidance in assessing Writing Project and teacher-training programs in order to improve their effectiveness.

Forms of Curriculum Inquiry employed in this Dissertation: ethnographic

(38) Title: ADOPTING A CRITICAL STANCE TOWARDS TECHNOLOGY AND EDUCATION: THE POSSIBILITY FOR LIBERATORY TECHNOLOGY IN AN INFORMATION TECHNOLOGY AGE

Author: JAMISON, PIERRETTE KIM

School: INDIANA UNIVERSITY

Degree: PHD pp: 277

Advisor: SCHWEN, THOMAS M.

Research Problem: This dissertation is a theoretical critique of the concept of "technology" as promoted by late 20th century western industrial society. It draws upon critical, feminist, and poststructuralist theory in order to reconceptualize technology as a "discourse." This includes reconceptualizing information technology to move beyond discussions of technology's "technical" capabilities to examine more closely its sociocultural and personal impact on individuals' thoughts, actions, and experiences through the creation and transmission of information. Furthermore, this study examines the ways in which the current collusion of education and western industrial information technology may act to prevent the development of democratic lifeworlds. Therefore, this dissertation questions the notion of technology as "value-neutral," asks whose interests are primarily served through the current education-technology relationship, examines and discusses differing constructions of knowledge and experience during a period of information and technological change, suggests theoretical ideas that inform the development of liberatory technology, and finally, provides examples of liberatory technology practices and research that serve broader interests in the field of education and global society.

Forms of Curriculum Inquiry employed in this Dissertation: Theoretical-philosophical

(39) Title: 'HOLD TO THE ROD': AN EVALUATION STUDY OF SELECTED MEDIA-SUPPORTED INSTRUCTION AS IMPLEMENTED IN SELECTED EARLY MORNING SEMINARY PROGRAMS IN THE CHURCH EDUCATIONAL SYSTEM OF THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

Author: PETERSEN, LEONARD M., JR.

School: INDIANA UNIVERSITY

Degree: EDD pp: 431

Advisor: PACE, VERNON D.

Research Problem: The intent of this study was to generate base-line evaluation data on the use of "Hold to the Rod: 1-3" ("HtR") for the purposes of decision-making and program improvement through the analysis of "HtR" instruction to determine whether or not the major expectations of the program were being realized relative to instructional implementation, concept and skill acquisition, motivation, application, and integration.

The evaluation design for researching these dimensions was an eclectic of four evaluation models: Stufflebeam's Context, Implementation, Process, and Product (CIPP) model, Tyler's Objectives-based model, Stake's Responsive model, and Guba's Naturalistic model. Carrying out the study required entry into the institution which sponsors the Church Educational System (CES) and the subsystems thereof within which the "HtR" instruction was developed and implemented.

The philosophy and principles of the sponsoring agency related to religious education were identified, primarily through a review of related documents. Data was gathered and analyzed in order to establish the organizational context within which aims, goals, objectives, and plans were made.

As the implementation of "HtR" was being carried out by church-volunteer/paraprofessionals in selected Early Morning (EM) Seminary programs within the CES, the researcher made field-observations of teachers' performance relative to the instructional design; administered opinionnaires, questionnaires, and examinations; and conducted interviews and follow-up visits.

Findings and conclusions included the following: the performance of representative EM paraprofessionals was highly congruent with the instructional design; a conventional

classroom setting provided the optimum conditions for implementation of "HtR" as presently designed; a majority of classes were conducted in a home-based setting, presenting many inhibiting factors; at the conclusion of the initial instruction, the teachers' general level of conceptual understanding far exceeded the mastery level, but the students' level was far below mastery; statistically, motivational impact was minimal; teachers requested curriculum integration of "HtR" concepts and skills.

Forms of Curriculum Inquiry employed in this Dissertation: evaluative-normative

(5) LOUISIANA STATE UNIVERSITY (LSU)
Public coed university

Louisiana State University and Agricultural and Mechanical College, located in Baton Rouge, Louisiana -the oldest and largest institution in the LSU System- exerts a major influence on the economic, social, and cultural life of the state through an extensive, multipurpose program encompassing instruction, research, and service. The purpose of Louisiana State University, is to provide a comprehensive university for Louisiana wherein teaching, research, and service are of the highest quality. This purpose embodies two critical elements-comprehensiveness and preeminence.

Louisiana State University (LSU) has been designated by the Louisiana Board of Regents as the state's only comprehensive university. This comprehensiveness is recognized nationally by LSU's classification as a Research University I (in the Carnegie Commission Taxonomy) and by its unusual status as one of only 25 universities in the country designated as both a land grant and sea grant institution. Preeminence, the second element of LSU's purpose, was promulgated by the Board of Supervisors in 1980 in "quest for Quality - A Charter for the 1980's." this document clearly sets forth LSU's aim to build upon its comprehensive foundation and to emerge as one of the nation's and world's distinguished centers of learning, teaching, research, and service.

LSU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, doctoral, and professional degrees. The LSU Graduate School, established in 1931, may be considered the state center of academic research and advanced studies as it carries on a more extended and comprehensive program than any other educational institution in the state. In addition to the degree programs offered on its own campus, LSU maintains resident centers at System campuses in Alexandria and Eunice. The first graduate degree recorded was a "Civil Engineering" degree awarded in 1869. By 1890, 14 master's degrees had been awarded, and by 1909, a total of 32. The first doctorate was awarded in 1935. From 1931 through December 1991, 4,996 Doctor of Philosophy degrees and 350 of other doctorates, and 28,327 master's degrees were awarded. The total number of advanced degrees awarded by LSU (1931-1991) has reached a total of 33,673 (LSU, 1993 catalog p.1-3).

The Graduate School: Unique Features:

1. **Enrollment:** 27,295 graduate, professional and undergraduate students; 5,615 matriculated graduate professional students.
2. **Graduate Students & Faculty Groups:** 3,104 full-time matriculated students (1,209 women); 1,474 part-time (790 women); includes 315 minority (191 African-Americans, 56 Asian-Americans, 57 Hispanics, 11 Native-Americans), 1,220 internationals. Average age: 31. Graduate faculty: 1,172 full time (189 women), 91 part-time; includes 54 minority (17 African-Americans, 26 Asian-Americans, 6 Hispanics, 5 Native Americans).
3. **Tuition:** \$ 2,634 per year (minimum) full-time, \$ 285 per semester (minimum) part-time for state residents; \$ 5,934 per year (minimum) full time, \$ 435 per semester (minimum) part-time for non-residents.
4. **Programs:** graduate programs are offered through the Center for Coastal, Energy and Environmental Resources, the Colleges of Agriculture, Arts and Sciences, Business Administration, Basic Sciences, Design, Education, Engineering, Library and Information Sciences, Music, among others.

5. Degrees Offered: Master's, Educational Specialists, and Doctoral degrees
6. Requirements for Admissions: General criteria for admission to a graduate or professional degree program at LSU are: (1) a bachelor's degree from an accredited college or university; 2) an undergraduate GPA of minimum 3.0 overall a satisfactory record on previous graduate work, and 3) acceptable scores on the GRE (Graduate Record Exam) scores averaging 500 each on verbal and quantitative, or GMAT (Graduate Management Administration- Business Program), 4) Recommendations from the Department

Contact: Dr. Daniel Mark Fogel
 Dean and Chancellor for Academic Affairs
 Louisiana State University,
 131 David Boyd Hall
 Baton Rouge, LA 70803-3808
 Phone: 504-388-2311

7. Requirements for Graduation: To earn a Master's (M.A) academic program and course work requirements successfully completed, satisfactory performance on examinations, and a Thesis or project. To earn a Doctoral degree the student should have completed master's prior to beginning the Ph.D, must complete a set of approved graduate level courses before becoming eligible for general examinations. The candidate must successfully complete a program of studies established by his/her doctoral committee including course requirements, examinations, research courses, practicum work or its equivalent, internship, independent study or practice, a period of residence and dissertation requirements, among others, depending of individual program requirements. A student must be continuously enrolled at the university while working toward the degree. The Doctor of Philosophy (Ph.D) degree is the highest academic degree awarded by the University which it is focused on research. Requirement: a dissertation
8. Doctoral degrees awarded: 357 doctorates in 1993-94.
9. Student services: Low cost health insurance, career counseling and emergency short-term loans. Graduate Housing: 578 units- rooms or apartments- available to single students; 578 units available to married students.
10. Financial aid: full and partial tuition waivers, federal work-study, institutionally sponsored loans, and career-related internships or fieldwork. Fellowships, Research and Teaching Assistantships.
11. Research facilities: Troy H. Middletown Library plus 4 additional on-campus libraries; total holdings of 2,654,485 volumes, 3,923,432 microforms, 20,233 current periodical subscriptions. CD-ROM player(s) available for graduate students use. Access provided to on-line bibliographic retrieval services.
12. Computer facilities: Digital VAX 8800, IBM 3090. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment and faculty: 170 full-time matriculated students in education (108 women), 332 part-time (268 women); includes 43 minority (35 African-Americans, 2 Asian-Americans, 6 Hispanics), 32 internationals. Average age: 35. Education faculty: 63 full-time (23

women), 2 part-time. Department of Curriculum faculty: 28 full-time (14 women), 2 part-time. Graduate students in Curriculum Studies: 110 Ph.D., 175 Master's Specialist:15.

2. Name of the Department: Education - Curriculum and Instruction
3. Department Head or contact faculty member: Dr. F. Neil Mathews, Chair
 Address: Department of Curriculum and Instruction, Elementary Education
 Louisiana State University
 Baton Rouge, LA 70803
 Phone: 504-388-6867/5400
4. Name of the Program that focuses on Curriculum Studies: Curriculum and Instruction, and Curriculum Theory. Offerings include elementary education (MA, Ph.D, Ed.S). Accredited by NCATE. Other programs include: counseling, educational administration, physical education, reading, recreational studies, research methodology, secondary education, special education
5. Departmental Requirements for Graduation: Foreign language not required. For a Ph.D minimum 90 credits and a dissertation; for a Master's minimum 36 credits and a thesis; for Specialist 60 credits, thesis not required. All degrees require a grade point average of minimum 3.0.
6. Doctoral degrees awarded: 22 doctorates in Curriculum (1993-94).
7. Primary Goals of the Graduate Programs in Curriculum are: The aim of LSU is to emerge as one of the nation's and world's distinguished centers of learning, teaching, research and service. Hence, LSU's goals require (a) recruiting and retaining faculty, staff, and students of the highest caliber; (b) providing an environment that allows students and faculty to develop their capabilities to the fullest; (c) continuing emphasis on graduate programs and continued strengthening of undergraduate curricula; and d) exploring new boundaries of knowledge through research and scholarly activity. The purpose of the Graduate Programs in Curriculum, therefore, is to prepare the student, through specialized and intensive study, for a career in the profession, whether this career involves teaching and research in the academy, or nonacademic work in the public or private sectors. The focus for the academic work in education, private or public, is on research in the levels of elementary, secondary and special education, areas of counseling, administration, physical education, reading and recreational studies.
8. Graduate Programs in Curriculum are among the leading Programs in the United States because of: (1) Reputation of faculty, participation of faculty and students in professional groups, (2) curriculum research publications and national leadership in funded curriculum research, (3) the quality of graduates. The Graduate School of LSU was established as a center of learning because the University recognized its duty to provide -especially for the people of Louisiana- an environment in which research and free inquiry would thrive and to make available to society the results of such activities.
9. Unique strengths of the graduates Programs in Curriculum: (1) Interdisciplinary Curriculum (2) Faculty (productivity, research oriented, stable and dedicated, diverse interests and background, wide number of publications, and many speeches and papers for conventions, (3) research (emphasis on inquiry, reputation for research, national visibility, (4) students (placement, national recruitment, selection procedures) and (5) environment (resources, academic life and libraries). This department is nationally recognized for the

quality of its graduate programs and for the conduct of research in elementary, secondary and special education.

10. **Faculty Research:** 30 full time Ph.D curriculum professors (range of teaching experience: between 3 and 25 years). Contact faculty: Dr. F. Neil Matheus (Ph.D in Educational Psychology, 3 years of experience as Head of the Department of Curriculum and Instruction. Diverse forms of curriculum inquiry employed in publications. Dr. William E. Doll, Jr. (Ph.D Specialty: Postmodernism. 15 years of experience teaching curriculum. Department of Curriculum and Instruction. This author has done more than 15 curriculum research reports and publications focused on the philosophical and theoretical research. Problems or questions that this author is researching at present time: postmodernism, hermeneutics, specifically. According to him, there is not just one way to prepare graduate students; it varies by student; qualitative preferral.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:
 Research courses available to students focused on diverse forms of curriculum inquiry (i.e., research design, research methodology, statistics, phenomenology/hermeneutic, historical, philosophical, ethnographic/naturalistic, theoretical, action, simulations/modeling) applied to elementary, secondary, special education in the areas of counseling, educational administration, physical education, reading, recreational studies. A specific Graduate Program in Research Methodologies is offered by the department. Research courses in Curriculum offered for 1993-94 are the following: LDC 7481-7483 Development and completion of a research problem in Curriculum and Instruction which grows out of the second and culminating semester. EDCI 7920/7921 Analysis of research in Curriculum and Instruction, EDCI 7930/7931 Seminar in Curriculum and Instruction: trends and issues in curriculum, EDCI 8000 Thesis research, EDCI 9000 Dissertation, EDCI 7465&7468 Seminar: The Teacher Researcher in Secondary School (study of teacher-researcher literature; its application to secondary teaching and curriculum in the subject areas (English, Mathematics, Science, Social Studies or Art Education), EDCI 7470 Seminar: Critical Issues in Secondary School Teaching (critical issues in the nature of knowledge and inquiry in school subjects: Mathematics, Science, Social Studies, and English, EDCI 7475 Research Project in Secondary or K-12 Teacher Education (development, completion and presentation of a research problem in curriculum and instruction which grows out of fifth-year clinical experiences and precede course work). EDCI 7482-7483 Seminar in Teaching Research (research projects), EDCI 7484 Master's Project .

2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take research courses depending on their needs and interests, (2) put students in an overview course on different types of research methods and (3) ask students to enroll in research methods courses with students from different programs (4) initiate students into research while the faculty members are engaged in a specific kind of research.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
The Louisiana State University, January, 1993 - June, 1994

- (1) Title: THE METHODOLOGICAL ISSUES OF VARIANCE IN TEACHER BEHAVIOR AND STUDENT ACHIEVEMENT: THE RELATIONSHIP OF VARIANCE TO SCHOOL AND TEACHER EFFECTIVENESS (SCHOOL EFFECTIVENESS, EFFECTIVE TEACHERS)

Author: CRONE, LINDA JANE

School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 202

Advisor: TEDDLIE, CHARLES

Research Problem: Three different issues were involved in this study. Issue

I examined the means and variances of teacher behavior for teachers in effective school versus teachers in ineffective schools. Five teachers were evaluated from grade three and grade five of five effective and six ineffective schools (25 teachers from effective schools and 30 teachers from ineffective schools). Observations of seven dimensions of teaching behavior were conducted. In every case, the group means of teacher behavior were higher for the teachers in the effective school category. An examination of the coefficients of variation indicated that the dispersion of scores for the teachers in ineffective schools was less than for teachers in effective schools.

Qualitative interviews with both teachers and principals were conducted to find possible explanations for the differences found in the means and coefficients of variation of teacher behavior. Results indicated that effective schools had better teacher socialization processes, stronger principals, more strictly enforced schoolwide discipline policies, and more thoughtful and thorough means of teacher selection/dismissal. Issues II and III dealt with the equity concern in education. Issue II was concerned with the means and variances of achievement for different socioeconomic (SES) levels of students who were taught by effective, typical, and ineffective teachers (60 teachers, 20 in each group). Issue III examined the means and variances of student achievement for students in effective, typical, and ineffective schools (162 elementary schools, 54 schools in each effectiveness category). The differences in the results of the group means for Issue II compared to Issue III show that the differential effectiveness of the teacher and the school have similar influences on student achievement. There is slightly more differentiation in school effectiveness categories than in teacher effectiveness categories. When examining variance, the teacher and the school yielded opposite results. For Issue II, the smallest variance was found in the effective teacher group. For Issue III, the effective school group had the largest variance. Effective teachers appear to be realizing the goal of equity, whereas effective schools appear to be widening the dispersion of scores.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

- (2) Title: A STUDY OF THE DIFFERENCES IN INDUCTION EXPERIENCES FOR TEACHERS IN DIFFERENTIALLY EFFECTIVE SCHOOLS (SOCIALIZATION)

Author: TER HAAR, CAROL SUE

School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 190

Advisor: TEDDLIE, CHARLES

Research Problem: Research studies have concluded that many new teachers abandon their teaching careers shortly after starting them. Part of the reason is their lack of adjustment within the very special social structure of public education. Induction of

teachers frequently appears to be inadequate. Research over the past 20 years suggests a correlation between positive induction experiences and the quality of schools.

This causal comparative study entailed a 3 x 2 design with three levels of school effectiveness and two levels of teacher experience. The schools were classified as effective, typical, or ineffective based on a classification scheme produced by the Louisiana Department of Education. In addition, the schools' classifications were further verified by students' actual academic performance. All schools in the effective group scored higher on a criterion-referenced test than those in the typical group, which in turn scored higher than those in the ineffective group. Teachers were classified as experienced or inexperienced based on their prior teaching experience in other schools. Teachers with one year or less of service in their current schools were asked to complete a questionnaire designed to assess their induction experience at their schools. The questionnaire was based on the work of Rosenholtz described in her 1989 book, *Teachers' Workplace*. Teachers who completed the questionnaire and volunteered to do so were interviewed. The answers from the interviews were grouped into emergent themes that distinguished teachers from each of the three levels of school effectiveness status. These results were compared to the results from the written questions. The results showed that teachers from effective schools had a more positive view of their induction experience than teachers from ineffective schools. Teachers from typical schools had a view intermediate between that of the effective and ineffective schools. The experienced teachers did not view their induction differently than the inexperienced teachers. The interview results supported the conclusions of the quantitative study. These results suggest that successful induction of teachers into a school produces a teaching environment that results in higher academic achievement. They support an increased effort to train principals and staff in the key role they play in the induction process.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(3) Title: IDENTIFICATION OF PLANT SCIENCE CONCEPTS NEEDED IN AGRISCIENCE PROGRAMS OF THE FUTURE

Author: GASPARD, CAMILE PATRICK

School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 168

Advisor: BURNETT, MICHAEL F.

Research Problem: The purpose of this study was to identify the plant science concepts which should be taught in secondary agriculture programs of the future as perceived by innovators in the field of plant science. The Delphi technique was used to gain the perceptions of a nation-wide panel of plant science professionals. The panel was comprised of three groups of plant scientists: secondary plant science teachers, university plant scientists, and plant scientists working in industry. The secondary plant science teachers were selected from the national and regional winners of the agriscience teacher award. The university plant scientists and plant scientists working in industry were chosen for their expertise and innovativeness through multiple nominations from their peers. The Delphi panel identified 191 concepts and reached consensus in prioritizing by importance. The highest rated concept was the "Scientific method of research." New concepts were added in each of the three rounds used in the study giving credibility to the synergistic effect. It is this researcher's view that a refined list of these prioritized concepts, keeping scope, sequence, and difficulty levels in mind, be considered when developing new secondary plant science curricula.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-Hermeneutic

(4) Title: RE-THINKING READINGS AND WRITING IN THE STUDY OF
LITERATURE (LITERARY STUDIES, ETHNOGRAPHY)
Author: DOYLE, MARY ANN
School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND
MECHANICAL COL. Degree: PHD pp: 182
Advisor: DOLL, WILLIAM E. JR.

Research Problem: While the field of academic literary studies continues to engage in contested debate over defining and revising its curricula (Graff, 1987), teachers remain situated at the sometimes contradictory and often isolated intersections of theory and practice. Decisions made about writing in literature classes, selecting texts for course syllabi, and pedagogical style are most often negotiated at the level of the individual teacher, who may or may not be responding to an increasing incidence of departmental restructuring, recommendations, prohibitions, or political pressures. Though there is no scarcity of disagreements and accusations about what revisionary approaches 'mean', (Fieldnotes, Spring 1992), there is a dearth of well-considered research about what particular revisions may mean at the university level for individual teachers and students, and particular classroom communities. In this study I have explored the teaching style of a professor in a research university English department. Addressing the work of William Pinar (1975, 1976, 1988), Jo Anne Pagano (1990), Gerald Graff (1987), Wilson Harris (1989), William Doll (in press), and Newman, Griffin, and Cole (1989), in particular, the study entertains a conversation between curriculum theorizing and ethnographic methods, drawing upon my own educational experiences of literary studies as a frame of reference. In this conversation I have addressed issues related to what Wilson Harris calls a "literate imagination" (Harris, 1989), introducing that notion into a consideration of where reforms might lead us in an emerging post-modern age.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Theoretical
Ethnographic-naturalistic

(5) Title: CULTURAL STUDIES AND THE MULTICULTURAL CURRICULUM
(TRANSLATION)
Author: EDGERTON, MARY SUSAN HUDDLESTON
School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND
MECHANICAL COL. Degree: PHD pp: 279
Advisor: PINAR, WILLIAM F.

Research Problem: Although some of the most recent work in the field of multicultural education has acknowledged and begun to theorize about what has been called the new cultural politics of difference, problems concerning the very notions of marginality, boundaries, and their accompanying "essentialist" thought remain undertheorized. It is my intention to bring discussions about marginality and essentialism from literary theory, feminist psychoanalytic theory and poststructuralist philosophy more explicitly into the conversation about multicultural curriculum theorizing. In this study I have attempted to further develop this conversation around notions of "translation" as generated by philosophers Michel Serres (1982) and John Rajchmann (1991) as well as literary critics Alan Nadel (1988) and Henry Louis Gates (1987), and novelist and critic Wilson Harris (1983, 1989). These translations expose another kind of communication across difference--that is, across difference within (Johnson, B., 1980, 1987). I approached possibilities for this sort of communication through the interweaving of translation, autobiographical, and psychoanalytic theories. Such communication theorizing, I believe, remains insufficient without consideration of the powerful significance of place (Pinar, 1991). Through the literary, sometimes explicitly autobiographical, examples of both Black and White southern American authors as well as African-Caribbean authors (and, sometimes, myself), I have attempted to expose the ways in which encounters between and are constituted by place.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Philosophical
Historical

(6) Title: THE DEVELOPMENT, VALIDATION, AND APPLICATION OF A TWO-TIER DIAGNOSTIC INSTRUMENT TO DETECT MISCONCEPTIONS IN THE AREAS OF FORCE, HEAT, LIGHT AND ELECTRICITY (PHYSICS CONCEPTS, MISCONCEPTIONS MEASUREMENT)

Author: FRANKLIN, BOBBY JO

School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 341

Advisor: GOOD, RONALD G.

Research Problem: The purpose of this study was to investigate the concepts prevalent among students in specific physical science related classes and to identify what classroom teachers would do when confronted with this knowledge. A 40 item instrument, Misconception Identification in Science Questionnaire (MISQ), was developed to identify certain concepts in the areas of force, heat, light, and electricity and administered to 509 students. Interviews were conducted with a stratified sampling of 27 students to validate the instrument. Six teachers were observed and interviewed to determine teacher opinion relative to test usefulness, diagnostic testing in general and other instructional factors. Quantitative and qualitative means were utilized to determine test reliability, validity, and usefulness. Item analysis was performed to determine item discrimination ability, as well as test reliability. Students were interviewed using the MISQ items and their oral responses were compared to their answers given on the pen-and-paper test. Confidence and sensibleness ratings were determined for each MISQ item utilizing responses given on the written test.

The MISQ was analyzed and determined to have the ability to discriminate among various ability groups and possesses both validity and reliability. Female elementary science methods and physics students performed no better than the male physical science students on the MISQ. In general male students scored higher than their female peers and viewed their responses as more sensible and with more confidence. As age decreased among the students tested with the MISQ the confidence and sensibleness rating tended to decrease. Analysis of teacher interviews revealed three uses of the MISQ instrument in this study. The first of these was in the form of a general informative nature. The second utilized selected items as integral parts of the instructional process. The third used student responses as part of a grouping strategy. Further analysis reveals that the limited use of the MISQ may be due to several factors, both external and internal. External factors include governmental control through curricular and text requirements and societal control through future educational expectations. Internal factors include teacher held concepts of learning in general and specifically those regarding student behaviors used to identify learning.

Form(s) of Curriculum Inquiry employed in this Dissertation: Phenomenological-Hermeneutic

(7) Title: AUTOBIOGRAPHICAL AMNESIA: MEMORY, MYTH, CURRICULUM

Author: NIXON, GREGORY MICHAEL

School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 370

Advisor: PINAR, WILLIAM F.

Research Problem: Autobiography in curriculum theory and practice is being more and more acknowledged as a major force leading toward the development of reflectively analytical teachers, reflexive practitioners, and discursively self-aware individuals. I look to two vital aspects of self-narration to explore. I speak firstly of memory, without which narrative continuity would be impossible. Memory is as involved with learning as it is with storytelling, and I would agree with Krell (1978) that "inquiry into memory and

the theory of pedagogy go hand in hand" (p. 131). I eschew the models of memory provided by the behavioral sciences, empirical psychology, cognitive psychology, and the memory-as-a-mechanism model of neurophysiology for all these models end up vanishing into metaphor. I embrace metaphor and attempt a more open-ended approach through phenomenology to the experience of memory. I freely employ the literary arts for their evocation of long-term memory (as opposed to the basically short-term studies of psychology). I maintain that memory is encoded as deep within language as the self and that it leads finally to the primordial narratives we call myths. Secondly, then, myth as foundational to both how and what we remember, and myth as present in the seams between words, is traced through language and the work of archetypal psychology. Remembering mythically is epistrophe (Hillman, 1979a). I use such memory and such myth to suggest the insubstantiality of the ego and the subject which remembers, and to explore the meaning of a memory which must recoil against action to see through the self.

Form(s) of Curriculum Inquiry employed in this Dissertation: Philosophical

(8) Title: ALTERNATIVE EDUCATION AND SOCIAL CHANGE IN BRAZIL: A HISTORY AND CASE STUDY

Author: NUNES, MARIA DE LOURDES

School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 269

Advisor: PINAR, WILLIAM F.

Research Problem: In contrast to the elitism of the Brazilian formal

education system are the efforts of educators at federal universities in promoting educational alternatives for the socioeconomically underprivileged population. Having reached its peak in the late 1950s and early 1960s and culminating with Paulo Freire's successful "conscientization" experiment in Angicos, educational alternatives were revitalized in the 1980s upon the nation's "return to democracy." Since then, Brazilian universities have committed themselves to contribute to the struggle for social transformation. Mission and objective statements of individual universities express their attitude towards active involvement in the process of alleviating educational and socioeconomic inequities which affect the Brazilian society. Alternatives examined include: Distance Learning--Open University and Educational Television, Adult Literacy programs, developed under Paulo Freire's perspective of education for liberation, and Community Development Programs.

Open university programs function as a powerful resource to provide educational opportunities to hard-to-reach populations. Training a small number of individuals, the programs reach a large number of individuals through successive transfer of knowledge and technology. Research involving educational television indicates that programs are more likely to be effective in educating low-income populations when they are directly related to issues and problems concerning the community, not when they attempt to simply reproduce the formal education curriculum.

After approximately two decades, Paulo Freire's literacy method is overtly implemented not only on university campuses, to meet the educational needs of illiterate employees, but also as a fundamental component of community development programs. Promoting "conscientization," adult literacy programs enable individuals to reflect and act upon the transformation of their reality. Community development programs resort to interdisciplinary work in order to provide communities with development in several areas concurrently. Due to the volunteer nature of this research, results are limited in scope to participating universities.

Form(s) of Curriculum Inquiry employed in this Dissertation: Philosophical
Historical

(9) Title: THE EFFECT OF INSTRUCTIONAL VIDEOS AND SIMULATION-GAMING ACTIVITIES IN THE ENVIRONMENTAL SCIENCE CURRICULUM ON KNOWLEDGE AND ATTITUDES

Author: SONIAT, LYLE MARK

School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 169

Advisor: MACGREGOR, KIM S.

Research Problem: As a result of science reform efforts in the United States numerous shortcomings of the predominant curricula have been identified. The following study evaluates a modular, environmental science curriculum entitled Wild Louisiana, which attempts to address these shortcomings. Wild Louisiana is Science-Technology-Society (STS) oriented and infuses regionally based instructional videos and simulation-gaming activities into the secondary science curriculum. The videos and activities depict the confluence of regional biological, technical, and social phenomena to illustrate universal environmental concepts. The multimedia, modular approach is intended to address the varied learning styles of different students.

Following random selection, teachers were randomly assigned to one of four conditions of study. Group A teachers lectured from their assigned textbooks, supplemented with the regionally based background information that was provided; Group B teachers used the background information and the simulation-gaming activities for infusion into their classes; Group C teachers used the background information together with the instructional videos; and Group D teachers used the background information, infusing both the activities and videos into their classes. Over 600 secondary science students, representing 11 parishes in Louisiana, took part in the 16-week study. After the treatment, students were evaluated on their environmental knowledge and attitudes using analysis of covariance. Students were also grouped by locus of control to determine whether there were any aptitude-treatment interaction effects caused by their learner styles. The instruments that were used included the Louisiana Environmental Knowledge Test to measure students' environmental knowledge, the New Environmental Paradigm Scale to measure students' environmental attitudes, and the Nowicki-Strickland Locus of Control Scale to measure students' locus of control orientation. The results of the study suggest that STS-oriented infusion materials can be more effective in increasing students' environmental knowledge. In addition, the results indicate that certain types of instructional materials may be more effective when students' aptitudes are considered. Students in the videos-only group and the activities-with-videos group had significantly higher knowledge scores than the lecture group. Internally oriented students in the activities group had significantly higher knowledge scores than similar students in the lecture group.

Form(s) of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(10) Title: FROM THEIR PERSPECTIVE: ISSUES OF SCHOOLING AND FAMILY CULTURE OF FOUR AFRICAN-AMERICAN FIRST GENERATION COLLEGE STUDENTS (COLLEGE STUDENTS)

Author: WARNER, NEARI FRANCOIS

School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 270

Advisor: PINAR, WILLIAM F.

Research Problem: The diversity of students entering today's colleges and universities makes it increasingly important that educators, theorists and other scholars strive toward a fuller understanding of the life conditions of minority groups. This research is designed to provide insight into the processes, pressures and people that shape the lives

of one particular minority group, the African American non-traditional, first generation college student.

In this research, I examine the school and family experiences of these students in an attempt (1) to provide data that contribute to the refutation of the stereotypical images and myths that are so pervasively used to explain the lack of persistence and motivation of African American youth in the American system of public education and (2) to offer recommendations of programs that will enhance the experiences of these students as they return to schooling in post-secondary settings.

I begin the research by providing a historical overview of schooling with attention being given to how schools have promoted racial inequality. With the ideologies of the early curriculum theorists as the pivotal point, I move the research from the early 1900s to the contemporary urban educational system. I focus on a literature review on the urban school and suggest that its crisis phenomenon is the result of the benign and systematic neglect of schools serving primarily African American youth. Through the voices of the four students, I attempt to provide an insider's perspective into the urban schools. I use their voices to demonstrate that the experiences of African Americans have not always been pleasant and meaningful. I draw conclusions as to the contradictions and conflicts that exist between the school and family culture of African American youth that prompt their leaving the educational system and subsequently motivate their seeking empowerment through the same system years later. Finally, I recommend curriculum-related programs which seem appropriate to facilitating the success of the many non-traditional, first generation students who continue to return to the nation's colleges and universities.

Form(s) of Curriculum Inquiry employed in this Dissertation: Historical

(11) Title: A COMPARISON OF LANGUAGE AND GRAPHIC PRODUCTS OF STUDENTS FROM KINDERGARTEN CLASSROOMS DIFFERING IN DEVELOPMENTAL APPROPRIATENESS OF INSTRUCTION

Author: MOSLEY, JEAN GERMANY

School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 269

Advisor: CHARLES WORTH, ROSALIND

Research Problem: This study examines the ways in which kindergartners from more and less developmentally appropriate classrooms negotiate the process of graphic communication. Both quantitative and qualitative aspects of this process are examined. Eighty-one kindergarten children from four classrooms were asked to tell a story both verbally and graphically. They were encouraged to include drawing, writing, or both on their paper. Then they were asked to tell the story that they had produced graphically. The children were students in one of four classrooms from a single school system that were identified as: (a) most developmentally appropriate beliefs and practices; (b) developmentally appropriate in belief, but not in practice; (c) both developmentally appropriate and developmentally inappropriate beliefs and practices; and (d) least developmentally appropriate beliefs and practices. No statistically significant differences were found in the level of drawing of the children in the four classrooms. On the writing scale, significant differences were found for girls favoring the classroom that was both developmentally appropriate and developmentally inappropriate when mean scores were used for analysis. Analysis of highest writing scores for each child also showed statistically significant differences for girls favoring the classroom with both appropriate and inappropriate teaching methods. No significant differences were found between classrooms in the areas of writing or storytelling when each child's first session scores were analyzed. For the storytelling scale, significant differences were found favoring the least developmentally appropriate classrooms when mean scores were analyzed. An investigation of the differences in the use of peer and private speech by the children as they produced their stories on paper was attempted. It was not successful

due to whispered speech by some of the children. This speech was difficult to impossible to transcribe, causing transcriptions to be incomplete and therefore not analyzable. Qualitative analysis provided further insight into the problem.

Form(s) of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(12) Title: COSMOLOGY AND CURRICULUM: A VISION FOR AN ECOZOIC AGE

Author: LYDON, ANGELA T.

School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND
MECHANICAL COL. Degree: PHD pp: 214

Advisor: DOLL, WILLIAM E.

Research Problem: The text of this dissertation explores interconnections

between cosmology and curriculum. I believe the demands of an Ecozoic Age will initiate a reconceptualizing of curriculum. Further, I believe the particular cosmological perspective I advance can help us with this reconceptualization.

Chapter 1 utilizes the multi-faceted insights of scientific, historical, and speculative thought. The texts used in this chapter incorporate an engagement with past cultures (Ong, Eliade), with contemporary theoretical perspectives (Munitz, Haught, and Stafford), and with a scholarship that envisions alternative futures (Bohm).

Chapter 2 uncovers how modernity's relationship to the earth is rooted in the scientific, political, and social philosophies of the sixteenth and seventeenth centuries. The mechanistic and rationally controlling world views launched in these centuries still govern our destructive attitudes toward the earth. Contemporary societal and educational ecologies are scrutinized. Modernity's dualistic structures, its epistemologies of control, its analytico-referential discourse, and its liberal discursive practices are questioned. Bower's writings are added to those used in Chapter 1.

Chapter 3 enunciates a particular vision of cosmology as story, change, and interpretation. Utilizing philosophical hermeneutics, the complex and interlocking dynamics of social and cultural phenomena are disclosed, and the effects these occurrences have on a society's cosmology are scrutinized. Cosmology as story is essential to this interpretive endeavor.

Chapter 4 examines contemporary cosmological scholarship, utilizing the works of Berry, Oliver with Gersham, Sagan, Sahtouris, and Toulmin. The significant and divergent contributions of each thinker are explored, especially as these thinkers reenvision human-earth relations.

Chapter 5 establishes the connections between cosmology and curriculum resulting in a new curricular paradigm for an Ecozoic Age. I suggest a cosmic vision that goes beyond survival and critique to creativity. The integrative movement of theory (insight) and praxis (creative action) is contextualized within a vision of human-earth relations. The Coda marks the finale of the dissertation. Its purpose is twofold: to contextualize the cosmological curricular theory presented in the preceding chapters and to suggest a hermeneutic methodology for earth-centered schools.

Form(s) of Curriculum Inquiry employed in this Dissertation: Philosophical Theoretical

(13) Title: THE INTERFERENCE OF NON-MEANINGFUL LEARNING ON SUBSEQUENT
MEANINGFUL LEARNING (LEARNING INTERFERENCE)

Author: SIMONEAUX, DOLORES PESEK

School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND
MECHANICAL COL. Degree: PHD pp: 289

Advisor: KIRSHNER, DAVID

Research Problem: The purpose of this study is to develop a framework for

the notions of meaningful and non-meaningful and to test for learning interference from a non-meaningful then meaningful instructional sequence.

A review of the literature reveals that terminologies differ widely, but similarities in notions emerge. The terms meaningful and non-meaningful are employed here to indicate, respectively, richness in relationships, or a relative absence of relationships both within the knowledge structure, and in relation to previous knowledge. Based on a Piagetian framework of learning involving assimilation/accommodation and consequently disequilibrium, I hypothesize that non-meaningful learning tends to establish constructs that interfere with subsequent meaningful learning. Two processes are possible: the non-meaningful knowledge structure may need to be discarded and a new structure formed; or the meaningful concepts may be rejected due to noncompliance with prior non-meaningful structures. Thus non-meaningful learning may hinder, or even preclude subsequent meaningful learning. To test this hypothesis a two-treatment research design was framed: Treatment 1 has non-meaningful then meaningful instruction; Treatment 2, meaningful-only instruction. Posttests and a retention test provide evidence of learning. Two studies were conducted according to this design: a generic with eighth graders and a mathematics-specific with fifth graders. An analysis of quantitative and qualitative data was conducted. In both studies students receiving only meaningful instructions scored significantly better than those receiving meaningful preceded by non-meaningful instruction. Interviews revealed Treatment 1 students were hindered in transferability and creativity in problem solving, and made errors by over-generalizing their learning. The results of this study suggest that behavioral and constructivist methodologies are inherently incompatible, which has implications for the relations between administrative and professional branches of education.

Form(s) of Curriculum Inquiry employed in this Dissertation: Philosophical- Action

(14) Title: THE DIFFERENCE THAT MADE A DIFFERENCE: NUANCES OF A TRANSFORMATIVE CURRICULUM IN THE LIFE HISTORY OF JOY HAMILTON, A CHILD WHO HAS SEVERE DISABILITIES (HAMILTON JOY)

Author: LEONE, PHYLLIS JAMES

THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 351

Advisor: MCCARTHY, CAMERON; DOLL, WILLIAM E. JR.

Research Problem: Literature emerging in the field of special education

advocates a significant departure from the traditional approach that has guided special education practices, procedures, and, ultimately the decisions made about children. To date, this literature and the debates it generates are focused primarily on special education for children who have mild or moderate disabilities. The dearth of information regarding the implications of an alternative approach for children who have severe disabilities is wanting.

This study examines the life history of Joy Hamilton, a child who has severe disabilities, to reveal how curriculum has affected her life. Joy's birth, her infant intervention and preschool programs, early elementary education experiences, and her parents' hopes and concerns for her future are described in detail. As the story of her educational experiences unfold, it reveals how principles of an alternative transformative curriculum are manifested in the education of a child who has severe disabilities.

Form(s) of Curriculum Inquiry employed in this Dissertation: Phenomenological-Hermeneutic

(15) Title: IMPACT OF THE PRESERVICE FIELD EXPERIENCE IN FOREIGN LANGUAGE TEACHING: A STUDY OF THE DEVELOPMENT OF PRESERVICE TEACHERS' PERSPECTIVES IN FOREIGN LANGUAGE TEACHING. (VOLUMES I AND II)

Author: EGEA-KUEHNE, DENISE

THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 500

Advisor: LAFAYETTE, ROBERT C.

Research Problem: Within the broader issue of teacher education, the focus of this study is on one of the most neglected areas of inquiry in the field of foreign languages, the preservice field experience, and the development of student teachers' perspectives of foreign language teaching. The following questions were specifically addressed: (1) What perspectives of foreign language teaching do student teachers hold upon completion of their program of university courses? (2) Is there an alteration of student teachers' perspectives of foreign language teaching during their student teaching semester? (3) What factors appear to influence student teachers' perspectives of foreign language teaching during their student teaching semester? Berlak & Berlak's concept of "dilemmas" underlies the formulation of these objectives, the choice of the method of inquiry, the choice of instruments, the procedures for collecting data and for their analysis, and the reporting of the findings. The perspectives of five foreign language student teachers attending a major American university were examined during their 15-week field experience at the middle and high school levels. The most appropriate framework for this study was the naturalistic paradigm. Multiple methods were used to collect data from the five preservice teachers, the five cooperating teachers, the university Clinical Experiences Office, the methods instructor, and the participating schools. A variety of instruments were used to collect data, including biographical questionnaires and essays, reflective pre-student teaching writings, Teacher Beliefs Inventory and Conceptions of Foreign Language Teaching questionnaires, dialogue journals, observations and interviews supported by video- and audio-tapes, and teacher materials. Data were processed using constant comparative analysis to identify the dominant themes throughout the study. Member check, peer debriefing, triangulation, referential adequacy materials, thick description, prolonged engagement, persistent observation, and independent audit, were employed to increase dependability, transferability, and confirmability, while safeguarding against loss of credibility. Conclusions and implications for policy, practice, and future research were suggested by this study. Theoretical and methodological issues in studying the development of teachers' perspectives were addressed. While the results cannot be generalized to the entire population of student teachers or teachers, they contribute to understanding the process of learning how to teach.

Form(s) of Curriculum Inquiry employed in this Dissertation: Theoretical

(6) MICHIGAN STATE UNIVERSITY
Public coed university

Founded in 1855, Michigan State University, located in East Lansing-Michigan, was one of the first institutions of higher learning in the nation to commit itself to the education of all citizens. Its distinguished history of access and excellence continues to this day as it provides graduate students with unique opportunities to make a difference through teaching, research and public service. Michigan State's combination of excellent academic, technical, and professional programs makes it one of the very few American institutions qualified for inclusion in both the National Association of State Universities and Land-Grant Colleges and the Association of American Universities.

Graduate students at MSU have many opportunities to pursue their interests in international affairs. Dozens of faculty members conduct international research and emphasize international issues in their courses. Separate interdisciplinary study programs focus on Africa, Asia, Canada, Europe and Russia, and Latin America and the Caribbean. The Center for Advanced Study of International Development and the Women in International Development Program also sponsor courses and symposia addressing aspects of international relations. For graduate students looking to broaden their academic program in a unique way, MSU offers more than 80 overseas study programs, from English Literature in London to natural resources in Brazil to social work in India. Each year MSU welcomes more than 2,400 international students to campus. At Michigan State, more than 2,000 faculty members in more than a hundred master's and doctoral programs await the opportunity to prepare new graduate students for the discovery, integration, application, and dissemination of knowledge- tomorrow's teachers, researchers, scholars, and leaders. MSU purposes to prepare professionals with the capacity to use knowledge for the betterment of humanity, professionals who will not merely be concerned with satisfying the immediate needs of individuals, but with effecting permanent and qualitative changes in human life in general; professionals who believe, like the Platonic Philosopher that the purpose of contemplation is to return the fruits of knowledge to their fellows; professionals who believe that service is a debt that all scholars owe to society for the privilege of pursuing wisdom. To them, the value of learning consists in application.

The Graduate School: Unique Features:

1. Enrollment: 40,047 graduate, professional and undergraduate students;
2. Graduate Students Groups: 6,572; includes 858 minority (437 African-Americans, 194 Asian-Americans, 196 Hispanics, 31 Native-Americans), 1,859 internationals. Graduate faculty: 2,083 full-time (450 women), 10 part-time (2 women); includes 24 minority (96 African-Americans, 113 Asian-Americans, 28 Hispanics, 4 Native Americans).
3. Tuition: \$ 4,328 per year (minimum) full-time, \$190 per credit hour part-time for state residents; \$ 8214 per year (minimum) full time, \$384 per credit hour part-time for nonresidents per year full time and 1,119 per year (minimum) part-time for state residents. \$ 11,520 per year full-time, \$ 3,814 per year (minimum) part-time for non-residents. Fees of \$ 706 per year full-time, \$ 410 per year (minimum) part-time.
4. Programs: The Colleges which include graduate programs are: Agriculture and Natural Resources, Business and Management, Communication Arts and Sciences, Education (Counseling, Educational Psychology and Special Education; Educational Administration, Physical Education and Exercise Science; Teacher Education), Engineering, Human Ecology, Human Medicine, International Studies and Programs in Natural Science, Osteopathic Medicine, Social science, Urban Affairs, and Veterinary Medicine.

5. Degrees Offered: Master's, Educational Specialists, and Doctoral degrees
6. Requirements for Admissions: General criteria for admission to a graduate or professional degree program are: (1) official transcripts of the completed undergraduate and/or graduate degree or equivalent from an accredited College or university; (2) outstanding grades and 3 letters of academic recommendations from the undergraduate/graduate institution; (3) acceptable scores on required, standardized examinations (such as the TOEFEL-language requirements for non-English speaking applicants-, GRE, GMAT/Business Program, LSAT/Law program, MCAT/Medical school, the Advanced Test for the School Psychology Program/Education, or any test required by the department/school); (4) a copy of up dated Curriculum Vitae or resume of the applicant, (5) a professional written essay (answering some specific questions), (6) meet any additional individual departmental or program area requirements and follow guidelines for preparing and submitting application materials.
- Contact: University Office of admissions
250 Administration Building
Michigan State University
East Lansing, MI 48824-1046
7. Requirements for Graduation: To earn a Master's (M.A, M.Sc) academic program and course work requirements successfully completed, satisfactory performance on examinations, and a Thesis. To earn a Doctoral degree. The student must successfully complete a program of studies established by his/her doctoral committee including course requirements, examinations, research courses, practicum work or its equivalent, internship, independent study or practice, a period of residence and dissertation requirements, among others, depending of individual departmental or program area requirements. A student must be continuously enrolled at the university while working toward the degree. The Doctor of Philosophy (Ph.D) degree is the highest academic degree awarded by the University which it is focused on research.
8. Doctoral degrees awarded: 979 doctorates in 1993-94.
9. Student services: Low cost health insurance (and medical, dental, and optometric care for students and spouses), free psychological counseling, career counseling and career development and placement services, emergency short-term loans, intramural sports and recreative services. Graduate Housing: 872 units- rooms or apartments- available to single students; 2,284 units available to married students.
10. Financial aid: Fellowships, Research and Teaching Assistantships, Affirmative-Action Graduate Financial Assistance Program.
11. Research facilities: Main library plus 15 additional on campus libraries; total holdings of 3,301,739 volumes, 3,256,021 microforms, 29,556 current periodical subscriptions. Access provided to on-line bibliographic retrieval services.
12. Computer facilities: Digital VAX 8650, IBM 3090-J, Apple Macintosh II, Apple Macintosh SE, IBM PC, Zenith ZW 151-8. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. **Enrollment:** 182 matriculated students, includes 23 minority (2 African-Americans, 15 Asian-Americans, 3 Hispanics, 3 Native-Americans). Students in Curriculum Studies program: more than one hundred and sixty five full-time Ph.D. students. Faculty: 68 full-time (33 women), 0 part-time. Faculty in Curriculum Studies Program: 40 faculty with Ph.D. degrees and 2 with D.Ed. degrees. Years of experience as Curriculum Professors range between: 1 and 20 years.
2. **Name of the Unit:** Department of Teacher Education, College of Education.
3. **Department Head or contact faculty member:** Dr. Bruce Burke (Coordinator, Master's Program in Curriculum and Teaching) and Dr. Michael Sedlack (Coordinator of Ph.D. Program of Curriculum, Teaching, and Educational Policy).

Office address: Department of Teacher Education
313 Erickson Hall
Michigan State University
East Lansing, MI 48824-1034
Phone: (517) 355-1872
4. **Name of the Program that focuses on Curriculum Studies:** curriculum and teaching (M.A); curriculum teaching and education policy (Ph.D, Ed.S)
5. **Requirements:** Entrance: for doctorate and Ed.S, GRE general test or MAT. Degree requirements: for master's, foreign language not required; for doctorate, dissertation required, foreign language not required, 45 credits minimum; for Ed.S, foreign language and thesis not required.
6. **Degrees awarded:** In 1992, 129 Master's, 25 doctorates, 6 Ed.Ss awarded. In 1993-94: 33 doctorates in Curriculum Studies.
7. **Primary Goals of the Graduate Program in Curriculum are:** The purpose is to prepare the student, through specialized and intensive study, for a career in the profession, whether this career involves teaching and research in the academy, or nonacademic work in the public or private sectors.
8. **Unique strengths of the graduates Programs in Curriculum: (1) Faculty** (productivity, research oriented, stable and dedicated, diverse interests and background, wide number of publications, and many speeches and papers for conventions, (2) **research** (emphasis on inquiry, extensive research data available, reputation for research, national visibility; (3) **curriculum** (interdisciplinary, a core of required course, distinctive connection to teaching and educational policy. Programs accredited by NCATE), (4) **students** (placement, national recruitment, selection procedures) and (5) **environment** (resources, academic life and libraries). This department is nationally recognized for the quality of its graduate programs and for the conduct of research: scholarship and research at Michigan State University (MSU) preserve and enrich cultural and creative traditions while contributing to the formulation of new knowledge. Graduate instructional programs draw upon and support faculty research, extend the benefits of this research, and educate students for academic and professional careers. Research and public outreach are mutually enriching activities and each contributes significantly to the high quality of the MSU's graduate programs. Scientific research, teaching and service are cherished traditions at MSU, and the study of society and the humanities has been central to the university's mission since the early twentieth century. Working closely with faculty members with expertise in these areas

provides graduate and professional students with learning opportunities grounded in the unique combination of educational resources.

9. Graduate Programs in Curriculum are among the leading Programs in the United States because of: (1) reputation of faculty, participation of faculty and students in professional groups, (2) curriculum research publications and national leadership in funded curriculum research, (3) the quality of graduates. Michigan State University, as one of the nation's premier research-intensive land-grant universities, is dedicated to the principle of applied learning. MSU was one of the first institutions of higher learning in the nation to give all citizens, regardless of background, the chance to make a difference. Through its tradition of translating basic research into usable form, MSU has restored to the university its original intent: to serve the larger community as a functional center of knowledge and expertise. In these times of global change, it is essential to MSU to find and train individuals who not only know how to learn, but how to apply their learning.
10. Faculty Research: diverse forms of curriculum inquiry in publications.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Research courses available to students in research design, research methodology, statistics, survey research, historical, philosophical, scientific, ethnographic, naturalistic, theoretical, phenomenological, hermeneutic, evaluative, normative, integrative/review/synthesis, and combination of methods. Courses which are offered this year, are the following:
2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take research courses with emphasis on quantitative and qualitative research, (2) put students in an overview course on different types of research methods and (3) ask students to enroll in a research methods course with only students in the same Curriculum program (4) initiate students into research while the faculty member is engaged in a specific kind of research.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
Michigan State university, january 1993 - June, 1994

- (1) Title: NORTH CENTRAL ASSOCIATION'S OUTCOMES
 ACCREDITATION IN THE
 SENIOR HIGH SCHOOLS: A STUDY OF THE IMPACT OF OA ON
 STAFF AND ON THE DECISION-MAKING PROCESS
 (ACCREDITATION)
 Author: BRUNN-MACHNAK, JULIA KAY
 MICHIGAN STATE UNIVERSITY - PHD pp: 192
 Advisor: MOORE, SAMUEL A. II

Research Problem: In the study the researcher describes and explains the efforts of three senior high schools in Michigan that have successfully used the North Central Association Outcomes Accreditation (OA) option for accreditation and school improvement. She presents a model based on the non-linear nature of the way the OA change process works. She explores in detail the impact of OA on the staff training and collaboration and on the decision making process. All three schools were completing their fourth or fifth year in OA at the time of the study.

The data are gathered through a survey of the entire staff; on-site interviews with key players; and reports and school documents. The survey includes information about the educational and experience background of the staff; a description of the nature and extent of people's involvement in OA; and their perceptions about their training, the nature of decision making, the extent of collaboration, and the impact of OA. The interviews provide an opportunity to get a sense of the ups and downs in trying to implement the program and the reasons the staffs feel they are successful. The OA reports, the demographic and financial data, and union contracts give a sense of the context within which the schoolwork. The researcher finds that agreeing on a mission and target goals helps the schools focus and mesh the use of the organizational change process and classroom change. Age, gender, and length of time in education are not inhibiting factors for staff members.

The involvement of the staff in choosing target goals and strategies also helps to increase informal collaboration among staff members and the likelihood of use of the techniques learned in training sessions. The OA process moves each school toward a more participative model of decision making. The nature and extent of teacher leadership seem to help to bring about the change. Central offices are supportive financially, although they continue to have their agendas as well. Teacher unions support OA informally and plan to add contractual language for OA. Two problems surface in all schools. First, OA is very time-intensive. Second, committees had to devise strategies to gradually increase the involvement of most staff.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-natural.

- (2) Title: DIVERSITY, BUDGET AND FINANCE, AND TECHNOLOGY:
 IMPORTANCE
 ACROSS TIME AND INSTITUTIONAL TYPE AND CURRICULAR
 IMPLICATIONS FOR COLLEGE STUDENT PERSONNEL
 PREPARATION PROGRAMS
 Author: HENNING, GAVIN WALTER
 MICHIGAN STATE UNIVERSITY - MA pp: 102
 Advisor: GARCIA, RODOLFO

Research Problem: This study examined the importance and curricular

implications of three issues which affect student affairs practice: diversity, budget and finance, and technology. Samples of students, recent graduates, faculty, and senior administrators were interviewed to obtain their perceptions about the importance of these issues.

There was general consensus among participants about the increasing importance of these issues to student affairs practice, and hence support for the thesis that this content must form part of college student personnel preparation curriculum. The groups had conflicting opinions about the importance of diversity and budget and finance across institutional types, but agreed that technology would be most important at large institutions. The best approach for addressing diversity in the curriculum was "integration throughout required courses", and for budget and finance it was "required course". These two approaches shared the "best" recommendation for teaching technology.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(3) Title: THE DEVELOPMENT OF AN INTEGRATED WORKPLACE LITERACY MODEL
(LITERACY)

Author: HULTQUIST, CARL JAY

MICHIGAN STATE UNIVERSITY -: PHD pp: 232

Advisor: BADER, LOIS

Research Problem: Workplace literacy has emerged as a major topic for discussion among business and education leaders during the last five years. Many business leaders see improvement of the literacy level of their workforce as one solution to competing with other businesses; others as a revitalization tool for adult education, training and retraining programs; and still others, a cure for the unemployed and under-employed.

The purpose of this study was to develop a theoretical workplace literacy model that would contribute to the development of workplace literacy programs. Grounded theory methodology was used to develop a workplace literacy model for use by practitioners in business, industry, and education in their efforts to provide workplace literacy training. Analyses of existing models, content area analyses; observations of workplace literacy programs; interviews with educators, program administrators, various content experts; and expert reviewers provided the data for analysis and formulation of the theoretical model. The workplace literacy model which emerged has three major phases: needs analysis; curriculum design and development; and program delivery. Each phase is integrated with other phases using a systems theory approach that focuses on the inputs to each phase and the outputs from each phase leading to the next phase and finally to the delivery of the workplace literacy training. Integration emerged as a key concept of the model. The integration of planning, needs analysis, assessment, curriculum design and development, delivery options and other components of the model and how they affect the inputs and outputs of each are crucial to the development of a practical, workable literacy program. The Integrated Model uses terms that are familiar to practitioners in the field, thus allowing for the inclusion of other formal theoretical knowledge and ease of use and adjustment for a particular workplace setting and context. The researcher found that the analytical tools used in this study would be useful to the practitioner when developing a workplace literacy program.

Form(s) of Curriculum Inquiry employed in this Dissertation: Theoretical

(4) Title: THE TECH PREP MOVEMENT: ONE SCHOOL'S RESPONSE TO
INDIANA

PUBLIC LAW 217 (PL 217)

Author: CLINE, DAVID ALLEN

MICHIGAN STATE UNIVERSITY PHD pp: 198

Advisor: GALLAGHER, JAMES

Research Problem: The study described, analyzed, and interpreted one school's response to Indiana Public Law 217. Placed in the context of the national movement toward technology preparation for high school students, the chronology of events leading to implementation of a two-year Tech Prep program in Roosevelt High School is told through the words of the key players in its development.

Three teachers representing mathematics, science, and English were observed for eighteen months. Each teacher and the relevant administrators also were interviewed. Data sources included audiorecordings and transcripts of interviews, field notes, site documents, daily logs of the researcher, curriculum documents, and legislative documents that have direct bearing on the study. Analysis of data was done in the tradition of interpretive research.

It was found that the program had a high impact on about seventy-five students and three teachers, but has had little effect on the total school population. As reported by the teachers, the students seemed to improve their overall competency level in math, science, and English through the integration of the disciplines. The teachers in this study experienced growth in their teaching expertise. They described the change that occurred when asked to function as part of a team using an activity-based curriculum. The teachers were given a year to develop curriculum "by the seat of the pants" and develop a formal curriculum document after the first year of the program. This led to much experimentation on the part of the teachers, but the resulting document bore little resemblance to the exhilarating style and radical experimentation of the preceding year. It was found that these teachers had a difficult time articulating exactly what they wanted to do in written form. Curriculum guides, to the observed teachers, were not living documents, but rather paperwork done only to fulfill some school or state requirement. Implications of this research for the discussion of school reform, curriculum development, teacher role, and teacher education are examined.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic

(5) Title: THE RELATIONSHIP OF SERVICE-LEARNING PROJECT MODELS
TO THE SUBJECT-MATTER ACHIEVEMENT OF MIDDLE SCHOOL
STUDENTS

Author: DEWSBURY-WHITE, KATHRYN ELLEN

MICHIGAN STATE UNIVERSITY - PHD

p: 188

Advisor: BADER, LOIS A.

Research Problem: The purposes of the study were to (a) investigate the model of instruction middle school students received through a service-learning project and students' understanding of the social issue being studied, (b) determine whether certain variables were related to students' understanding of the social issue being studied, and (c) learn which instructional components of the project the students considered most meaningful. The findings could focus the activity of teachers on instructional practices to achieve desired affective and academic goals for middle school students. Also, the researcher hoped to add to the literature on the topic of service-learning that discusses how effective integration of service into the content-area curriculum can be ensured.

The study population comprised 524 public middle school students in a suburban Class B district in central Michigan. The sample included 438 students who completed a pre inventory, 403 students who completed a post inventory, 22 students interviewed by the researcher, and 63 students who elected to participate in off-campus service visits.

Two slightly different models of service-learning instruction were studied in an effort to identify differences in subject-matter achievement and variables that might contribute to the differences. A locally developed instrument was used to measure (a) subject-

matter achievement, (b) number of extracurricular activities students participated in, (c) students' involvement in the food drive, (d) students' exposure to media information, and (e) which activities related to the food drive were most meaningful to the students. Interviews were conducted with students to gather data to support or contradict the inventory data. The statistical tests and interview data support the following major findings: (1) Students participating in off-campus service visits appeared to be better informed about the social issue of hunger than non-service-visit students. (2) Students receiving the content-integrated model of instruction scored significantly higher on the subject-matter portion of the post inventory than students receiving the isolated model of instruction. (3) The instructional components considered most meaningful to students were those activities that resulted in an externally valued product--that is, something that provides validation of the value of one's activities.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic

(6) Title: AN INVESTIGATION OF MIDDLE-GRADE STUDENTS' COMPREHENSION OF LOGICAL CONNECTIVES FOUND IN SIXTH- AND EIGHTH-GRADE SOCIAL SCIENCE TEXTBOOKS (SIXTH-GRADE)
 Author: FIELDS, DOROTHEA P.
 MICHIGAN STATE UNIVERSITY - PHD pp: 224
 Advisor: BADER, LOIS

Research Problem: The three major objectives in conducting the present study were (a) to determine whether there is a relationship between sixth- and eighth-grade students' scores on the Logical Connectives Inventory and their scores on the Reading Comprehension and Listening Comprehension subtests of the Stanford Diagnostic Reading Test (SDRT), (b) to determine whether there is a relationship between the frequency with which selected types of logical connectives occur in social science textbooks and sixth- and eighth-grade students' comprehension of these connectives and mastery of them on the research instrument, and (c) to investigate the relationship between the specific types of logical connectives presented and taught in sixth and eighth graders' English textbooks and the students' mastery of these logical connectives on the research instrument. To collect the data for this study, the researcher developed the Logical Connectives Inventory, which contained six types of logical connectives: additive, illative, causal, contrastive, conditional, and temporal. The instrument contained gap fill-in, sentence completion, and multiple-choice-synonym passages. The study population comprised 41 sixth graders and 43 eighth graders who attended Holt, Michigan, Public Schools. They were on-grade-level readers, according to their scores on the SDRT. Data were analyzed using simple correlations and analysis of variance. The significance level for all tests was set at .05. Major findings were: (1) Sixth and eighth graders' mean scores on the research inventory were almost identical: 33 and 32, respectively. Students' performance on all six types of logical connectives was similar, with a range of only eight percentage points from the lowest to the highest mean percentage correct (.22 to .30). (2) One significant relationship was found--between students' scores on the Reading Comprehension subtest of the SDRT and their comprehension of selected types of logical connectives in the Logical Connectives Inventory. (3) Passages containing temporal logical connectives were the easiest for students to respond to correctly; those containing additive logical connectives were the most difficult for both groups. (4) In both the sixth- and eighth-grade English textbooks, an insignificant amount of direct instructional information was devoted to logical connectives.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(7) Title: THE COLLEGE OF BUSINESS CORE CURRICULUM AS IT
RELATES TO FIRST JOB SKILL AND KNOWLEDGE NEEDS
(BUSINESS CURRICULUM, JOB SKILLS, MICHIGAN STATE)

Author: MAHONY BETTERLY, JOANNE
MICHIGAN STATE UNIVERSITY - PHD

pp: 227

Research Problem: The purpose. The major purpose of the study was to determine the perceptions of certain 1988 and 1990 Bachelor of Arts business administration graduates of the College of Business at Michigan State University concerning the business core curriculum in relation to meeting educational course objectives and first job skill and knowledge needs. The secondary purpose of the study was to compare and contrast the perceptions of the 1988 and 1990 Bachelor of Arts business administration graduates regarding the business core curriculum as it relates to first job skill and knowledge needs.

The procedure. The sample populations of two hundred thirty 1988 graduates and two hundred seventy-six 1990 graduates were mailed a questionnaire. Eighty-five (37%) of the 1988 graduates and ninety-three (34%) of the 1990 graduates returned usable instruments. The data were analyzed using descriptive as well as statistical methods. The t-test of significance and the chi square test of homogeneity were used to examine the differences between the two populations.

Findings. It was found that the College of Business at Michigan State University had done very well in preparing Bachelor of Arts business administration graduates of the classes of 1988 and 1990 for the contemporary business community. The responding graduates had very positive perceptions regarding how well the core course objectives were met and how the College's core curriculum prepared them for their first job skill and knowledge needs. It was also found that there were more similarities than differences between the 1988 and 1990 Bachelor of Arts business administration graduates in their perceptions regarding the core curriculum.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-hermeneutic

(8) Title: TWO WORLDS OF SCIENCE: AN EXAMINATION OF AN ENRICHED
AND A GENERAL SCIENCE CLASS (ABILITY GROUPING,
CLASSROOM CLIMATE)

Author: MCELROY, KEITH

MICHIGAN STATE UNIVERSITY - PHD

pp: 195

Research Problem: This is a case study of an enriched and a general science class taught by the same teacher. The study describes the differential treatment of the two classes as a consequence of ability grouping the students. It does this by characterizing the nature of the academic work done by the students as well as the development of the classroom climate and student attitudes in the two classes. The findings show that in the enriched class a supportive and nurturing climate developed, while in the general class an increasingly antagonistic climate developed with the development of a group of students becoming alienated from the teacher and the subject matter. In addition, the social structure created by the students in the general science class interacted with the school's placement practices in ways that created unintended consequences. Social bonding theory provides a theoretical perspective that yields insight into why these unintended consequences developed and points towards possible ways in which a larger percentage of science classrooms can achieve supportive and nurturing climates.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(9) Title: INSIDE THE BARGAIN: HOW LOW-ACHIEVERS AND THEIR
TEACHERS CONSPIRE TO AVOID SERIOUS AND SUSTAINED
ACADEMIC PURSUITS
(AVOIDANCE)

Author: SHAW, EUGENE ROBERT

MICHIGAN STATE UNIVERSITY - PHD

pp: 282

Research Problem: Purpose. The purpose was to describe and explain the norms

in classrooms that contain low achievers. Describing necessitated that the researcher generate data. Explaining necessitated that the researcher apply a theory through which to view and explain the set of data. Both social systems and social exchange theory operate under the premise of norms. Therefore, it was reasonable to apply social exchange theory to the classroom norms.

Sample and method. The sample contained 21 participants. Thirteen white students and 2 hispanic students, grades 9 through 12 were selected using theoretical sampling. Six white teachers were selected using the snowball method. Initial contacts were made through the principal and a counselor.

The researcher used the theoretical framework to generate a schedule of interview questions. The method used was the tape-recorded interview and non-participant observation. The researcher conducted 21 interviews and used 105, one-hour non-participant observations to confirm, refute and/or extend the interview data. Interviews and observations were tape recorded. Subsequently, all tapes were transcribed. The data were hung on the theoretical framework and explained in terms of social exchange theory. Findings. The norms in these classrooms permit and even encourage both sides to give minimal effort. In turn, each side expects and accepts that the rewards for their effort will also be minimal. The classroom norms are mutually gratifying, and therefore, neither side seeks to change the status quo. The behavioral norms which encourage respect for bureaucratic status remain unchanged, and in fact cannot be bargained away. However, the academic norms which regard achievement are established at such a low level that even the organization's policies, which support achievement are subverted. Mutual gratification explains why there is seldom conflict in classrooms. Mutual gratification also explains why the norms go unchallenged. Recommendations. A theory is a lens through which a researcher views, describes and explains a phenomenon. Further study should be conducted with other students and/or other theories, subsequently integrating the findings with this and previous researches in order to confirm, refute, and extend the current findings.

Form(s) of Curriculum Inquiry employed in this Dissertation: theoretical-
ethnographic

(10) Title: INTERACTIVE POLICY-MAKING: STATE INSTRUCTIONAL
POLICY AND THE ROLE OF THE SCHOOL DISTRICT

Author: SPILLANE, JAMES P.

MICHIGAN STATE UNIVERSITY - PHD

pp: 268

Advisor: COHEN, DAVID

Research Problem: This study explores how two school districts respond to a state reading policy which was developed to push ambitious approaches to reading instruction. The study examines central office administrators' and school staffs' efforts to guide classroom reading instruction and considers the role that the state reading policy played in these local initiatives.

The study questions the traditional view of local administrators as mere implementors of state policy and argues that local central office and school staff contribute to making instructional policy. The state policy was only one of many streams of instructional ideas on which local administrators drew to develop local instructional policy. Based on this study, I argue that interactive policy-making is a helpful perspective with which to explore the relationship between state policy and school districts.

The instructional reform ideas local administrators understand from the state policy vary both within and between these two districts, and these individual differences shape the local district response to the policy. The study suggests that the local response to state instructional policy is shaped by a complex web of local administrators' personal resources (e.g., their knowledge and beliefs about instruction) and local organizational resources. Central office and school administrators' personal resources influence how they attend to and interpret state policy. Personal resources also influence how local administrators mobilize their organizational resources which, together, shape the local response to state policy. To understand the local response to state policy, then, we must focus on the interaction of personal and organizational resources in influencing local administrators' understanding of state policy and their efforts to incorporate these ideas into local instructional policies.

Finally, the study considers issues of policy design and analysis, suggesting that current systemic reform efforts to push instructional change through curriculum alignment need to pay closer attention to the dynamics of the local context, especially how local administrators' personal resources shape their response to state instructional policy. The study also questions traditional zero-sum notions of state and local relations.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(11) Title: EARLY INDICATORS OF DROPOUT POTENTIAL: A STUDY OF GRADUATES AND NON-GRADUATES IN A MID-WESTERN HIGH SCHOOL (NONGRADUATES)

Author: WELLS, LAWRENCE VERNON
MICHIGAN STATE UNIVERSITY - PHD

pp: 167

Research Problem: The purpose of the study was to determine if there was a difference in potential dropout indicators, at the elementary level, between selected graduates and non-graduates. The population was grouped as follows: (1) Graduates without dropout indicators. (2) Graduates with dropout indicators. (3) Non-graduates without dropout indicators. (4) Non-graduates with dropout indicators. Data were obtained from cumulative records and interviews. Cumulative records contained potential dropout indicator data (i.e. attendance, grade point average, retention, citizenship, standardized test scores, mobility). Data analyses were conducted at alpha.05 through analysis of variance, Scheffe group difference comparison, multivariate analysis of variance, and univariate F test. The students' elementary school experience was examined through interviews. Cumulative record data analysis and interview findings were generally in agreement. There was a difference in the characteristic indicators of dropout potential for students with indicators who dropout and students without indicators who graduate. Statistics were insufficient to determine a difference between groups on reasons for staying in school when dropout indicators indicated increased dropout potential. Interviews revealed there was some difference. The difference was the extent of family support. Data were insufficient to determine the impact of mobility on dropout potential. Null hypotheses were stated for dropout indicators. All hypotheses, with the exception of retention, were rejected. Interview responses suggested there was a difference among groups on dropout potential. Conclusions of the study indicated groups without dropout indicators and groups with dropout indicators had characteristics consistent with their group status. Interview responses suggested that group perception of themselves was also consistent with their cohort status. The development of a broad profile indicative of characteristic potential dropout indicators is considered a factor in early identification of those at greater risk of dropping out.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic

(12) Title: THREE WISE MONKEYS: TEACHING ETHICAL CONTENT THROUGH CASE STUDIES. (VOLUMES I AND II) (ETHICS INSTRUCTION)
 Author: MEAD, JAMES VALDA
 MICHIGAN STATE UNIVERSITY - PHD . pp: 404
 Advisor: SYKES, G.

Research Problem: In this multisite case study the researcher contrasts teaching ethical content using case studies in three geographical sites and in three professional schools--medicine, business, and education. The author explored questions about how instructors in the various professional schools, through case studies, structure opportunities for students to learn about ethical issues. These questions included the criteria for a good teaching case and the sources instructors draw their cases from. Other chapters describe the case analysis methods instructors used and instructors' backgrounds that played an important role shaping the maxims or analytic procedures they taught in the case analysis. A major finding from these data was that practical ethics instructors in these professional schools deal with difficult moral cases using maxims that were not straightforward applications of principles drawn exclusively from traditional moral theory and applied to practical problems in the field. The author distinguishes between "following a principle" and "following a maxim" as distinct but related activities in moral problem solving. Sometimes instructors used cases to illustrate theories and principles that went beyond those conventionally defined as moral theory. In other instances the instructors used a case study as an opportunity for their students to practice wide reflective equilibrium. Case study details played a different role at either end of the continuum. Instructors using a case to illustrate a theory advocated strategies that identified details that supported the connections they wished to make or they devised strategies that filtered-out "extraneous" details. Instructors teaching wide reflective equilibrium saw case detail as the test for principles suggested by paradigm cases. The case details in reflective equilibrium shaped moral knowledge not illustrated or confirmed that knowledge as it was stated in a Utilitarian principle. These two extremes for case study use represent different instructor models of student learning. Instructors using cases that connected to a body of knowledge illustrate a genetic or behavioral student learning model. Instructors using cases that influenced students' beliefs or emphasized decision-making procedures suggest constructivist learning models. The study's conclusion includes hypotheses for future investigation notably the learning claims made for case study teaching.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic

(13) Title: A QUALITATIVE ANALYSIS OF THE USE OF LANGUAGE ARTS INSTRUCTION IN TWO SIXTH-GRADE CLASSROOMS TO DEVELOP AWARENESS AND UNDERSTANDING OF CULTURAL DIVERSITY
 (MULTICULTURAL EDUCATION)
 Author: GATES-DUFFIELD, PAMELA SUE
 MICHIGAN STATE UNIVERSITY - PHD . pp: 293
 Advisor: FITZGERALD, SHEILA

Research Problem: The purpose of this qualitative study was to observe the teaching and learning practices of two sixth grade teachers who teach in a culturally diverse school setting, are committed to multicultural education, and use children's literature and language arts instruction to promote awareness and understanding of cultural diversity. I examined a teaching unit which was initially intended to help sixth grade students understand the racism and prejudice which was an integral part of the World War II experience and in particular, the Holocaust. It expanded, however, into an ongoing

unit which ultimately examined the racism and prejudice of the African American experiences of the 1930's up through the Civil Rights movements of the 1950's and 1960's, and ended with an examination of racism and prejudice in relation to some of the Native American experiences.

Three major assertions of this study relate to cognitive, emotional, and metacognitive development of student understandings about issues of racism and prejudice through the global and historical perspectives presented in children's literature and delineated through their classroom language arts instruction. The study also reveals four elements which influenced the success of the unit: (1) the importance of literature as a vehicle through which to view racism and prejudice; (2) the importance of providing students with an historical context by which they can come to understand the global implications of racism and prejudice; (3) the importance of cooperative learning versus a lecture format; and (4) the importance of reflection time for teachers. Together, these elements provided the structure through which the cognitive, emotional, and metacognitive levels of understanding could be met for the sixth grade students. Important implications of this study relate to multicultural educational theory and practice. In particular, the implications address the issues of white middle-class female teachers in culturally diverse classrooms, teacher education programs, and curriculum reform.

Form(s) of Curriculum Inquiry employed in this Dissertation: historical-philosophy

(14) Title: TEACHING LANGUAGE CONCEPTS AND LABELS TO
PRESCHOOL CHILDREN IN SPECIAL EDUCATION AND HEAD
START CLASSES THROUGH PHYSICAL EDUCATION LESSONS

Author: CONNOR, FIONA JANE

MICHIGAN STATE UNIVERSITY - PHD

pp: 204

Advisor: DUMMER, GAIL M.

Research Problem: This study attempted to improve language concept

comprehension, language label knowledge, and overall gross motor skill performance in preschool children. Two treatments were implemented--a language-enriched physical education (PE) intervention (experimental) and a PE intervention (control). Seventy two children, aged three to six years from preschool special education classes (PPI), Head Start (HS), and typical preschool programs (PS), were assigned to five groups: PPI experimental (n = 14), PPI control (n = 12), HS experimental (n = 18), HS control (n = 17), and PS experimental (n = 11). Each intervention took place in three, 30-minute lessons per week, for eight weeks.

All children were pretested and posttested on language concept/label knowledge using the Bracken Basic Concept Scale, and on motor performance using the Peabody Developmental Motor Scale. A 2 (treatments) x 2 (programs) x 2 (times of testing) repeated measures ANCOVA with treatment nested within program, was applied to the group mean raw scores for each dependent measure, with follow-up using Tukey HSD. The PS group was omitted from analysis due to lack of a control group.

Children in all groups improved their school readiness concept/label and direction/position concept knowledge. HS children outperformed PPI on both language measures. However, HS did seem delayed in school readiness concept/label knowledge compared to PS. Motor skill improvement occurred in balance, nonlocomotor, locomotor, and receipt/propulsion skills, with children in PPI, HS, and PS showing similar gains to those indicated in previous studies involving typical preschoolers. However, in this study all subjects had low motor performance scores compared to the expected standard scores for their age, with the PPI group scores ranking significantly lower than HS and PS scores, respectively. The experimental and control groups improved equally on the motor skill measures. Therefore, PE could be included as another environment in which to emphasize cognitive development

across the curriculum. Furthermore, the generally poor motor performance scores suggested a need for preschool motor skill instruction.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(15) Title: AN INVESTIGATION OF HIGH SCHOOL PRINCIPALS' ATTITUDES
AND
PERCEPTIONS TOWARD RESTRUCTURED TEACHING AND
LEARNING

Author: WELLS, CARYN

MICHIGAN STATE UNIVERSITY- PHD

pp: 273

Research Problem: The purpose of this study was to investigate high schools relative to restructured teaching and learning processes, defined as curriculum, instruction, equity, and delivery structures. Because the principal is a key player in reforming the school, the perceptions of principals were gathered and analyzed. Specifically, principals were asked to relate their attitudes toward, current extent of implementation, and pressures felt to restructure teaching and learning in their schools. Descriptive and inferential analyses were used to investigate relationships used for descriptive research purposes. A survey was developed by the researcher to describe the four subsets involved with restructuring. The 39-statement survey was mailed to a stratified sample of 300 high school principals in Michigan, after the pilot-phase completion of content validity and reliability checks.

The Far West model was the conceptual framework for this study. This model asserts that the principal is shaped by his or her personal characteristics as well as district and external characteristics. Principals, in turn, determine the school climate and instructional organization of the school. All independent variables were constructed from the personal, district, and external characteristics typified in the Far West model. The results of this study revealed that principals indicated strong agreement for the concepts associated with restructuring, but they had little implementation of the same. Principals with a curriculum/instruction major/minor indicated significantly higher levels of implementation than principals without the same. Females indicated more favorable attitudes toward restructuring than their male counterparts. Principals felt most pressure to restructure from external sources, specifically, legislation/laws, government/legislators, the Michigan Department of Education, and business/industry. The principals also related a fair amount of pressure from their district superintendents and other principals/peers. Principals from larger schools and larger districts displayed more positive attitudes than those from smaller schools/districts.

The literature indicates that high schools are in need of major restructuring--in particular, what happens in the classroom. This study provided a framework for thinking about substantive educational reform, and it called principals to action for the same.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(16) Title: THE INFLUENCE OF AGRISCIENCE AND NATURAL
RESOURCES ON

STUDENTS' SCIENCE ACHIEVEMENT SCORES

Author: GONNORS, JAMES JOSEPH

MICHIGAN STATE UNIVERSITY - PHD

pp: 227

Advisor: ELLIOT, JACK

Research Problem: Over the past several years, poor science test results have increased the demand for improved science education for American students. New and innovative methods of presenting scientific material are needed to improve student achievement and enthusiasm for learning science.

One solution to this dilemma has been to increase students' interest in science by using agricultural and natural resources concepts to teach science. Teaching science through agriculture incorporates agriculture into the curricula to more effectively teach science. This research study sought to show that students who enrolled in agriscience and natural resources comprehend science principles on an equal level as students who did not enroll in agriscience and natural resources. The study also surveyed Michigan agriscience and natural resources educators to determine their attitudes, perceptions, and knowledge about the new Michigan Agriscience and Natural Resources (ANR) Curriculum. A standardized science test was used to measure students' science knowledge. A mailed questionnaire was used to determine ANR teachers' perceptions about the new curriculum. The results showed that there was no difference in the science achievement test scores of students who had and had not enrolled in agriscience and natural resources. The variables that explained the most variance in science test scores were the number of science credits completed and the students' overall grade point average. The analysis of the teachers' survey found that Michigan agriscience and natural resources educators were teaching a high percentage of the science objectives in the Michigan Agriscience and Natural Resources Curriculum. Respondents had a positive attitude about agriscience but a moderate level of knowledge about the Michigan ANR curriculum. Regression analysis found the hours of technical in-service explained a significant amount of the variance in the percent of science objectives taught by teachers.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(17) Title: A COMPARATIVE DESCRIPTIVE STUDY OF MICHIGAN
AGRISCIENCE

STUDENTS' ATTITUDES TOWARD INTERNATIONALIZING
AGRICULTURAL EDUCATION PROGRAMS

Author: WILLIAMS, EDWARD EARLE

MICHIGAN STATE UNIVERSITY - PHD

pp: 139

Research Problem: The researcher identified two groups for a comparative

descriptive study of students' attitudes toward internationalizing agricultural education programs (IAEP) in Michigan. Students whose agriscience teachers had participated in an IAEP curriculum-development/in-service project made up one group, and students whose agriscience teachers had not participated in the IAEP project made up the other group. Agriscience teachers from both groups were randomly selected to participate in the study. The researcher surveyed 393 juniors and seniors in 17 agricultural education programs in Michigan secondary schools using a questionnaire developed specifically for the study. The three-part survey contained items designed to measure students' attitudes and beliefs about internationalizing agricultural education programs (IAEP), concepts related to global/international agriculture, and demographic information. Survey reliability was .96 for Part I and .83 for Part II. The response rate was 78%. Using SPSS/PC+, the researcher ran descriptive statistics on all 85 survey items, establishing group mean scores for each item in Parts I and II of the survey, and frequencies for student demographics. Combined descriptive analyses were run on items grouped according to topics or themes, establishing mean scores for each topic/theme. T-tests were run to determine possible differences between students whose instructors had or had not participated in the IAEP curriculum-development/in-service project. Multiple regressions and t-tests were run to determine possible relationships between student demographics and responses. Major study findings were that students (a) responded positively toward IAEP, (b) expressed preferences for methods of learning about IAEP, and (c) thought they should receive more instruction on IAEP in their coursework.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(18) Title: A COMPARATIVE ANALYSIS OF TEACHER-DIRECTED AND COMPUTER-ASSISTED INSTRUCTION IN TERMS OF STUDENTS' KEYBOARDING ACHIEVEMENT, ATTITUDES, AND COOPERATIVE LEARNING

Author: CROWELL, ESTHER M.

MICHIGAN STATE UNIVERSITY - PHD

pp: 186

Advisor: POLAND, ROBERT

Research Problem: Modern technology has led many educational institutions to invest in microcomputers for instructional purposes. As a result of the increased use of computers, the effectiveness of typewriters and the method used to teach keyboarding skills are questioned. The major purpose of this study was to analyze keyboarding skills of students using the teacher-directed and computer-assisted modes of instruction. Specifically, this study was aimed at comparing the two modes of instruction by examining students' attitudes, collaborative learning, and achievement.

A quasi-experimental design was used for this study. The subjects consisted of 66 students enrolled in the Fundamentals of Typewriting and Keyboarding classes at an urban community college. The sample was divided into two groups. The experimental group was taught keyboarding skills with computer-assisted instruction on microcomputers. The control group was taught similar skills with teacher-directed instruction on electronic typewriters.

Twenty-five keyboarding lessons were divided into five units. Three instruments were developed by the researcher to gather data on students' attitudes and cooperative learning. Two instruments were administered at the end of every fifth lesson; the third was given at the end of the study. A pretest and posttest were given to analyze keyboarding achievement in speed, accuracy, and skill development in vertical, horizontal, block, and spread centering. The analysis of data included the use of analysis of variance and repeated-measures analysis of variance to determine whether a difference occurred between the two groups as specified in the seven hypotheses. The .05 level of significance was used in analyzing the results from the tests. Findings from this study revealed no significant differences between the two methods with regard to students' attitudes, cooperative learning, and achievement, regardless of previous keyboarding experience. There was a significant difference in speed; the control group typed faster than the experimental group. Also, the experimental group made fewer errors than the control group, although this difference was not statistically significant. This study supports the findings of other research, namely, that both modes of instruction are equal in teaching key boarding skills to students and that students prefer interacting with a teacher but enjoy using the computer.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(19) Title: ON-THE-JOB TRAINING, TEACHING PRACTICE, AND STUDENT ACHIEVEMENT IN THAILAND: A MULTILEVEL ANALYSIS

Author: DI-IBOR, IKECHUKWU CHUKWUEMEKA

MICHIGAN STATE UNIVERSITY - PHD

pp: 161

Research Problem: This study uses multi-level analytical techniques to examine the effectiveness of a nation's in-service teacher training programs on classroom practice and student achievement in Thailand. Findings suggest that training in measurement and evaluation was related to teacher behavior in the classroom, and the enhanced teacher behavior on this dimension of teaching was related to heightened student learning. Training in teacher-student interaction was not related to the quality of classroom instruction, but improved teacher behavior on this dimension of teaching did translate into enhanced student achievement. Training in curriculum and teaching content

did not translate into improved instructional quality or student achievement. Training in the use of instructional materials also was not related to the quality of classroom instruction and student learning.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative.

(20) Title: THE ANATOMY OF A CURRICULAR INNOVATION THAT FAILED

(INNOVATION FAILURE)

Author: HULTQUIST, ROXANNE SUE

MICHIGAN STATE UNIVERSITY - PHD

pp: 158

Advisor: JOYCE, WILLIAM

Research Problem: This study researches the implementation of a thinking skills program as a curricular innovation. The failure of the expected results in the researcher's own classroom, as well as in those of some of her colleagues, led to the abandonment of the innovation. In this study, the researcher sought to discover what were the causes for abandonment of the innovation.

Interpretive fieldwork research techniques were used including empirical assertions, quotes from fieldnotes, quotes from interviews, theoretical discussions and reports of the natural history of inquiry in the study.

It was found that causes for abandonment of this curricular innovation in some classrooms were the following: (1) It didn't meet teacher expectations. (2) The teachers believed that the students didn't "like" the program. (3) There was no major advocate available for the program. (4) The teachers felt no sense of ownership in the program. (5) The innovation was being used in a manner which differed from the intent of the developer. (6) There were too few incentives in the school culture to sustain its continued use. The identification of these problems, and suggestions for curing them, can help the school district to plan in-service for more successful implementation of this curricular innovation and those which are adopted in the future.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalist

(21) Title: A STUDY OF THE PRACTICE OF DISCIPLINE STRATEGIES IN THE MIDDLE SCHOOL SETTING

Author: MCCLELLAN, THOMAS S.

MICHIGAN STATE UNIVERSITY - PHD

pp: 234

Research Problem: Issues of discipline consume much time and energy for the middle school administrator. Two methods of administration of discipline have been contrasted as subjective and objective. The purpose of this study was to compare the results of a subjective approach with an objective approach to discipline, and to inquire whether there was any difference between the two approaches as reflected by the end results of student suspensions. The hypothesis of this study was there were no differences in suspensions between point system and non-point system schools. The variables were the total number of student suspensions, the length of time students spent on suspension, the reasons for student suspensions, the ethnicity and gender of students suspended, and the number of repeat suspensions for students. These variables were statistically analyzed. Students were interviewed to ascertain some of their thoughts about the methods of administration of discipline. Also, the administrators who used these systems were interviewed. The population was comprised of all Lansing School District, regular, middle school students enrolled during the three school years from September, 1986, through June of 1989.

With the exception of gender, all variables were statistically significantly different between the point and non-point systems. Students interviewed expected differences between

schools, but saw no differences in discipline codes. In general students experienced the same level of suspensions between schools. Administrators saw minor differences between the two systems. All agreed the system used made no difference. Though the findings showed that generally there were differences between the two systems, differences also were shown to exist within the three point-system schools and between years for each school. Which system used did not appear consistently to matter any more than other variables. Schools choosing to use point systems as a basis for their codes of discipline are not likely thereby to solve the issues of fairness and objectivity.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-deliberative

(22) Title: JOHN DEWEY AND CURRENT PEDAGOGICAL PRACTICES: IS DEWEYAN PEDAGOGY IMPLEMENTED TODAY? (DEWEY JOHN)

Author: MUSIAL, GLORIA GOSEN

MICHIGAN STATE UNIVERSITY - PHD pp: 249

Research Problem: John Dewey began to lay the foundation for changes in

American public education almost 100 years ago. The purpose of this study was to describe and explain if and how Deweyan pedagogical practices have been implemented in a public elementary school in 1991-1992.

The central concepts in the study were instructional behaviors set out by Dewey. These were selected by the researcher, formulated into a matrix, and validated by a panel of experts. Data were collected through observations and interviews in a public elementary school in 1991-1992. The validated matrix of pedagogical practices was the standard through which interactions were viewed and analyzed. Through analysis of the data from the observations and interviews, it was found that Deweyan pedagogical practices in a public elementary school in 1991-1992 are not evident in terms of a pattern, but flickers exist. Instructional strategies are best described as "conservative."

It was theorized that the behaviors found in the study lead to both intended and unintended effects that result in reinforcement of conservative instructional pedagogy. At the same time, the reinforcement of conservative instruction preserves both the effects and the behaviors themselves. The cycle of reinforcement generated by conservative behaviors and the intended and unintended effects virtually drives out patterns of Deweyan-style innovations which enter the process in a one-way pattern only. Implications of the results of the study include that interventions must break the cycle of reinforcement for Dewey's ideas to be more evident in public schools today.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalist

(23) Title: WASHINGTON AGRICULTURE AND FORESTRY EDUCATION FOUNDATION'S IMPACT ON TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP STYLES OF PARTICIPANTS

Author: OLSON, LINDA LEE

MICHIGAN STATE UNIVERSITY - PHD pp: 244

Research Problem: This study investigates transactional and transformational

leadership skills of a sample of the 355 program graduates of the Washington Agriculture and Forestry Education Foundation's (WAFEF) leadership development program. The purpose of the study was to determine if the current and past curriculum increases participants' abilities to be more effective leaders.

The study contributes to the literature because few leadership development programs can document their training programs or show their success over time. A review of leadership literature shows few studies have populations over 30 to 50. The concepts of transactional and transformational leadership were used as a framework for the study. A case study design using a statistical stratified random sample was used. A mail survey

was pretested for reliability and validity before being used for data collection. Descriptive and inferential statistics were used to analyze the data.

On Likert scales of forty skills contributing to successful leadership, participants indicated moderate increases. High correlations were found between each competency and the concept of transactional and transformational leadership. Responses to open ended questions identified one hundred and thirty participants who said the program contributed greatest to their leadership development in refining a variety of skills. Greater understanding of issues, especially global was also very important.

Increased confidence in achieving tasks, public speaking, inner strength, personal ideas and willingness to take risks were frequent responses. Closely related was a recognition that they could make a difference. One hundred and eighty three gave examples of how they are making a difference. Examples of political involvement was identified by many within this category.

One hundred and thirteen respondents identified new personal goals, or being more capable and better at working with others to accomplish goals. Greater respect and appreciation for others, issues, and the process for getting people to work together to solve problems was a thread throughout the open ended questions. Many identified their participation as directly contributing to the advancement of their careers.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(24) Title: STORIES OF THE AMERICAN REVOLUTION PERIOD:
COMPARATIVE CASE STUDIES OF TWO FIFTH-GRADE
TEACHERS' CURRICULUM

MEDIATION PRACTICES. (VOLUMES I AND II)

Author: VANSLEDRIGHT, BRUCE ARTHUR

MICHIGAN STATE UNIVERSITY - PHD

pp: 479

Research Problem: This study was framed to address three questions: (a) In

what specific ways do the two fifth-grade teachers mediate the social studies curriculum at their grade level and what factors influence their decisions? (b) How do those decisions in turn influence the ways in which their students construct understandings concerning a unit on U.S. history that they examined during the study? and (c) What differences do the decisions make in relationship to a plurality of social education goals espoused by curriculum developers and educational theorists?

The study focused on the teaching lives of two veteran teachers with regard to how they mediated a unit on the American Revolution-Constitutional Period. The teachers thought about social studies/U.S. history differently: one viewed the content of history as a tool to stimulate reflective thinking and decision making processes; the other viewed the content as important in itself and attempted to make it interesting and lively. The study took as its context two fifth-grade classrooms located in different schools within the same school district. Both drew on socio-economically similar student populations. Comparisons were made between the two teachers with respect to their curriculum mediation practices and the influences that those practices had on their fifth-grade students. The relative trade-offs involved in choosing to mediate the curriculum in different ways was a primary focus of the analysis and discussion of the findings. The implications that those trade-offs suggested for curriculum and teaching debates in the field of social education were also considered.

Although their curriculum mediation practices varied, the teachers appeared to have relatively similar influences on student learning about the unit topic under examination. Nevertheless, based on some subtle differences, an argument is constructed which suggests that one teacher provided somewhat more expansive and fertile learning opportunities for her students than the other teacher. The argument concludes with a discussion of different images for social studies education.

Form(s) of Curriculum Inquiry employed in this Dissertation: history

(25) Title: THE DIALECTIC OF REFORM IN SOCIAL STUDIES
EDUCATION:
EXAMINATION OF THE RELATIONSHIP AMONG THREE
RATIONALES OF SOCIAL STUDIES EDUCATION, 1870-1920
Author: ELMAZZAWI, MOHAMED ABDUL MOTEY
MICHIGAN STATE UNIVERSITY - PHD pp: 213

Research Problem: The processes of data collection, analysis, and interpretation were guided by three basic questions. (1) What were the conceptual bases of the rigor, relevance, and radical rationales in social education between 1870 and 1920? (2) What were the historical conditions--socio-economic, cultural, and political that accompanied the rise and demise of these rationales? (3) How did these historical conditions influence these rationales or traditions? The primary accessible curriculum documents that addressed these issues were the sources of data. Secondary sources in curriculum provided additional data. The research method compared curriculum information with socio-historical and professional contexts. Qualitative content analysis was completed between the three research questions and three sets of issues which were defined after the completion of the literature review. This process permitted different concepts and/or categories to emerge over a recurring pattern or course of deductive-inductive cycles. Significant propositions confirmed are the following. (1) If the constants and variables of economic(s), culture(s), and politic(s) set the outer limits of reform, inter-subject conflict and compromise and extra-subject competition and dialogue regulated the unfolding dialectic of reform. Each rationale emerged as a place where ideas could influence the subject community. (2) The rationales embodied dynamic philosophies and pedagogies to bring social and pedagogical commitments to the forefront of practice. The rationales were more like dynamic social and intellectual movements. (3) Socially, the different rationale advocates belonged to the old gentry the rising middle class. The ideological commitments and professional persuasions and training of these advocates played significant roles in structuring and mediating their visions. (4) The relevance rationale was much more attuned to reform in the progressive era. Its advantageous location into the center of discourse broadened its channels of communication with inter- and extra-subject communities. The three rationales were much more than rhetorical conventions. Rather, they were responsive and dynamic social, intellectual, and professional movements that sought to address the regularities and anomalies in discourse and practice. They carved traditions, inscribed techniques, articulated doctrines, expressed sympathies, championed morals and legacies that continue to inspire.

Form(s) of Curriculum Inquiry employed in this Dissertation: history-philosophy

(2b) Title: LEARNING MATHEMATICS TO TEACH: WHAT STUDENTS
LEARN ABOUT MATHEMATICAL CONTENT AND REASONING IN
A CONCEPTUALLY ORIENTED MATHEMATICS COURSE
Author: SCHRAM, PAMELA WALLIN
MICHIGAN STATE UNIVERSITY - PHD pp: 362

Research Problem: Leaders in mathematics education are calling for major reforms in what is valued in mathematics curriculum and instruction--in the roles of teachers and students and in the culture of the classroom. The knowledge, skills and dispositions necessary to teach in this manner require a significantly different experience with mathematics than the traditional K-12 mathematics experiences that most prospective teachers bring to their university coursework. Teacher education must

confront students' deeply rooted ideas about mathematics and about teaching and learning mathematics.

This study investigated what a group of six prospective elementary teachers came to understand about mathematical content and reasoning in a conceptually oriented mathematics course. Sources of data included four student interviews, two questionnaires, twenty-one classroom observations, and three interviews with the mathematics instructor. Interviews explored what students learned about particular number theory content, relationships, mathematical ways of thinking and problem solving. Findings from the study included: What prospective teachers learn about mathematical content is impacted by many interrelated factors--prior experience; views about mathematics; patterns of mathematical thinking and problem solving; flexibility in using mathematical knowledge; and habits of reflection about the mathematics one knows and about oneself as a learner. Students often possessed the knowledge needed to solve problems but did not recognize and/or appreciate the power of the ideas they possessed. Many of the students seemed unable to analyze a problem and think about pertinent information that might be helpful in solving the problem or to recognize the relationship between that problem and other mathematical knowledge and understanding in their possession.

The process of changing mathematical ways of thinking and dispositions is complex and occurs across time. A single mathematics course is not enough to undo years of mathematics learning; however, a conceptually oriented mathematics course can challenge students' ways of thinking and patterns of reasoning. Students can become aware that mathematics has meaning. Strategies used by students can change from a more technical to a more reasoning orientation.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalist

(2.7) Title: IMPROVING READING INSTRUCTION THROUGH STATE
POLICY: TWO LOCAL STORIES (MICHIGAN, CURRICULUM
REFORM)

Author: STANDERFORD, NANCY SUZANNE
MICHIGAN STATE UNIVERSITY - PHD

pp: 347

Research Problem: This study looked at the ways in which two small school

districts in southwestern Michigan responded to a state policy intended to improve reading instruction. The study attempted to understand what those local educators charged with this responsibility knew about the policy, what it meant for reading instruction, and how to facilitate bringing about those changes. The context of the organization and how routines and procedures of the organization affected the work were analyzed. The power structures of the districts and how those affected the work were also examined. The ways in which these three factors, knowledge of the participants, organizational characteristics, and power structures, interacted to shape local efforts were analyzed.

The study found that the local educators had limited knowledge of the ideas underlying the policy and were provided with few opportunities to learn more about those ideas. This occurred because of the push to fit the implementation efforts into standard operating procedures of the organization. The teachers involved realized that they needed more time to learn before they could do the work effectively; however, the power structures left the decisions in the hands of the administrators who were more focused on meeting district timelines and state mandates than on improving reading instruction in classrooms. This situation limited district efforts to a strategy in instruction interpretation of the policy which required that teachers learn some new instructional strategies rather than learning how to fundamentally change their approach to reading instruction.

In both districts, the individual teachers were attempting to sort through the wealth of information coming to them from numerous outside sources and were taking small steps away from traditional ways of teaching reading. Most of these steps consisted of adding

thenew ideas onto their existing practices. In one district, these stepswere supported and encouraged, while in the other district teacherslooked for ways to by-pass the district constraints to learn on their own.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-deliberat.

(28) Title: ANALYSES OF MIDDLE SCHOOL STUDENTS' SCIENTIFIC ARGUMENTS IN COLLABORATIVE PROBLEM-SOLVING CONTEXTS

Author: EICHINGER, DAVID CLAIR

MICHIGAN STATE UNIVERSITY - PHD

pp: 159

Research Problem: This study examined how individuals and groups of students

constructed scientific arguments as they engaged in a series of collaborative problem solving activities. The study was based on research traditions in conceptual change, social semiotics, and argumentation. Two research questions were investigated: (a) What is the nature of students' scientific arguments and how do they approximate or fail to approximate scientists' arguments for relatively complex scientific problems?; and (b) Does the nature of students' arguments and argumentation processes change over time, and if so, in what ways?

Two target groups of four students each were videotaped during three months of instruction in a sixth grade science classroom in a midwestern urban school district. Data analyses focused primarily on an examination of students' small group discussions of four collaborative activities that addressed aspects of the kinetic molecular theory. In general, the results show much variability in the degree of scientific and logical sophistication that students developed in their individual and group arguments during their study of the curriculum unit. While a few students demonstrated significant progress in their understanding and application of scientific forms of argumentation, the majority of students continued to approach and solve these problems in much less complex and sophisticated ways.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(29) Title: A DESCRIPTION OF CHRISTIAN DISTINCTIVES IN ELEMENTARY TEACHER EDUCATION CURRICULA AT CHRISTIAN LIBERAL ARTS AND BIBLE COLLEGES (LIBERAL ARTS COLLEGES)

Author: SWENSON, VICTORIA WILSON

MICHIGAN STATE UNIVERSITY - PHD

pp: 247

Research Problem: The purposes were: To describe distinctively Christian

content of teacher education curricula at Christian liberal arts and Bible colleges which are members of Association of Christian Schools International and American Association of Bible Colleges, with focus on required coursework and recommended co-curricular activities; to identify areas in which heads of teacher education at those colleges believe improvement is needed in their curricula; and to find whether significant differences between Christian liberal arts and Bible college teacher education curricula exist, based on questionnaire replies by the heads of teacher education.

Both Christian liberal arts and Bible college respondents expressed similar commitments to helping their students to model love and Christ-like character, to develop a Christian worldview, and to develop academic competence and professional skills. The similarity in distinctively Christian orientation is notable in statements of department goals, personal character qualities, and inclusion of elementary subject area topics which reflect a Biblical perspective. Christian liberal arts colleges tend to emphasize practical experiences in public schools and professional topics which are similar to those of secular education more than

Bible colleges do. Bible colleges emphasize practical Christian distinctives such as Bible integration procedures, Christian school curriculum, current trends in Christian education and academic training in Bible and theology more than Christian liberal arts colleges do. Most respondents are fulfilling their goals of providing distinctively Christian education, but indicate improvement still is needed in 18 topic areas. The most notable topic for improvement is Bible integration procedures. Familiarity with this topic, and implementation of it, varied widely. Co-curricular activities cited as furthering a distinctively Christian education by helping to inculcate Christian character and action were: required or optional chapel attendance, Christian service, Bible clubs, prayer groups and missions, and extra contact with faculty. Recommendations for further study: Definition of Bible integration methods and description of their implementation; description of Christian teacher preparation for witnessing and Christian role-modeling in public schools; description of optional courses and activities which prepare teachers specifically for Christian schools; impact study of state certification requirements and educational reforms on Christian college curricula.

Form(s) of Curriculum Inquiry employed in this Dissertation: historical-philosophy

(30) Title: AN ORDERING THEORETIC ANALYSIS OF THE SATO CAUTION INDICES IN A MALAYSIAN CONTEXT

Author: FILMER, IVAN DOUGLAS, JR.

MICHIGAN STATE UNIVERSITY - PHD

pp: 122

Research Problem: The Sato caution indices are derived by investigating the

observable patterns of students' responses on a test and summary statistics. It involves constructing a students-by-items matrix of the binary responses where students are arranged from highest to lowest scoring, and items arranged in order of increasing difficulty. The indices derived by a formula introduced by Sato ranges from zero to over 1 and indicate the extent to which items are aberrant.

In this study, a 40-item objective test was administered to 354 fifth form students in six Malaysian schools. The item and student caution indices were calculated first using the students-by-items matrix of the Sato model and then again after ordering the items with the probabilistic model Z of the ordering theory (Krus, 1975). A principal components factor analysis and an agglomerative hierarchical cluster analysis were conducted on the items to aid the ordering theoretic analysis.

The results of the study showed that in the Sato model, the ordering or arrangement of the items did not affect the calculation of the item caution indices but affected the calculation of the student caution indices. Similarly, the ordering of the students affected the calculation of the item caution indices. The sample size of items and students had an effect on the magnitudes of the item and student caution indices derived. The arrangement of the items according to the ordering theoretic analysis correlated almost identically with the arrangement of items in the Sato model ($r_{\text{Sato ranks}} = .999$). Identical item caution indices were produced. The item caution indices derived from the different group characteristics of item format, school location, students' gender, students' SES, and teachers' working experience, were all not significantly different. There was also no significant interaction effect between the student caution indices derived from students of different SES and different school locations.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(31) Title: THE DEVELOPMENT OF DISCOURSE PRODUCTION: EXPLORING
THE PROCESSING MECHANISM IN WRITING, TALKING AND
READING

Author: CHARALAMBOUS, ALKISTIS

MICHIGAN STATE UNIVERSITY - PHD . . . pp: 109

Research Problem: The effect of practice--in particular what accounts for

the effect of practice on perceptual processing and lexical representation--has been the focus in debates between abstractionist and episodic theories of cognition. Because of the relevancy of sensory input modality to both theories, the role of modality on repetition effects has been an issue in the study of lexical access and representation. Proponents of each view look at the variation of modality on repetition effects in perceptual processing. In support of episodic theories modality change usually reduces repetition benefits, especially in relatively data-driven tasks such as word naming, lexical decision, or tachistoscopic recognition. Despite the extensive investigation of the perceptual domain, analogous research on the production domain is largely absent from the literature of repetition effects. Furthermore, developmental data on the issue are completely lacking. This study examined the processing mechanism in text generation in writing and speaking by fourth graders and undergraduate students.

In Experiment 1 the effect of same and different modality--writing and talking--on the magnitude of repetition benefit was examined. Two-hundred and fifty-six subjects, half fourth graders and half undergraduates, learned a short passage and were then instructed to generate it from memory twice, either both times in writing, or in talking, or once in one modality and once in the other. A complete cross-modality transfer effect was observed in the performance of both fourth graders and adults. For both production tasks, whether written or spoken from memory, second production times were uninfluenced by whether the first production was written or spoken.

In Experiment 2 the effects of same- and cross-modality on repetition benefit was examined when text was copied by writing and when text was read aloud. Repetition benefits in the production tasks were much smaller than those in Experiment 1. However, the repetition effects that did occur were again uninfluenced by practice modality in either fourth graders or adults.

The findings support an abstractionist view of the effects of practice on writing and talking; repetition-based learning in such production tasks occurs in the "abstract" or "amodal" components of the semantic/lexical level of information processing.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific.

(32) Title: THE INTERACTION BETWEEN A COLLABORATIVE
WRITING INTERVENTION AND THE DEVELOPMENT OF SCIENCE
UNDERSTANDINGS IN A NINTH-GRADE CLASSROOM

Author: KEYS, CAROLYN WALLACE

MICHIGAN STATE UNIVERSITY- EDD . . . pp: 306

Advisor: VOSS, BURTON E.

Research Problem: The purpose of this study was to investigate how a

collaborative report writing intervention facilitated the development of scientific reasoning skills and concept knowledge for six ninthgrade students. The study focused on: (1) how students usedscientific reasoning skills and collaborative interactions to supportcomposition, (2) how these processes changed over time, (3) howcollaborative products changed over time, and (4) whether scientificunderstandings developed during collaborative writing were integratedinto the knowledge base of individual students. The research designwas an interpretive case study. Three sections of general scienceclasses participated in writing ten investigation reports based ontheir laboratory activities over a four month period. In-depthresearch was conducted with three target student pairs. The authorand classroom teacher designed report guideline prompts to scaffoldstudents' use of relevant scientific reasoning skills. Data analysisof target pairs' discussion resulted in the emergence of elevenreflective scientific reasoning skills that students used in anintegrated manner to assess their prior understandings of scienceevents, generate

new understandings, extend their understandings, and to support the cognitive processing which writing requires. Participant pairs used five types of collaborative interactions to facilitate report writing including: sounding board, in which meanings and text were proposed; debate, in which the merits of ideas were evaluated; peer teaching, in which one member shared information with the other; incorporation, in which text was jointly composed; and supplies answer, in which one pair member dictated the text. Improvement in the use of reasoning skills over time corresponded with group members taking a more active role in the discussion process. Data for individual concept knowledge indicated that three of the six target participants developed large and richly linked knowledge structures, two students demonstrated moderate growth, and one student demonstrated little growth during instruction which included collaborative writing. This study provides evidence that a collaborative writing intervention was useful for promoting the construction of science understandings and that it fostered students' use of scientific reasoning skills.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative-action.

(33) An Evaluation of a High School Environmental
Education Program of the Tansui River in Taiwan

Author: Wang, Shun-Mei
Advisor: Nowak, Paul F.
Michigan State University
Source: DAI-A 54/03, p.801

Research Problem: Like many other places on the Earth, most rivers in Taiwan are polluted. Education programs are needed to raise the public's concern about rivers and motivate them to take action. The Tansui River Education Program (TREP) was designed for secondary students in the Tansui River watershed of Taiwan and was modeled after the Rouge River Water Quality and Community Problem Solving Program in Michigan. The pilot TREP was conducted in two high schools to evaluate the program effects on awareness, knowledge, attitudes, and empowerment. In addition, students' interest and teachers' feelings about TREP were examined. The experimental design included control and experimental groups, pre- and post-tests and a questionnaire. A paired t-test and a one-way ANOVA with a 0.05 level of significance were used to analyze the data. Student and teacher evaluations were used to collect information about program feasibility. Due to a strict curriculum, the two day pilot program was conducted outside of class during weekends and holidays. The control group did not receive any instruction except answering the questionnaire.

Major findings of the research were: (1) TREP significantly increased participants' awareness of the river they visited; (2) TREP significantly increased their knowledge of water quality; (3) TREP significantly increased their sense of empowerment for saving the river; (4) TREP significantly increased their intentions to take actions related to "advocacy" and "school environmental protection"; (5) TREP significantly increased their feelings of responsibility for the school environment in terms of planning and decision making; however, (6) TREP did not significantly change students' perceptions of general barriers to action taking. Students and teachers were very positive about the program, particularly the water monitoring activity. The teachers also appreciated the case study and action taking sessions. In light of the research results, the author suggested the Ministry of Education in Taiwan should consider adding TREP to the national curriculum.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

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(7) OHIO UNIVERSITY
Public coed University

Ohio University was established in 1804 and was the first institution of higher education in the old Northwest Territory. The city of Athens, home of Ohio University, is located about 75 miles southeast of Columbus. The University offers a wide range of cultural activities not only to the University community but to all of southeastern Ohio. The University is accredited by the North Central Association of Colleges and Secondary Schools and by the recognized professional accrediting associations identified with its major academic divisions. It holds membership in the leading state and national educational and professional associations.

Ohio University is a public university providing a broad range of educational programs and services. As an academic community, Ohio University holds the intellectual and personal growth of the individual to be a central purpose. Its programs are designed to broaden perspectives, enrich awareness, deepen understanding, establish disciplined habits of thought, prepare for meaningful careers and, thus, to help develop individuals who are informed, responsible, productive citizens (University Catalog, 1993-95).

The Graduate School: Unique Features:

1. Enrollment: 27,249 Graduate, Professional and Undergraduate students.
2. Students Groups: 2,467 full-time (1,042 women) and 498 part-time (229 women) matriculated graduate/professional students: 108 minority (72 African-Americans, 11 Asian-Americans, 14 Hispanics, 11 Native-Americans), 847 internationals.
Faculty: 769 full-time (175 women), 260 part-time (118 women); includes 85 minority (38 African-Americans, 37 Asian-Americans, 6 Hispanics, 4 Native Americans).
3. Tuition: \$ 13,990 per year full-time and \$ 165 per quarter hour part-time for non residents; \$ 7,872 per year full-time 326 per quarter hour part-time for non-residents.
4. Programs: are granted through the following Colleges: Arts and sciences, Business Administration, Communication, Education, Engineering and Technology, Fine arts, Health and Human Services, International Affairs, Interdisciplinary Programs, Osteopathic Medicine.
5. Degrees offered: Ph.D, D.Ed; and Master's degrees.
6. Requirements for Admission: Ohio University has 4 categories of graduate student admission: degree, nondegree, postbaccalaureate, and transient. Any admission to a graduate program must be regarded as provisional until the student has provided a final, official transcript from his/her undergraduate institution showing receipt of the bachelor's degree, and transcripts should be submitted from any other post-secondary school attended. For degree admission: those students who have some deficiency in the entrance requirements, including a grade point average below 2.5, may be approved by the department for conditional admission. Students in this category may achieve unconditional admission after the satisfactory completion of a prescribed program to remove any academic deficiencies, and by attaining a 3.0 or better grade-point average on the first 15 hours of graduate credit course. Scores on the Graduate Record Examination (GRE), Miller Analogies Test or other tests may be required by graduate programs. Scores in the TOEFL test for non English natives is required.

Admissions Office Address: Office of Graduate Student Services
Ohio University
Athens, OH 45701-2979
Phone 614-593-2800

7. **Requirements for Graduation:** For the Master's Degree: a minimum of 45 graduate credits is required; a period of residence, a program of study, and comprehensive examinations approved by the student's advisor and by the departmental graduate committee may be required for conferral of the Master's degree. The Doctor of Philosophy Degree (Ph.D.) is granted on the basis of evidence that the candidate has achieved a high level of scholarship and proficiency in research rather than solely on the basis of successful completion of a prescribed amount of coursework. The student's competence and ability to work independently and to write creatively are established by qualifying and comprehensive examinations and the quality of a dissertation submitted as an account of his or her original research. The doctoral program must be completed with 7 calendar years of the date of initiation. Conferral of either the Master's or Ph.D degree requires at least B (3.00) grade-point average. The grade-point average in formal coursework will be computed separately from the average in research, thesis and dissertation credits to determine eligibility for graduation. No grade below C (2.00) can be used to satisfy any degree requirement. Should any student achieve less than an overall B (3.00) grade-point average, the office of the dean of the college in which the student is enrolled will solicit a written statement from that student's departmental graduate committee to justify the student's continuation in the program.
8. Doctoral degrees awarded: 179 doctoral degrees (1993-94)
9. Student Services: low cost health insurance, free legal counseling, free psychological counseling, career counseling, day care facilities, campus safety program, campus employment opportunities, counseling/support services for international services students. Housing: rooms and/or apartments available to single(1,200 units) and married students(239 units) at an average cost of \$ 1,875 per year for singles and \$ 4,740 per year for married students;
10. Financial Aid: A student is eligible for University-funded associateships, fellowships, or scholarships only after he/she has received unconditional admission. A 3.0 or better grade-point average must be maintained to retain University financial support. The associateships and scholarships are granted by the individual schools or departments. Student loans are playing an increasingly significant role in financing post-secondary education.
11. Research Facilities: Alden library plus 1 additional on campus library; total holdings of 1,308,676 volumes; 1,956,851 microforms, 11,083 current periodical subscriptions. A total of 50 personal computers in all libraries. CD-ROM players available for graduate student use. Access provided to on-line bibliographic retrieval services.
12. Computer facilities: IBM 4341, IBM 4381, Apple Macintosh, IBM Personal System./2. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: information non-available. Faculty: 31 full-time (12 women), 4 part-time (3 women).

2. Name of the Unit: Graduate Studies, College of Education, School of Curriculum and Instruction.
3. Head or contact: Dr. H. Wells Singleton, Dean College of Education.
School of Curriculum and Instruction
College of Education
McCracken Hall
Ohio university,
Athens, OH 45701-2979
4. Name of Program that focuses on Curriculum Studies: Curriculum and Instruction (Graduate Programs), and Ph.D program in instructional technology.
In Education, additional programs are offered: Applied Behavioral Sciences and Educational Leadership; Professional Laboratory Experiences.
5. Departmental Requirements: Entrance: GRE general test, MAT, minimum GPA of 3.0, work experience. Degree requirements: The graduate committee of the student's department will assign an advisor and an advisory committee who must approve the proposed program of study for the degree. The committee shall consist of at least 3 members representing the range of content in the student's program of study, in addition to the representative from the dean's office. When course work is virtually completed, and upon the recommendation of the advisory committee, the student takes a comprehensive examination, which is given to establish his or her mastery of the fields of specialization and readiness for advanced research. Normally, at least 3 academic quarters of the doctoral program shall be in continuous residence on the Athens campus of Ohio university in an institutionally full time status (registration for 15 graduate credits). Admissions to doctoral candidacy is achieved after the student has completed the following steps: formation of the dissertation committee (including the dean's representative); approval of the research proposal; successfully completion of the comprehensive examinations; and satisfaction of all required scholarly disciplines.
6. Doctoral Degrees granted: thirteen doctoratés in Curriculum and Instruction (93-94).
7. Primary Goals of the Graduate Programs in Curriculum are: The School of Curriculum and Instruction offers programs of graduate study designed to meet the academic and professional requirements of those involved in teaching, curriculum development and supervision. Master's degree programs are offered in curriculum and instruction, including emphases in elementary education, middle school education, reading, secondary education, special education, supervision, educational media, teaching of the talented and gifted, teaching of mathematics, economic education, and micromputers. The doctoral programs in curriculum and instruction is designed to prepare curriculum and supervision workers to serve as change agents in schools, two year community or technical colleges, and/or university settings. The Ph.D. program provides a core of experiences in educational foundations, curriculum and instructional theories, and specialization in one of the following areas: curriculum and instruction, reading and language arts, social studies education, supervision, economic education, mathematics education, or instructional technology.
8. Unique strengths of the Graduate Program in Curriculum Studies: Research (graduate study and research place primary emphasis on bridging the gap between theory and practice- between research and the everyday educational and human problems that confront students, teachers, counselors, curriculum workers, administrators, and other professionals in related fields); students (placement, selection procedures and national

recruitment); faculty (productivity, research-oriented, stable and dedicated, diverse interests & backgrounds, wide number of publications and many speeches and papers for conventions); Curriculum (individually tailored to each student, interdisciplinary, competence-based, a core of required course, cohesive and academic. Programs accredited by NCATE) and environment (academic life, resources and libraries).

9. This Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, national leader in funded curriculum research, size of the program, visibility of the program, Curriculum research publications and participation of faculty and students in professional groups.

Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: (690) Research in Education (691) Seminar in Education, (695) thesis (one or diverse forms of curriculum inquiry upon students' needs); (697) Analysis of Media Theory, Research and Instructional Media Programs (evaluative/normative, integrative/review/synthesis, deliberative/action research); (820) Research and Curriculum in Elementary Education Reading (critical, historical, theoretical, philosophical, scientific forms of curriculum research); (830) Research in Elementary Education-Mathematics (scientific research); (840) Research in Science Education (critical, evaluative, normative, integrative/review/synthesis, scientific-action research) and (760) Readings and Research in Human Development (evaluative/normative, integrative/review/synthesis, scientific-action research).
2. Ways to prepare graduate students as curriculum researchers: put students in an overview course on different types of research; ask students to enroll in research methods courses with only students in the program but first trying to establish what each student wants and needs to know.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
Ohio University, January, 1993 - June, 1994

(1) Title: RELATIONSHIPS OF STUDENT GENDER, TEACHER EXPERIENCE AND SETTING TO STUDENT'S ACHIEVEMENT AND ATTITUDES TOWARD MATHEMATICS IN BOTSWANA COMMUNITY JUNIOR SECONDARY SCHOOLS

Author: CHAKALISA, PAUL ALGEBRA

School: OHIO UNIVERSITY Degree: PHD

pp: 201

Advisor: BEACH, BONNIE

Research Problem: This study investigate whether differences in achievement and attitudes toward mathematics exist on the basis of students' gender, setting and teacher experience. The Subjects were 800 students and 40 teachers from 40 randomly selected junior secondary schools in Eastern Botswana.

Four instruments were used to gather data for the study. A Demographic Background Assessment Form provided information on teacher experience. A Mathematics Achievement Test was used to gather data on students' achievement. Four scales of the Fennema-Sherman Mathematics Attitudes Scales gathered data on students' attitudes toward mathematics. Unstructured interviews were conducted on 20 students concerning mathematics attitudes. Multivariate analyses of variance reveal significant differences in mathematics achievement on the basis of setting, gender and teacher experience. Significant differences in confidence in mathematics are revealed on the basis of gender, and in attitudes toward success, mathematics as a male domain, and teacher's attitude on the basis of teacher experience. There are no significant differences in attitudes toward mathematics on the basis of setting, in attitudes toward success, mathematics as a male domain, and teacher's attitude on the basis of gender, and in confidence in mathematics on the basis of teacher experience. The MANOVA procedure does not reveal interaction effects among setting, gender and teacher experience that influence students' achievement and attitudes toward mathematics. Suggestions for further research include conducting studies to investigate why differences in attitudes and achievement in mathematics exist in the three independent variables. Studies are suggested to investigate relationships between classroom interactions, and attitudes and achievement in mathematics. Additionally, studies are recommended to investigate impact of student counseling on students' attitudes and achievement in mathematics.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-

(2) Title: THE EFFECTS OF OHIO'S NINTH-GRADE PROFICIENCY TESTING PROGRAM ON PUBLIC SCHOOLS: PERCEPTIONS OF SUPERINTENDENTS, PRINCIPALS AND TEACHERS

Author: COSTANZO, JOHN DOMINIC

School: OHIO UNIVERSITY Degree: PHD

pp: 191

Advisor: GIPS, CRYSTAL J.

Research Problem: The study identifies and compares the perceptions of superintendents, principals, and teachers regarding the desired effects of Ohio's ninth-grade proficiency testing program on curriculum, instruction, and student achievement in schools. The emphasis is on determining if: (1) the perceptions of superintendents, principals, and teachers differ from one another; and (2) relationships exist between the perceptions of subjects and demographic or organizational variables in local school districts.

The sample of 67 superintendents, 78 principals, and 46 teachers was selected from the 611 public school districts in Ohio. Teachers and principals served students enrolled in grades 7-12.

A three-part 42-item questionnaire was developed for administrators, and one with three parts and 44 items was developed for teachers. Multiple regression analysis, a single factor ANOVA, and one sample t-tests were used to analyze the data. The level of significance was set at 0.05 for all statistical tests. Results revealed that there was no relationship between perceptions about the ninth-grade proficiency tests and the following individual predictor variables: (a) quality of the local CBE program; (b) position; (c) district size; (d) modification of curriculum and instruction; (e) level of concern; (f) percent of students who passed the ninth-grade proficiency tests; or (g) costs per pupil expenditures. Significant results were obtained in the following areas: (1) negative perceptions about the ninth-grade proficiency tests; (2) the relationship between perceptions and the predictor variable, extent of use of test results; and (3) the relationship between perceptions and the entire group of predictor variables that were examined. Recommendations for further research include replication of the study after all sanctions for poor student performance on the ninth-grade proficiency tests are imposed by local school districts and the Ohio Department of Education. It is also recommended that research be conducted to identify other predictor variables that influence perceptions of Ohio's educators about the ninth-grade proficiency tests.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological

(3) Title: THE USE OF AND ATTITUDES TOWARD PERFORMANCE ASSESSMENT IN
A PRIMARY GRADE PROGRAM OF WHOLE LANGUAGE (STUDENT
EVALUATION, STANDARDIZED TESTS, PRIMARY GRADES)

Author: POWELL, LARRY EDWARD

School: OHIO UNIVERSITY Degree: PHD

pp: 135

Advisor: GIPS, CRYSTAL J.

Research Problem: This study examined a year long whole language program

conducted by a Literacy Intervention Team (L. I. T.). The team consisted of three teachers who used performance assessment to evaluate student progress. Four out of five assessments were developed by Marie Clay and are also used in the program called Reading Recovery. A sixth assessment was an Ohio State Department of Education checklist called the Third Grade Guarantee. This checklist monitored student progress in reading and writing.

The purpose of the study was to compare the attitudes of students and teachers toward standardized tests and performance assessment, especially regarding their influence on learning. Ten students were serviced on a regular basis with five different assessments. Teachers were videotaped using the assessments. Students and teachers were interviewed and asked questions about standardized tests and performance assessment. Standardized test scores of students in the program were compared with those of regular students. The tests used for this comparison were the Gates-MacGinitie and the Iowa Test of Basic Skills. Teachers on the L. I. T. and regular classroom teachers completed Dr. DeFord's Theoretical Orientation to Reading Profile (T.O. R. P.). Student progress on the Third Grade Guarantee was also checked. Teachers and students reported a preference for performance assessment over standardized tests. Students felt that the performance assessments made them better readers. Teachers liked the immediate intervention qualities of the performance assessments. Students in the L. I. T. program did better on standardized tests than non-treatment students. Descriptive statistics and t tests showed academic improvement by the experimental group. Both the Literacy Intervention Team and the regular classroom teachers showed an orientation toward whole language when assessed by the T. O. R. P. While the numbers of students and teachers involved in this

study are too small to provide useful statistical data, the quantitative results do supply very strong conclusions drawn from the qualitative data. All teachers viewed performance assessment as contributing more to teaching and learning than standardized tests do.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(4) Title: THE IMPACT OF MATHEMATICS/SCIENCE IN SERVICE TEACHER EDUCATION PROGRAMS ON THE MANZINI REGION (SWAZILAND) ELEMENTARY SCHOOLS

Author: NHLENGETFWA (LAFAKUDZE), JOSEPHINE THULISIWE
OHIO UNIVERSITY Degree: PHD pp: 205

Advisor: HOWARD, W. S.

Research Problem: This study has examined the impact math/science in service teacher education programs, on elementary schools of the Manzini region, provided since their inception in the early 1980s. The investigation entailed: (a) the personal backgrounds of the teachers in selected schools that participated in the workshops; (b) the physical environment under which teachers operate in their respective schools, (c) the skills obtained from the workshops in terms of classroom interaction needs that involve the use of different teaching methods in one lesson, the use of hands-on events in a lesson and the use of questions and responses by both teachers and pupils in a lesson, and (d) finally the effect of collegial support called the multiplier effect.

This research combined three methodologies in collecting the data, a triangulation of three phases that used structured instruments of: a survey/questionnaire, interview and lesson observation. Demographic and qualitative data are presented to determine the impact of the Manzini region elementary school math/science in service education programs in the classroom. The research carried explanations of the data that account for patterns of teacher information, the classroom environment and interaction observed in math/science lessons.

Demographic data and open-ended question responses were provided by 109 elementary school teachers of the Manzini region in Swaziland through surveys. Ten of the respondents were further interviewed and 12 were observed while teaching mathematics and science in 12 different lessons. Analysis of averages, frequencies, percentages and ranges using pie, line and bar graphs were coupled with qualitative data from interviews and lesson observations to analyze, summarize and make recommendations for this research. The data analysis of all the four different sub-problems presented in this research reflect a positive impact of the math/science in service education programs in the Manzini region elementary schools.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(5) Title: RURAL PATTERN OF EXCELLENCE: A CASE STUDY OF CLAY COUNTY JUNIOR HIGH SCHOOL (RURAL EDUCATION, WEST VIRGINIA)

Author: STROUD, YVONNE PACK
OHIO UNIVERSITY Degree: PHD pp: 223

Advisor: THOMPSON, JAMES H.

Research Problem: This research is a case study of a rural junior high school in West Virginia that was recognized as a national school of excellence in the Blue Ribbon Schools Program in 1990-1991. The purpose is to determine whether the school reflects the characteristics associated with those described by effective schools research and to describe everyday, ongoing experiences of teachers, students, staff, and administrators.

The study was conducted through the use of several methodologies common to ethnographic research, including the use of interviews, observations, and the examination

of records. The goal was to describe in detail the many facets of the school, especially those that enhanced the school's environment of excellence. Mackenzie, who identified clusters of characteristics from the literature on effective schools, organized the effective school characteristics into three dimensions of Leadership, Efficacy, and Efficiency. These dimensions were used to organize the presentation of findings and to provide a structure for analysis of data. The data analysis reveals that the school overwhelmingly indicates the presence of effective school characteristics, especially the characteristics of school climate and leadership. The school also reflects the criteria fundamental to the Blue Ribbon Schools Program. A school that lacks resources can, through hardwork, involvement, commitment, and community spirit rise to a level of excellence.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(6) Title: THE RELATIONSHIP OF FIELD DEPENDENCE-INDEPENDENCE AND
ACADEMIC ACHIEVEMENT: KOREAN TEACHERS AND STUDENTS
(LEARNING STYLE, TEACHING STYLE)

Author: SUNG, HYESOOK

OHIO UNIVERSITY Degree: PHD

pp: 143

Advisor: MCCUTCHEON, JOHN W.

Research Problem: The purpose of this study was to identify the relationship

between students and teachers who have been classified as field dependent or field independent and academic achievement among ninth graders for improved educational practice. Specifically, it has four purposes: whether (1) students' and teachers' degree of field dependence-independence was related to academic achievement; (2) a match or mismatch of students' and teachers' field dependence-field independence was related to academic achievement; (3) how much of the variance was accounted for by the variables of field dependence-independence and gender; and (4) students of one gender were predominantly field dependent or field independent.

The subjects were 200 ninth grade Korean students and eight teachers of Korean language and mathematics. All were selected from a population of ninth grades at four private middle schools in Seoul, Korea. The instruments used in this study were the Group Embedded Figures Test and the Dong-A Achievement Test in Korean language and mathematics. The 2 x 2 ANCOVA, Multiple Regression Analysis, and t-test procedures were used to analyze the data ($p > .05$).

Analysis of the data indicated that: (1) field independent students had significantly higher adjusted means than field dependent students with both field dependent students with either field dependent or field independent teachers, (2) there was no significant relationship between teacher field dependence-independence and student academic achievement of Korean language and mathematics, (3) matching and mismatching students and teachers with respect to field dependence-independence made no difference in student achievement, (4) field dependence-independence and gender were capable of predicting achievement in Korean language (23%) and mathematics (30%), and (5) female and male students were not statistically different on field dependence-independence.

Based on the literature concerning the effects of field dependence-independence on student performance, it is recommended that educators need to be aware that students vary in many ways and they must also continuously monitor and respond to instructional programs to allow flexibility of content, materials, and teaching methods. Suggestions for further research include performing a replication of the present study by using the existing instruments, but by changing the subjects to different grade levels and gender.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(7) Title: THE RECENT DEVELOPMENT OF INSTRUCTIONAL SUPERVISION IN CHINA: A STUDY OF THE ORGANIZATION AND FUNCTION OF THE ELEMENTARY AND SECONDARY SCHOOL TEACHING AND RESEARCH SECTION

Author: ZENG, DEQI

OHIO UNIVERSITY Degree: PHD

pp: 221

Advisor: LEEP, ALBERT

Research Problem: Supervision of instruction is an important educational activity designated to provide assistance for classroom teachers for the purpose of improvement of instruction. This important function, for a long time, did not receive much attention in China due to the influence of the radical political ideology that resulted in educational policies overemphasizing the political and ideological function of education and belittling intellectual or academic goals. The social and political changes since 1977 have had great influence upon educational practice. To improve the quality of education to meet the demand of economic development, increasing attention has been given to the provision of instructional supervision for elementary and secondary school teachers. This dissertation is a study of the unique role performed by "the elementary and secondary school teaching and research sections". Established by mandate at provincial, prefectural and county educational administration levels, the research sections have developed over the past ten years as the important institutes that organize instructional supervision for elementary and secondary school teachers. This study traces briefly the historical development of this concept, examines the organization of the institutes, the types of activities they are actually performing, the supervisory techniques being commonly employed and daily duties of the researchers. A brief examination of the contributions made by the research sections over the past decade, major problems and issues identified by practitioners is provided. The researcher also presents a brief observation of the major characteristics of the present Chinese practice of instructional supervision and makes a few suggestions for improvement. This study is a qualitative research. Though interviews and questionnaire were used for collecting data, it is based primarily on a careful analysis of first-hand documents collected from different sources. The whole study is organized in nine chapters. Chapter Two reviews literature of the development of instructional supervision as a field. Chapter Three provides a historical background of the development of school supervision in China. Chapter Four to Eight focus on the major research questions. Chapter Nine concludes the study.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(8) Title: A CONTENT ANALYSIS OF MORAL THEMES IN SELECTED FIRST-GRADE SOCIAL STUDIES TEXTBOOKS

Author: NICOLAS, ARACELI MIGUEL

OHIO UNIVERSITY Degree: PHD pp: 157

Advisor: THOMPSON, JAMES H.

Research Problem: This study examines the moral education content of the teacher's edition of three grade one social studies textbooks. The identified moral themes are honesty, obedience, respect for authority/elders, concern for others, and industriousness. The textbook selection is based on the following criteria: (a) includes an early childhood education program, (b) published on or after 1989, (c) major social studies textbook publisher, and (d) accompanied by a teacher's edition. Nine readers/coders participated in the content analysis process. They were selected based on their expertise on early childhood education, content analysis, moral/character education, and social studies curriculum. To establish reliability, an orientation and training

session for the readers/coders was conducted before the analysis began. A practice exercise using a common text and the contingency table was undertaken to apply the categories and recording units. The inter-coder reliability was established at 80%. That is, at least 80% of the citations made by the readers/coders in each category were similar. Where there was disagreement, a consensus was made. A hierarchical log-linear analysis was used to treat the data. To determine the best model that could offer an acceptable fit with the data, a backward elimination process was executed. The best model that was generated in the screening process was the saturated model. Odds-ratios were computed as a follow-up procedure.

The data analysis indicates significant interactions and relationships between the textbooks, moral themes, and degrees of depth. The interaction of a specific pair of variable constantly changes whenever a second variable is included. Each textbook is uniquely different in presenting the moral themes. The following conclusions emerge from the analysis: (a) the three grade one social studies textbooks addressed the moral themes in varying degrees, (b) the five selected moral themes appeared to be addressed in a limited basis with regard to the frequency of incidents, (c) the moral themes were introduced and presented more at the awareness level rather than at some depth, and (d) the moral themes that perpetuate the American value system did not appear to be systematically addressed.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

- (9) Title: AN EXAMINATION OF LANGUAGE POLICY AND STRATEGIES FOR THE DISSEMINATION OF AMHARIC IN ETHIOPIA BETWEEN 1942 AND 1974

Author: TUCHO, YIGAZU

OHIO UNIVERSITY Degree: PHD pp: 167

Advisor: HOWARD, WILLIAM STEPHEN

Research Problem: This is a study of language policy and strategies for the dissemination of Amharic in the Ethiopian empire. The purpose of the study was to identify and analyze the Ethiopian government's language policy as well as specific and implied strategies of implementation between 1942 and 1974 for the propagation of Amharic to different parts of the empire. The spread of Amharic from its original base to other language community areas started at the turn of the twentieth century with Menelik's conquest of new territories. The completion of conquest and the incorporation of new land were followed by (re)settlement of Amhara or Amharized soldiers and populations and Coptic clergy. These groups became the initial agents for the dissemination of Amharic. Menelik's successor, Haile Selassie I, built Amharic language schools in major towns, made statements, and issued decrees from the 1920s to 1935, which set a formal pattern for the propagation of Amharic. After 1942, the government passed decrees and enacted laws which made Amharic an exclusive language of governmental administration, the law, and education, and excluded all languages indigenous to Ethiopia from official domains. Scrutiny of evidence indicates that the Ethiopian government attempted to spread Amharic to all parts of the empire with the hope to make it the language of all linguistic groups. Evidence further shows that the Ethiopian government tried to use Amharic as an instrument of national integration at the expense of all other languages. Different strategies ranging from Amharic as the medium of instruction in elementary schools and adult education to the founding of an Amharic language academy were used in promoting the dissemination of Amharic. The Ethiopian government's language policy and the means of its implementation between 1942 and 1974 legitimized the cultivation and expansion of one language and made other languages in Ethiopia illicit in all institutional establishments. This study concludes that the Ethiopian government devoted time and energy, and gave its official sanction, to the propagation of Amharic. It

undermined the official role of all other indigenous languages in order to neutralize possible ethnolinguistic nationalism in other language groups in the empire and to promote Amhara cultural and linguistic hegemony.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: historical

(10) Title: THE APPLICATION OF MODELING AS AN APPROACH TO CONDUCT MORAL EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA (ROLE MODELS)

Author: WU, QIULI

OHIO UNIVERSITY Degree: PHD

pp: 217

Advisor: LEEP, ALBERT

Research Problem: The study examines the application of the modeling approach in Chinese moral education in order to provide some general information and an overall investigation of modeling to help understand how moral education is conducted in the People's Republic of China. The study is mainly historical research based upon review of literature, analysis of written materials such as government documents and textbooks and story books used in China, and examination of the practice of using modeling in China.

A historical overview at the beginning gave a general idea of how modeling has been developed in China, how it has been used by Chinese people, and how important its position has been in Chinese moral education. Then the philosophical, psychological, social, and political foundations of modeling were examined in order to find why the approach has been so popular. Next, the qualities of role models in socialist China were investigated in order to find the criteria used to select role models and the functions played by them in different periods of social development. Finally, the practice of using modeling in Chinese schools today, including classroom teaching and extracurricular activities, was summarized. In addition, the contribution of social support and teacher training to the application of modeling was recognized, and some studies about modeling done by Chinese educators were introduced.

The method of general observation is employed to evaluate the effects of the application of modeling. According to Chinese leaders, major promoters in using the approach, the practice has been effective since it has helped realize the goals of constructing a socialist society and producing "new people". However, some problems in the application of modeling are observed from an educational point of view and the methods for using the approach need to be changed to meet the new requirements of society. Suggestions for improvement in the application of modeling include paying attention to developing children's abilities to reason and make moral judgments, using everyday role models that have an influence on children, and bringing the teachers' role in modeling into full play.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(11) Title: A STUDY OF SELECTED EDUCATIONAL COGNITIVE LEARNING STYLE ELEMENTS AS PREDICTORS OF ACHIEVEMENT FROM VIDEO AND AUDIOTAPE INSTRUCTIONAL UNITS (VIDEO INSTRUCTIONAL UNITS)

Author: CHIN, LOIPIN

OHIO UNIVERSITY Degree: PHD

pp: 435

Advisor: STROTHER, SELDON

Research Problem: The study examines the effectiveness of selected educational cognitive style elements as predictors of achievement from video and audiotape instructional units. The subjects ranged in age from 18 to 45 (N = 118). Students enrolled in five introductory media classes and two microcomputer applications in education classes formed the sample group. Both groups responded to both the Joseph Hill Educational Cognitive Style Mapping Inventory and the Albert Canfield Learning Style

Inventory. The subjects were randomly assigned to either the audiotape treatment group (N=52) or videotape treatment group (N=66). Subjects in both treatment groups responded to a pretest on drymounting visuals. The content of the video and audiotape treatments was identical. Both groups responded to a posttest and a survey measuring their attitudes toward the instructional units. The data collected was analyzed with the aid of the SPSS PC+ statistical software program.

Analyses of variance, analyses of covariance, regression analyses, independent t-test and discriminant analyses procedures were conducted. Only the Magnitude element in Hill Inventory was significant in predicting achievement gain in both treatment conditions. Instructional content contributed greatly to this significance. Suggestions for future research include: (1) generalizing results using other samples of subjects enrolled in similar introductory educational media and microcomputer in education courses in different geographical locations; (2) replicating this study to examine the remaining eighteen subscale elements in the Hill Inventory not covered in this study; (3) examining the elements used in this study or the other elements of the inventory with other forms of instructional delivery mediums such as slide-tape and interactive mediums; (4) revising the statements for the ten subscales of Hill Inventory examined in this study. Practitioners and researchers in the area of cognitive learning style who have in-depth knowledge of the Hill Inventory can meet to work cohesively in rewording and rephrasing the statements for each subscale element; (5) conducting research with other learning style inventories examining different sets of educational cognitive style elements.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(12) Title: RELATIONSHIPS OF STUDENT GENDER, TEACHER EXPERIENCE AND SETTING TO STUDENT'S ACHIEVEMENT AND ATTITUDES TOWARD MATHEMATICS IN BOTSWANA COMMUNITY JUNIOR SECONDARY SCHOOLS

Author: CHAKALISA, PAUL ALGEBRA
OHIO UNIVERSITY Degree: PHD
Advisor: BEACH, BONNIE

pp: 201

Research Problem: This study investigate whether differences in achievement and attitudes toward mathematics exist on the basis of students' gender, setting and teacher experience. The Subjects were 800 students and 40 teachers from 40 randomly selected junior secondary schools in Eastern Botswana.

Four instruments were used to gather data for the study. A Demographic Background Assessment Form provided information on teacher experience. A Mathematics Achievement Test was used to gather data on students' achievement. Four scales of the Fennema-Sherman Mathematics Attitudes Scales gathered data on students' attitudes toward mathematics. Unstructured interviews were conducted on 20 students concerning mathematics attitudes.

Multivariate analyses of variance reveal significant differences in mathematics achievement on the basis of setting, gender and teacher experience. Significant differences in confidence in mathematics are revealed on the basis of gender, and in attitudes toward success, mathematics as a male domain, and teacher's attitude on the basis of teacher experience. There are no significant differences in attitudes toward mathematics on the basis of setting, in attitudes toward success, mathematics as a male domain, and teacher's attitude on the basis of gender, and in confidence in mathematics on the basis of teacher experience. The MANOVA procedure does not reveal interaction effects among setting, gender and teacher experience that influence students' achievement and attitudes toward mathematics.

Suggestions for further research include conducting studies to investigate why differences in attitudes and achievement in mathematics exist in the three independent

variables. Studies are suggested to investigate relationships between classroom interactions, and attitudes and achievement in mathematics. Additionally, studies are recommended to investigate impact of student counseling on students' attitudes and achievement in mathematics.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(13) Title: THE EFFECTS OF OHIO'S NINTH-GRADE PROFICIENCY TESTING PROGRAM ON PUBLIC SCHOOLS: PERCEPTIONS OF SUPERINTENDENTS, PRINCIPALS AND TEACHERS

Author: COSTANZO, JOHN DOMINIC

OHIO UNIVERSITY (0167) Degree: PHD

pp: 191

Advisor: GIPS, CRYSTAL J.

Research Problem: The study identifies and compares the perceptions of

superintendents, principals, and teachers regarding the desired effects of Ohio's ninth-grade proficiency testing program on curriculum, instruction, and student achievement in schools. The emphasis is on determining if: (1) the perceptions of superintendents, principals, and teachers differ from one another; and (2) relationships exist between the perceptions of subjects and demographic or organizational variables in local school districts.

The sample of 67 superintendents, 78 principals, and 46 teachers was selected from the 611 public school districts in Ohio. Teachers and principals served students enrolled in grades 7-12.

A three-part 42-item questionnaire was developed for administrators, and one with three parts and 44 items was developed for teachers. Multiple regression analysis, a single factor ANOVA, and one sample t-tests were used to analyze the data. The level of significance was set at 0.05 for all statistical tests. Results revealed that there was no relationship between perceptions about the ninth-grade proficiency tests and the following individual predictor variables: (a) quality of the local CBE program; (b) position; (c) district size; (d) modification of curriculum and instruction; (e) level of concern; (f) percent of students who passed the ninth-grade proficiency tests; or (g) costs per pupil expenditures. Significant results were obtained in the following areas: (1) negative perceptions about the ninth-grade proficiency tests; (2) the relationship between perceptions and the predictor variable, extent of use of test results; and (3) the relationship between perceptions and the entire group of predictor variables that were examined. Recommendations for further research include replication of the study after all sanctions for poor student performance on the ninth-grade proficiency tests are imposed by local school districts and the Ohio Department of Education. It is also recommended that research be conducted to identify other predictor variables that influence perceptions of Ohio's educators about the ninth-grade proficiency tests.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(14) Title: THE USE OF AND ATTITUDES TOWARD PERFORMANCE ASSESSMENT IN A PRIMARY GRADE PROGRAM OF WHOLE LANGUAGE (STUDENT EVALUATION, STANDARDIZED TESTS, PRIMARY GRADES)

Author: POWELL, LARRY EDWARD

OHIO UNIVERSITY Degree: PHD

pp: 135

Advisor: GIPS, CRYSTAL J.

Research Problem: This study examined a year long whole language program

conducted by a Literacy Intervention Team (L. I. T.). The team consisted of three teachers who used performance assessment to evaluate student progress. Four out of five assessments were developed by Marie Clay and are also used in the program called Reading

Recovery. A sixth assessment was an Ohio State Department of Education checklist called the Third Grade Guarantee. This checklist monitored student progress in reading and writing.

The purpose of the study was to compare the attitudes of students and teachers toward standardized tests and performance assessment, especially regarding their influence on learning. Ten students were serviced on a regular basis with five different assessments. Teachers were videotaped using the assessments. Students and teachers were interviewed and asked questions about standardized tests and performance assessment. Standardized test scores of students in the program were compared with those of regular students. The tests used for this comparison were the Gates-MacGinitie and the Iowa Test of Basic Skills. Teachers on the L. I. T. and regular classroom teachers completed Dr. DeFord's Theoretical Orientation to Reading Profile (T.O. R. P.). Student progress on the Third Grade Guarantee was also checked.

Teachers and students reported a preference for performance assessment over standardized tests. Students felt that the performance assessments made them better readers. Teachers liked the immediate intervention qualities of the performance assessments. Students in the L. I. T. program did better on standardized tests than non-treatment students. Descriptive statistics and t tests showed academic improvement by the experimental group. Both the Literacy Intervention Team and the regular classroom teachers showed an orientation toward whole language when assessed by the T. O. R. P. While the numbers of students and teachers involved in this study are too small to provide useful statistical data, the quantitative results do supply very strong conclusions drawn from the qualitative data. All teachers viewed performance assessment as contributing more to teaching and learning than standardized tests do.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-normative.

(15) Title: THE IMPACT OF MATHEMATICS/SCIENCE IN SERVICE TEACHER EDUCATION PROGRAMS ON THE MANZINI REGION (SWAZILAND) ELEMENTARY SCHOOLS

Author: NHLENGETFWA (LAFAKUDZE), JOSEPHINE THULISIWE
OHIO UNIVERSITY Degree: PHD pp: 205

Advisor: HOWARD, W. S.

Research Problem: This study has examined the impact math/science in service teacher education programs, on elementary schools of the Manzini region, provided since their inception in the early 1980s. The investigation entailed: (a) the personal backgrounds of the teachers in selected schools that participated in the workshops: (b) the physical environment under which teachers operate in their respective schools, (c) the skills obtained from the workshops in terms of classroom interaction needs that involve the use of different teaching methods in one lesson, the use of hands-on events in a lesson and the use of questions and responses by both teachers and pupils in a lesson, and (d) finally the effect of collegial support, called the multiplier effect.

This research combined three methodologies in collecting the data, a triangulation of three phases that used structured instruments of: a survey/questionnaire, interview and lesson observation. Demographic and qualitative data are presented to determine the impact of the Manzini region elementary school math/science in service education programs in the classroom. The research carried explanations of the data that account for patterns of teacher information, the classroom environment and interaction observed in math/science lessons.

Demographic data and open-ended question responses were provided by 109 elementary school teachers of the Manzini region in Swaziland through surveys. Ten of the respondents were further interviewed and 12 were observed while teaching mathematics and science in 12 different lessons. Analysis of averages, frequencies, percentages

and ranges using pie, line and bar graphs were coupled with qualitative data from interviews and lesson observations to analyze, summarize and make recommendations for this research. The data analysis of all the four different sub-problems presented in this research reflect a positive impact of the math/science inservice education program in the Manzini region elementary schools.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(16) Title: RURAL PATTERN OF EXCELLENCE: A CASE STUDY OF CLAY COUNTY JUNIOR HIGH SCHOOL (RURAL EDUCATION, WEST VIRGINIA)

Author: STROUD, YVONNE PACK

OHIO UNIVERSITY Degree: PHD

pp: 223

Advisor: THOMPSON, JAMES H.

Research Problem: This research is a case study of a rural junior high

school in West Virginia that was recognized as a national school of excellence in the Blue Ribbon Schools Program in 1990-1991. The purpose is to determine whether the school reflects the characteristics associated with those described by effective schools research and to describe everyday, ongoing experiences of teachers, students, staff, and administrators.

The study was conducted through the use of several methodologies common to ethnographic research, including the use of interviews, observations, and the examination of records. The goal was to describe in detail the many facets of the school, especially those that enhanced the school's environment of excellence. Mackenzie, who identified clusters of characteristics from the literature on effective schools, organized the effective school characteristics into three dimensions of Leadership, Efficacy, and Efficiency. These dimensions were used to organize the presentation of findings and to provide a structure for analysis of data.

The data analysis reveals that the school overwhelmingly indicates the presence of effective school characteristics, especially the characteristics of school climate and leadership. The school also reflects the criteria fundamental to the Blue Ribbon Schools Program. A school that lacks resources can, through hardwork, involvement, commitment, and community spirit rise to a level of excellence.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(17) Title: THE RELATIONSHIP OF FIELD DEPENDENCE-INDEPENDENCE AND ACADEMIC ACHIEVEMENT: KOREAN TEACHERS AND STUDENTS (LEARNING STYLE, TEACHING STYLE)

Author: SUNG, HYESOOK

OHIO UNIVERSITY Degree: PHD

pp: 143

Advisor: MCCUTCHEON, JOHN W.

Research Problem: The purpose of this study was to identify the relationship

between students and teachers who have been classified as field dependent or field independent and academic achievement among ninth graders for improved educational practice. Specifically, it has four purposes: whether (1) students' and teachers' degree of field dependence-independence was related to academic achievement; (2) a match or mismatch of students' and teachers' field dependence-field independence was related to academic achievement; (3) how much of the variance was accounted for by the variables of field dependence-independence and gender; and (4) students of one gender were predominantly field dependent or field independent.

The subjects were 200 ninth grade Korean students and eight teachers of Korean language and mathematics. All were selected from a population of ninth grades at four private middle schools in Seoul, Korea. The instruments used in this study were the Group

Embedded Figures Test and the Dong-A Achievement Test in Korean language and mathematics. The 2 x 2 ANCOVA, Multiple Regression Analysis, and t-test procedures were used to analyze the data ($p > .05$).

Analysis of the data indicated that: (1) field independent students had significantly higher adjusted means than field dependent students with both field dependent students with either field dependent or field independent teachers, (2) there was no significant relationship between teacher field dependence-independence and student academic achievement of Korean language and mathematics, (3) matching and mismatching students and teachers with respect to field dependence-independence made no difference in student achievement, (4) field dependence-independence and gender were capable of predicting achievement in Korean language (23%) and mathematics (30%), and (5) female and male students were not statistically different on field dependence-independence.

Based on the literature concerning the effects of field dependence-independence on student performance, it is recommended that educators need to be aware that students vary in many ways and they must also continuously monitor and respond to instructional programs to allow flexibility of content, materials, and teaching methods. Suggestions for further research include performing a replication of the present study by using the existing instruments, but by changing the subjects to different grade levels and gender.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(18) Title: THE RECENT DEVELOPMENT OF INSTRUCTIONAL SUPERVISION IN CHINA: A STUDY OF THE ORGANIZATION AND FUNCTION OF THE ELEMENTARY AND SECONDARY SCHOOL TEACHING AND RESEARCH SECTION

Author: ZENG, DEQI

OHIO UNIVERSITY Degree: PHD

pp: 221

Advisor: LEEP, ALBERT

Research Problem: Supervision of instruction is an important educational

activity designated to provide assistance for classroom teachers for the purpose of improvement of instruction. This important function, for a long time, did not receive much attention in China due to the influence of the radical political ideology that resulted in educational policies overemphasizing the political and ideological function of education and belittling intellectual or academic goals. The social and political changes since 1977 have had great influence upon educational practice. To improve the quality of education to meet the demand of economic development, increasing attention has been given to the provision of instructional supervision for elementary and secondary school teachers.

This dissertation is a study of the unique role performed by "the elementary and secondary school teaching and research sections". Established by mandate at provincial, prefectural and county educational administration levels, the research sections have developed over the past ten years as the important institutes that organize instructional supervision for elementary and secondary school teachers. This study traces briefly the historical development of this concept, examines the organization of the institutes, the types of activities they are actually performing, the supervisory techniques being commonly employed and daily duties of the researchers. A brief examination of the contributions made by the research sections over the past decade, major problems and issues identified by practitioners is provided. The researcher also presents a brief observation of the major characteristics of the present Chinese practice of instructional supervision and makes a few suggestions for improvement.

This study is a qualitative research. Though interviews and questionnaire were used for collecting data, it is based primarily on a careful analysis of first-hand documents collected

from different sources. The whole study is organized in nine chapters. Chapter Two reviews literature of the development of instructional supervision as a field. Chapter Three provides a historical background of the development of school supervision in China. Chapter Four to Eight focus on the major research questions. Chapter Nine concludes the study.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-deliberative.

(19) Title: A CONTENT ANALYSIS OF MORAL THEMES IN SELECTED FIRST-GRADE SOCIAL STUDIES TEXTBOOKS

Author: NICOLAS, ARACELI MIGUEL

OHIO UNIVERSITY Degree: PHD

pp: 157

Advisor: THOMPSON, JAMES H.

Research Problem: This study examines the moral education content of the teacher's edition of three grade one social studies textbooks. The identified moral themes are honesty, obedience, respect for authority/elders, concern for others, and industriousness. The textbook selection is based on the following criteria: (a) includes an early childhood education program, (b) published on or after 1989, (c) major social studies textbook publisher, and (d) accompanied by a teacher's edition.

Nine readers/coders participated in the content analysis process. They were selected based on their expertise on early childhood education, content analysis, moral/character education, and social studies curriculum. To establish reliability, an orientation and training session for the readers/coders was conducted before the analysis began. A practice exercise using a common text and the contingency table was undertaken to apply the categories and recording units. The inter-coder reliability was established at 80%. That is, at least 80% of the citations made by the readers/coders in each category were similar. Where there was disagreement, a consensus was made.

A hierarchical log-linear analysis was used to treat the data. To determine the best model that could offer an acceptable fit with the data, a backward elimination process was executed. The best model that was generated in the screening process was the saturated model. Odds-ratios were computed as a follow-up procedure.

The data analysis indicates significant interactions and relationships between the textbooks, moral themes, and degrees of depth. The interaction of a specific pair of variable constantly changes whenever a second variable is included. Each textbook is uniquely different in presenting the moral themes.

The following conclusions emerge from the analysis: (a) the three grade one social studies textbooks addressed the moral themes in varying degrees, (b) the five selected moral themes appeared to be addressed in a limited basis with regard to the frequency of incidents, (c) the moral themes were introduced and presented more at the awareness level rather than at some depth, and (d) the moral themes that perpetuate the American value system did not appear to be systematically addressed.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(20) Title: AN EXAMINATION OF LANGUAGE POLICY AND STRATEGIES FOR THE DISSEMINATION OF AMHARIC IN ETHIOPIA BETWEEN 1942 AND 1974

Author: TUCHO, YIGAZU

OHIO UNIVERSITY Degree: PHD

pp: 167

Advisor: HOWARD, WILLIAM STEPHEN

Research Problem: This is a study of language policy and strategies for the dissemination of Amharic in the Ethiopian empire. The purpose of the study was to identify and analyze the Ethiopian government's language policy as well as specific and implied strategies of implementation between 1942 and 1974 for the propagation of Amharic to

different parts of the empire. The spread of Amharic from its original base to other language community areas started at the turn of the twentieth century with Menelik's conquest of new territories. The completion of conquest and the incorporation of new land were followed by (re)settlement of Amhara or Amharized soldiers and populations and Coptic clergy. These groups became the initial agents for the dissemination of Amharic. Menelik's successor, Haile Selassie I, built Amharic language schools in major towns, made statements, and issued decrees from the 1920s to 1935, which set a formal pattern for the propagation of Amharic. After 1942, the government passed decrees and enacted laws which made Amharic an exclusive language of governmental administration, the law, and education, and excluded all languages indigenous to Ethiopia from official domains. Scrutiny of evidence indicates that the Ethiopian government attempted to spread Amharic to all parts of the empire with the hope to make it the language of all linguistic groups. Evidence further shows that the Ethiopian government tried to use Amharic as an instrument of national integration at the expense of all other languages. Different strategies ranging from Amharic as the medium of instruction in elementary schools and adult education to the founding of an Amharic language academy were used in promoting the dissemination of Amharic. The Ethiopian government's language policy and the means of its implementation between 1942 and 1974 legitimized the cultivation and expansion of one language and made other languages in Ethiopia illicit in all institutional establishments. This study concludes that the Ethiopian government devoted time and energy, and gave its official sanction, to the propagation of Amharic. It undermined the official role of all other indigenous languages in order to neutralize possible ethnolinguistic nationalism in other language groups in the empire and to promote Amhara cultural and linguistic hegemony.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: historical

(21) Title: THE APPLICATION OF MODELING AS AN APPROACH TO CONDUCT MORAL EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA (ROLE MODELS)

Author: WU, QIULI

OHIO UNIVERSITY Degree: PHD

pp: 217

Advisor: LEEP, ALBERT

Research Problem: The study examines the application of the modeling approach in Chinese moral education in order to provide some general information and an overall investigation of modeling to help understand how moral education is conducted in the People's Republic of China. The study is mainly historical research based upon review of literature, analysis of written materials such as government documents and textbooks and story books used in China, and examination of the practice of using modeling in China.

A historical overview at the beginning gave a general idea of how modeling has been developed in China, how it has been used by Chinese people, and how important its position has been in Chinese moral education. Then the philosophical, psychological, social, and political foundations of modeling were examined in order to find why the approach has been so popular. Next, the qualities of role models in socialist China were investigated in order to find the criteria used to select role models and the functions played by them in different periods of social development. Finally, the practice of using modeling in Chinese schools today, including classroom teaching and extracurricular activities, was summarized. In addition, the contribution of social support and teacher training to the application of modeling was recognized, and some studies about modeling done by Chinese educators were introduced.

The method of general observation is employed to evaluate the effects of the application of modeling. According to Chinese leaders, major promoters in using the approach, the practice has been effective since it has helped realize the goals of constructing a socialist

society and producing "new people". However, some problems in the application of modeling are observed from an educational point of view and the methods for using the approach need to be changed to meet the new requirements of society. Suggestions for improvement in the application of modeling include paying attention to developing children's abilities to reason and make moral judgments, using everyday role models that have an influence on children, and bringing the teachers' role in modeling into full play.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: historical

(22) Title: A STUDY OF SELECTED EDUCATIONAL COGNITIVE LEARNING STYLE ELEMENTS AS PREDICTORS OF ACHIEVEMENT FROM VIDEO AND AUDIOTAPE INSTRUCTIONAL UNITS (VIDEO INSTRUCTIONAL UNITS)

Author: CHIN, LOIPIN

OHIO UNIVERSITY Degree: PHD

pp: 435

Advisor: STROTHER, SELDON

Research Problem: The study examines the effectiveness of selected

educational cognitive style elements as predictors of achievement from video and audiotope instructional units. The subjects ranged in age from 18 to 45 (N = 118).

Students enrolled in five introductory media classes and two microcomputer applications in education classes formed the sample group. Both groups responded to both the Joseph Hill Educational Cognitive Style Mapping Inventory and the Albert Canfield Learning Style Inventory. The subjects were randomly assigned to either the audiotope treatment group (N=52) or videotape treatment group (N =66). Subjects in both treatment groups responded to a pretest on drymounting visuals. The content of the video and audiotope treatments was identical. Both groups responded to a posttest and a survey measuring their attitudes toward the instructional units. The data collected was analyzed with the aid of the SPSS PC+ statistical software program.

Analyses of variance, analyses of covariance, regression analyses, independent t-test and discriminant analyses procedures were conducted. Only the Magnitude element in Hill Inventory was significant in predicting achievement gain in both treatment conditions. Instructional content contributed greatly to this significance.

Suggestions for future research include: (1) generalizing results using other samples of subjects enrolled in similar introductory educational media and microcomputer in education courses in different geographical locations; (2) replicating this study to examine the remaining eighteen subscale elements in the Hill Inventory not covered in this study; (3) examining the elements used in this study or the other elements of the inventory with other forms of instructional delivery mediums such as slide-tape and interactive mediums; (4) revising the statements for the ten subscales of Hill Inventory examined in this study. Practitioners and researchers in the area of cognitive learning style who have in-depth knowledge of the Hill Inventory can meet to work cohesively in rewording and rephrasing the statements for each subscale element; (5) conducting research with other learning style inventories examining different sets of educational cognitive style elements.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(8) THE PENNSYLVANIA STATE UNIVERSITY
Public Coed University

Penn State University was founded in 1855, however, Graduate work was first offered in 1862. Some years later, a committee of the General Faculty was given the responsibility of establishing standards and regulations governing graduate work and the granting of master's and certain technical degrees. The Graduate School was formally established in 1922 by the President and the Board of Trustees. An administrative staff was organized, and the Graduate Faculty was formed. The University Senate delegated to this faculty responsibility for graduate affairs, subject to review. In 1924, the Board of Trustees authorized the granting of Doctor of Philosophy, and the first Ph.D. was awarded in 1926. In 1971, a Graduate Council was established for the Graduate School. Today, graduate study is offered in about 149 major programs, with 19 advanced academic and professional degrees being conferred. During the academic year 1990-91 approximately 10,300 graduate students were enrolled and approximately 1,946 advanced degrees were conferred, of which 493 were doctorates. The Graduate School is a member of the Association of Graduate Schools (an organization within the Association of American Universities) and of the Council of Graduate Schools in the United States. Programs of graduate study are offered at five locations in Pennsylvania: University Park Campus, located in the municipality of State College in Central Pennsylvania; Penn State Erie, The Behrend College, Penn State Harrisburg, The Milton S. Hershey Medical Center, and Penn State Great Valley.

University Park Campus is one of the most naturally beautiful American campuses. Penn State faculty and graduate students have a long history of achievements in basic and applied research. On any given day of the semester, about 50,000 people will be on the campus: 38,000 students, 12,000 employees, and several hundred visitors. Although the size of the campus can be intimidating, graduate students soon find that its size and diversity afford a variety of stimulating activities.

The Graduate School-: Unique Features:

1. **Enrollment:** 36,063 Graduate, Professional and Undergraduate students. Applicants: 10,545 applicants, 38% accepted. Average age: 30. Current graduate enrollment at University Park Campus is about 6,500 students, of whom 64 percent are engaged in graduate study full-time, 44 percent are women, and 49 percent are residents of Pennsylvania. (Undergraduate enrollment at University Park campus exceeds 30,000). International students make up about 24 percent of the graduate student population, and about 7 percent of enrolling graduate students report themselves as members of recognized U.S minority groups.
2. **Graduate Students Groups:** 4,178 full-time matriculated graduate/professional students (1,602 women); 1,849 part-time matriculated graduate/professional students (804 women); includes 513 minority (217 African-Americans, 156 Asian-Americans, 118 Hispanics, 22 Native Americans); 1,617 internationals. Fees of \$ 70 per year full-time, \$ 224 per semester part-time. **Graduate Faculty:** 2,514 full time (612 women), 377 part-time (189 women); includes 330 minority (66 African-Americans, 224 Asian-Americans, 40 Hispanics).
3. **Graduate Tuition:** \$ 5,316 per year full-time, \$ 224 per credit hour part-time for state residents; \$ 10,736 per year full-time, \$ 448 per credit hour part-time for non-residents.
4. **Graduate School Programs:** Agricultural Sciences; Forest Resources; Arts and Architecture; Business Administration; Earth and Mineral Sciences; Education; Engineering; Health and Human Development; Liberal Arts; Sciences and Communications. Master

degrees are offered in Public Administration; Agriculture; Business Administration; Community Psychology; Education; Engineering; Environmental Pollution Control, Fine Arts; Forest Resources; Health Administration; Hotel, Restaurant, and Institutional Management; Journalism; Landscape Architecture, Management; Music; and Recreation and Parks.

5. Graduate Degrees offered: Doctoral: Ph.D and D.Ed; Master's (M.of Arts; M. of Science; and professional Master's).
6. Academic requirements for Admission: For admission to the Graduate School, an applicant must have received, from an accredited institution, a baccalaureate degree earned under residence and credit conditions substantially equivalent to those required by Penn State. Ordinarily an entering student must have completed in a satisfactory manner a minimum of course work in designated areas, the specific courses and amount of work depending upon the intended field of advanced study. Scores on the Graduate Record Examination (GRE), Aptitude Test (verbal, quantitative, and analytical) are required by most programs. Scores in the TOEFL test for non English natives is also required.

Contact: Graduate School Information Center
The Pennsylvania State University
111 Kern Graduate Building
University Park, PA 16802-3300
Phone: 814-865-1878

7. Requirements for Graduation: Master's: a minimum of 30 graduate credits is required (some graduate programs require additional credits, a Thesis which is prepared under the direction of the Department or program in which the candidate's major work is taken. Additional specific requirements may be added by each department or Program. Doctorate: the general requirements are based upon a period of residence, the approval of a candidacy examinations, the writing of a satisfactory thesis and its acceptance by the doctoral committee and the Graduate school, the passing of a comprehensive and a final oral examination. A doctoral program consists of such a combination of courses, seminars, individual study and research as meets the minimum requirements of the Graduate School and is approved by the doctoral committee for each individual student.
8. Doctoral degrees awarded in 1992: one thousand one hundred and forty Master's, and 541 doctorates awarded.
9. Student Services: Graduate housing to married or single students at an average cost; free comprehensive medical care; free psychological counseling; career counseling; emergency short-term loans.
10. Financial Aid: Fellowships, research assistantships, teaching assistantships, federal work-study available. In 1992-9-93, \$ 42,32 million in aid awarded.
11. Research Facilities: Pattee library and 7 additional on campus libraries. Total holdings: 2,357,961 volumes; 2,265,898 microforms; 27,336 current periodical subscriptions. In a typical year, Penn State faculty, often with the collaboration of graduate students, produce more than 2,500 books, technical papers, journal articles, stories, musical compositions, recordings, art works, and dramatic productions. The Journal of General Education, the Journal of Speculative Philosophy, Philosophy and Rhetoric, The Chaucer Review, and Comparative Literature Studies, among others, are all published by the Penn State Press and edited by scholars who are members of the University's graduate faculty.

12. **Computer Facilities:** The Center for Academic Computing is the principal provider of central academic computing services to faculty, students, and researchers. It provides computing and information technology services supported by a professional staff. An IBM ES/3090-600S computer with six vector facilities is operated by the Center. Microcomputers versions of a number of database (on CD-ROM) are available in numerous libraries' locations. LIAS, the library Information Access System gives the user direct access to bibliographical information.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. **Enrollment:** 111 full-time matriculated students (73 women), 99 part-time (72 women). Faculty in Curriculum and Instruction: 31. Graduate Faculty in Curriculum and Supervision: 5 full time with a Ph.D; with a range of experience between 7 - 25 years.
2. **Name of the Unit:** College of Education, Division of Curriculum and Instruction, Program in Curriculum and Instruction (M.Ed, M.S, D.Ed, Ph.D.)
3. **Department Head:** Dr. Dianne Commons.
Graduate Program Coordinator: Dr. Murry Nelson (Ph.D Specialty: Curriculum History/Social Studies Education) 2 years as graduate coordinator.
Department of Curriculum and Instruction, Head
150 Chambers Building,
University Park Campus, College of Education
The Pennsylvania State University,
State College, PA 16802, USA.
Phone: 814- 865-5433.
4. **Specific Programs** that focuses on Curriculum Studies: Curriculum and Instruction/ Curriculum and Supervision. Offerings include: bilingual education (M.Ed, M.S, D.Ed), early childhood education (M.Ed, M.S, D.Ed), elementary education (M.Ed, M.S, D.Ed), instructional systems (M.Ed, M.S, D.Ed), language arts and reading (M.Ed, M.S, D.Ed), science education (M.Ed, M.S, D.Ed), social studies education (M.S, D.Ed), supervisor and curriculum development (M.Ed, M.S, D.Ed). Programs accredited by NCATE.
5. **Requirements: Entrance:** MAT. Application fee: \$35 . **Degree requirements:** for master's foreign languages not required, minimum of 30 credits of course work ; doctorate: a dissertation is required and the completion of a core of competencies in curriculum, instruction, and supervision is expected of Ph.D. and D.Ed. candidates. To meet residency requirements, the Ph.D. candidate must spend at least two consecutive semesters enrolled as a full time student at the University Park campus. The communication and foreign language requirement for the Ph.D degree may be satisfied by completing two of the following options: foreign language, statistics, computer science and technology, linguistics, demography, historiography, or qualitative research methods. For a D.Ed. a minimum of 90 credits of course work are required.
6. **Doctoral Degrees awarded:** thirty doctorates in Curriculum and Instruction (1993-94). In 1992, 49 Master's 18 doctorates awarded
7. **Primary Goals of the Graduate Programs in Curriculum:** to provide advanced professional preparation in the special areas of curriculum and supervision, bilingual education, early

childhood education, elementary education, language and literacy education, science education, social studies education, and mathematics education.

8. This Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, Curriculum research publications and participation of faculty and students in professional groups.
9. Unique strengths of the Graduate Program in Curriculum Studies: Faculty (productivity, research-oriented, stable and dedicated, diverse interests & backgrounds, wide number of publications). Research (emphasis on inquiry and national visibility), Students (placement and national recruitment). Curriculum (individually tailored to each student, interdisciplinary, competence-based, a core of required course, cohesive and academic) and Environment (academic life and libraries). The university's view is that a person's graduate experience should include, in addition to course work and research, living in a scholarly atmosphere, profiting from the perspectives of visiting scholars and artists, and engaging in informal discussions with faculty and fellow students. It also should mean participating in students affairs and university governance, and allowing time to reflect, to explore fields related to one's specialty, and to enjoy leisure activities.
10. Faculty Research: Dr. Dan Marshall (Ph.D. Teaches in the Program of Curriculum and Instruction, department of Curriculum and Instruction. He has done curriculum research reports and publications between 1 to 5 in each of the following forms of curriculum inquiry: philosophical, historical, phenomenological-hermeneutic, ethnographic-naturalistic, theoretical, evaluative-normative, deliberative and action research. Problem that he is researching at present time: "turning points in contemporary curriculum history". According to his author, in order to prepare his graduate students as curriculum researchers, he first try and establish what each student wants and needs to know. Dr. Edmund C. Short (D.ED Specialty in Curriculum Theory and Research; 25 years of teaching experience in curriculum research; Program Curriculum and Supervision. He has done between 1 to 5 curriculum research reports and publications in each of the following forms of curriculum inquiry: philosophical, historical, theoretical, integrative-review-synthesis. Problem he is researching at present time: "The various 'schools' of inquiry represented in various curriculum inquiry methodologies within Curriculum Studies". This professor prefers to prepare his graduate students as curriculum researchers by putting them in an overview course on different types of research methods; by asking the students to enroll in a research methods course with only students of his own program; and by asking students to enroll in a research methods course that includes students from many different programs.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: courses focused in the following areas: research design, research methodology, historical, scientific, ethnographic-naturalistic, evaluative-normative, and combination of methods. Some of the courses offered in 1993-94 are the following: 400 Introduction to research literature 557 Seminar in Curriculum Research 503 Research Methods in Composition; 594 Research in Language and Literacy Education (include different forms of curriculum inquiry, according to the students' needs); 520 Analysis of research in Math and 525 Research Participation in School Mathematics Curriculum construction: (mainly evaluative/normative; integrative/review/synthesis; deliberative; scientific; theoretical; and action forms of curriculum inquiry); 560 Attitude Research in Science Education (evaluative-normative; theoretical and scientific forms of curriculum inquiry) and 533 Research in the teaching in Social Studies Education (includes historical, philosophical, evaluative-normative,

theoretical, deliberative, phenomenological-hermeneutic, and ethnographic-naturalistic forms of curriculum inquiry).

2. Ways to prepare graduate students as curriculum researchers: put students in an overview course on different types of research; ask students to enroll in a research methods course with only students in the program; ask students to enroll in a research method course that includes students from many different programs or first trying to establish what each student wants and needs to know.

DOCTORAL DISSERTATIONS

Research Problems and Forms of Curriculum Inquiry employed in
 Doctoral Dissertations in the Pennsylvania State University
 January, 1993 - June, 1994

- (1) Title: EXPLORATORY INVESTIGATION OF THE EFFECTIVENESS OF
 LEARNER
 CONTROL UPON ACHIEVEMENT OF HIGH-ABILITY AND LOW-
 ABILITY

STUDENTS BY USING CAI

Author: AL-EISA, AHMED MUHAMMED

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: Ph.D. pp.: 168

Advisor: DWYER, FRANCIS M.

Research Problem: The purpose of this study was to investigate the effectiveness of learner control over content, learner control over display of instruction, and learner control over both content and display of instruction, for high-ability and low-ability students in their achievement of reading comprehension from lesson delivered by computer-assisted instruction.

The experimental design of this study was a post-test only design. Subjects were 152 undergraduate students from the College of Technology in Riyadh, Saudi Arabia. Subjects were classified as high-ability and low-ability according to their final scores of the prerequisite English course they passed and they were randomly assigned to one of the four treatments. Subjects in the first treatment were given no control over the content or the display of instruction, whereas subjects in the second treatment were given the option to choose one passage from the four passages. Subjects in the third treatment were given control over the display of instruction which includes the sequence of the instruction, the pace, and the amount of information to be studied. Subjects in the fourth treatment were given the same options as subjects in treatment #2 and treatment #3.

The data of the study was analyzed by two-factor analysis of variance. Tukey multiple comparisons procedure ($\alpha = .05$) indicates that there is only one significant difference between the mean score of high-ability students and the mean score of low-ability students in learner control over both content and display of instruction. No other significant differences were found between the other groups. The results also show no significant differences between the time spent by students in each treatment group. The findings of this study did not support the hypotheses indicated that high-ability students who were given learner control over content, over display of instruction or over both, would gain higher mean scores than high-ability students who did not receive any control. However, high-ability students who received control over both content and display of instruction gained a significant higher mean score than low-ability students; but other groups gained no significant differences.

Forms of Curriculum Inquiry employed in this dissertation: scientific

- (2) Title: THE EFFECT OF DIFFERENT VISUALIZED TREATMENTS ON
 FIELD-DEPENDENT AND FIELD-INDEPENDENT STUDENTS AT

UNIVERSITY OF QATAR (QATAR, LEARNING STYLE)

Author: AL-SAAI, AHMAD JASSIM

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: Ph.D. pp.: 276

Advisor: DWYER, FRANCIS M.

Research Problem: The purpose of this study was to examine the instructional effectiveness of different types of visualized treatments in facilitating the achievement of students identified as field-independent and field dependent at the University of Qatar. The instructional content used in this study was an Arabic translation of the Lamberski and Dwyer (1977) instructional unit. The content of the 2000-word instructional unit dealt with the human heart, its parts, and their functions in the process of blood circulation. Two hundred seventy-nine female students enrolled at the College of Education at the University of Qatar participated in this study. Each participant was randomly assigned to one of three treatment groups. Prior to participating in the study, students received the group-embedded-figure-test (GEFT) in order to determine their learning styles before receiving their respective treatments. The students were then categorized as field-dependents (FD) and field-independents (FID), according to their scores on GEFT. Those whose scores on GEFT ranged between 0-5 were identified as FD, while those who had a score of 9-18 were classified as FID. Based on the technique of taking the higher and lower 25 students of each treatment, only the data of the higher and lower 25 students of each treatment were statistically analyzed using ANOVA. The analysis indicated that there was no interaction between learning style (FID/FD) and treatment type on the criterion measures. Insignificant differences were found to exist among students receiving the three instructional treatments on the different educational objectives. Insignificant differences were also found to exist among the FID and FD students receiving the three instructional treatments on the criterion measures. Insignificant differences were found to exist on some criterion measures between FID and FD students receiving identical instructional treatments. These specific findings seem to indicate that it is favorable to design instructional materials so that they will reduce achievement differences between FID and FD students on specific educational objectives.

Forms of Curriculum Inquiry employed in this dissertation: evaluative-scientific.

(3)Title: INCREASING PARTICIPATION OF MEMBERS OF THE
HISPANIC

COMMUNITY IN AGENCIES THAT DEVELOP AIDS PREVENTION
PROGRAMS IN YORK, PENNSYLVANIA (IMMUNE DEFICIENCY)

Author: BLASINI-CACERES, LYDIA M.

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: PH.D. pp.: 263

Advisor: MYERS, JAMIE M.

Research Problem: Although AIDS affects all racial groups, blacks and Hispanics are affected disproportionately. Singer, Flores, Davison, Burke, Castillo, Scanlon, & Rivera (1990) reported that while Hispanics represent nine percent of the United States population, they account for disproportionate percentages of AIDS cases. Of the AIDS cases reported among Pennsylvania residents during the period 1981-1993, 824 (10%) occurred among Hispanics. Likewise, of the 151 cases of AIDS reported in York County since 1981, 20 (16%) of the cases have been Hispanic (The Pennsylvania Department of Health, 1993a). The Hispanic Action Health Model (HAHM) was implemented as a voluntary community action group concerned with the lack of health-related resources in the city's rapidly expanding Hispanic community. This model was developed into a community-based research, training, prevention, and advocacy seminar devoted to improving the health knowledge and AIDS prevention of Hispanics in York City, Pennsylvania. They involved the target population in the program from the needs assessment stage through the evaluation. Also, these approaches are based on the concept that the audience will learn by reflecting and acting on their reality. This is a key assumption of the critical ethnographic framework.

In the health/AIDS need assessment conducted in York, 109 people participated in the survey. The distribution of these 109 participants were the following: 19 directors of community services; 15 Hispanic community leaders, and 75 members of the Hispanic community. According to the results of the health/AIDS needs assessment conducted in York, the ten main health problems identified in the Hispanic community by order of priority were the following: AIDS (89), Drug Abuse (79), Alcohol Abuse (56), Sexually Transmitted Diseases (40), Access to Medical Care (38), Infant Care (25), Mental Illness (23), Prenatal Care (17), Heart Diseases (15) and Cigarette Smoking (14).

Through the Hispanic Action Health Model (HAHM) inadequacies in the quality and quantity of health services being provided to the Hispanic community were reversed, culturally relevant health resources were expanded, and community awareness and involvement in health issues were enhanced. The model empowers members of the Hispanic community to undertake necessary behavioral changes for health promotion. HAHM also facilitates the development and implementation of health/AIDS educational tools that are meaningful and sensitive to the different ethnic groups, particular languages, cultural values, and social patterns in the community. HAHM provides an opportunity for every person to get involved in the fight to prevent health problems, including HIV infection and AIDS. The model demonstrates that working together a community can reduce the spread of AIDS.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic-naturalistic.

(4) Title: AN EXPERIMENTAL STUDY COMPARING EMBEDDING AND IMMERSION APPROACHES TO INSTRUCTING CRITICAL THINKING TO 5TH-

STUDENTS (FIFTH-GRADE)

Author: COLLEDGE, DEBORAH G.

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: D.Ed. pp.: 259

Advisor: NOLAN, JAMES F.

Research Problem: This study examined two approaches to teaching critical thinking, embedding and immersion. The participants in the study were from two heterogeneous 5th-grade classrooms with 22 and 27 students respectively. The teachers instructing the classes had 23 and 21 years each of teaching experience. The classes participating used critical thinking units designed to incorporate these two approaches to teaching thinking skills. The embedding unit was designed for English and Social Studies as separate subjects, and the immersion unit was designed for English and Social Studies following an interdisciplinary design. Each unit was instructed for 30 days and 1.5 hours per day. Qualitative data were also gathered concerning participants' reactions to the method of design, the use of the teacher as consultant and editor, and the overall effectiveness.

Students were given the Ennis-Weir Critical Thinking Essay Test as a pre- and post-test measure, in order to compare effectiveness of the two approaches. Analysis of covariance indicated no significant difference between the two approaches, so the hypothesized effect of a significant difference using the immersion approach was not found. Data did indicate very significant growth for both classes in their critical thinking skills. Both approaches proved very effective. The method of design, a consultant designing the unit with the teachers as editors, proved very effective and assisted teachers with the critical factor of planning time and extended their knowledge about critical thinking. Teacher analysis of the units indicated they were superior and very effective. Student survey results indicate mastery of critical thinking attitudes which many interpret as an increase in self-esteem. The qualitative analysis was included to extend and explain the quantitative analysis.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

- (5) Title: EFFECTS OF PRIOR KNOWLEDGE AND VARIOUS REHEARSAL STRATEGIES ON STUDENT ACHIEVEMENT OF DIFFERENT

OBJECTIVES (VISUALIZATION, ACTIVITY STATEMENTS)

Author: ELLIOTT, CHARLES EARL

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: Ph.D. pp.: 251

Advisor: DWYER, CAROL A.

Research Problem: Research shows that prior knowledge influences the effectiveness of various rehearsal strategies on student achievement. Studies have found that prior knowledge is both an enabling and disabling factor in the learning environment. Prior knowledge was investigated assessing student achievement under conditions in which varied rehearsal strategies, activity statements, and visualization were experimentally controlled. A stratified random sampling procedure created low and high prior knowledge groups. Four treatment groups were used in a 2 x 4 x 5 factorial design (two prior knowledge levels, four treatments, five different tests of achievement).

Each instructional treatment included a 2,000-word script on the human heart and its function and 22 simple line drawings of the heart. The dependent measures represented four levels of educational objectives and one composite score, a total score of the four tests.

An analysis of variance test was conducted on each of the dependent measures. There were no interactions found in this study. Significant main effects were found in the treatment and prior knowledge variables. The treatment factors, activity statements, and visualization produced significant differences on three tests. The stratified prior knowledge levels showed significant differences across all the tests.

Visualization was an important information processing factor in the immediate retention of science information at most levels of educational objectives. In the follow-up analyses of differences in achievement of prior knowledge levels, significant differences were found. The mean scores for the activity statements group were the lowest for the low prior knowledge levels on all dependent measures. This suggests that the use of activity statements interfered with learning for low prior knowledge learners. Prior knowledge continues to produce complex results. Questions about information processing differences under knowledge acquisition (novice learners) and knowledge activation (expert learners) still need to be clarified.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

- (6) Title: DEFINING THE ROLES OF A 'STUDENT TEACHER' AND A 'TEACHER':

A CASE STUDY OF A CRITICAL REFLECTIVE PRACTICE IN
STUDENT TEACHING

Author: FIGUEROA, JOSE RAMON

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: Ph.D. pp.: 247

Advisor: NOLAN, JAMES F.

Research Problem: The nature of this particular study is based on a phenomenological and critical perspective. The purpose of this research was two-fold; first, it attempted to understand, from the participants' point of view, how pre-service teachers were able to define themselves as "student teachers" and as "teachers." The second goal of the study

was that of unmasking the critical components of the experience which influenced the perceptions of the participants. Through the use of a critical ethnographic research design, the researcher was able to capture the experiences of the participants in the form of case studies. The study concluded with the identification of cognitive dissonance of the participants; the need for collaborative support; the influence of the cooperating teachers; and the influence of pupils on the personal and professional development of the pre-service teacher as critical elements within the student teaching practicum. Additionally the study presents several implications for future student teaching programs.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological, hermeneutic.

(7) Title: EFFECTS OF ENVIRONMENTAL ACTION ORIENTED LESSONS
ON
ENVIRONMENTAL KNOWLEDGE, ATTITUDES, AND BEHAVIOR
OF
HIGH SCHOOL STUDENTS

Author: HICKS, WILLIAM WHITFIELD, JR.

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: Ph.D. pp.: 127

Advisor: SCANLON, DENNIS C.

Research Problem: Typically, issue awareness does not always result in behavioral change in the environmental dimension. Students must be given the opportunity to develop a sense of ownership and empowerment so they are fully invested in an environmental sense and prompted to become responsible, active citizens (Hungerford & Volk, 1990). The problem investigated in this study is the effect of supplemental environmental action oriented lessons on students' environmental knowledge, attitude, locus of control, and behavior toward the environment. Students who attended Penn State's Conservation Leadership Schools (CLS) were the population for the study. Several implications for educators arise from this study. Action oriented lessons should be taught for greater periods of time than six hours. Also, educators wishing to test students' knowledge of subjects as diverse as environmental education should design tests to be specific instead of general in nature. Knowledge tests should solicit responses that demonstrate an understanding of the facts as they are applied to processes and concepts. Students taking action toward solving environmental problems need these behaviors reinforced continuously. Educators can reinforce students' behaviors by teaching environmental action skills, removing barriers such as negative peer pressure and inconsistent messages about the state of the environment, and offering real experiences involving environmental problems instead of using hypothetical examples. Finally, the study suggests that locus of control contributes to environmental attitude and directly to environmental action behavior. Educators must realize that students' locus of control is difficult to change at best, yet it has a major effect on action behavior. Action oriented curricula should be evaluated based on its ability to create shifts in students' locus of control and attitude about the environment.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

(8) Title: THE EFFECT OF ELABORATION THEORY IN FACILITATING
ACHIEVEMENT OF VARIED EDUCATIONAL OBJECTIVES IN
PRINT/TEXT
MATERIALS

Author: JACKSON, ROBERT GERALD

School: THE PENNSYLVANIA STATE UNIVERSITY

DEGREE: Ph.D. pp.314

Advisor: Dwyer, Francis M.Jr.

Research Problem: This study concentrated on whether Elaboration Theory, presented in prose format, would be more beneficial in enhancing information processing for varied educational objectives.

This study was conducted at the Altoona Campus of The Pennsylvania State University. The independent variables were examined using four groups which included 144 subjects: Control with no elaboration; prerequisite-learning sequences, summarizers, and synthesizers; analogies and cognitive-strategy activators; prerequisite-learning sequences, summarizers, synthesizers, analogies, and cognitive-strategy activators. After taking a pretest to determine the subjects' prior knowledge levels, subjects were randomly assigned to one of four self-paced instructional units with each unit using a different instructional strategy. The subjects then completed four posttests which differed in the level of objectives tested. The multiple analysis of variance on the three dependent measures resulted in the retention of two of the four hypotheses. The two hypotheses were rejected at the .05 level. Appropriate follow-up procedures on the means revealed where significant differences existed among treatments.

The results indicate that the four instructional strategies were not equally effective for improving student achievement of varied educational objectives in print/text materials. In the majority of the cases, Elaboration Theory was shown to be as effective, or less effective, than conventional methods of instruction. The research question postulated showed that the students perceived Elaboration Theory as being more effective than conventional methods of instruction.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

- (9) Title: DESCRIPTION OF INDIVIDUAL AND COLLECTIVE MEANING OF AN INNOVATION AS REPRESENTED IN EIGHT PARTICIPANTS' COGNITIVE MAPS (MEANING, LEARNING CENTRE PROGRAM)
 Author: KENNEDY, ROBERT JAMES
 School: THE PENNSYLVANIA STATE UNIVERSITY
 Degree: Ph.D. pp.: 314
 Advisor: TRUEBLOOD, CECIL R.

Research Problem: This study describes the meaning of an educational innovation undertaken by eight implementers in seven roles. Factors are identified which appear to influence differences and similarities in the meaning of the innovative Learning Centre Program. The factors included are role, related past professional and personal experience and experience with the innovation.

The Self-Q Interview (Bougon 1983) and the computer analysis of the interview data were used to study similarities and differences in the meaning held by the eight participants. The Self-Q interview and computer generated cause and influence maps provide information concerning how the participant perceives the learning center program and her/his experience in its delivery.

The eight staff represent seven role groups from teacher through superintendent located in one school district. The secondary school selected to participate in this study was nominated by district leaders as having the staff which was most successful in implementing the innovative Learning Center Program.

Similarity in the content of the cause and influence maps among participants identify interdependence among the roles. The analysis of interdependence among cause and influence maps of participants defines interdependence as a cognitive outcome for implementation. Interdependency describes the basis for the social relationships among the participants which

seem responsible for the successful implementation of the Learning Center Program. Interdependence among the participants also seemed to provide the basis for collaborative and collective action required to implement a complex Learning Center Program within a secondary school. In addition to the items specified previously the Self-Q interview provides information about (1) individual beliefs and perceptions about the innovative program and (2) collective meaning among participants which seems to facilitate or inhibit the collaborative action required to deliver the Learning Center Program.

Forms of Curriculum Inquiry employed in this dissertation: deliberative.

(10) Title: THE DEVELOPMENT AND VALIDATION OF AN OBSERVATION INSTRUMENT TO MEASURE TEACHER VERBAL IMMEDIACY BEHAVIORS

AT THE COLLEGE-LEVEL

Author: ROBBINS, SUZANNE MARIE

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: Ph.D. pp.: 276

Advisor: NOLAN, JAMES F.

Research Problem: The purpose of this study was to develop a systematic observation instrument to measure teacher verbal immediacy behaviors and to acquire evidence as to whether the instrument developed, the VISITE, could be used in a reliable and valid manner.

The VISITE was utilized with instructors and coders from two universities in central Pennsylvania. Twelve categories were determined and defined. To accumulate evidence concerning reliability and validity of the data, the following investigations were conducted: (1) A generalizability study was undertaken to investigate the relative magnitude of the variance due to coders and the relative magnitude of the variance due to instructors' instability in behaviors. (2) A series of decision study scenarios were examined, and a generalizability coefficient and index of dependability were recalculated for each scenario. (3) Content relevance and representativeness was judged by a panel of experts. (4) A generalizability study was conducted to compare the relative magnitude of the observed variance attributable to differences between codes generated by the coders and those of a master coder, an indication of criterion-referenced agreement. (5) The VISITE data for each individual behavior was related to data produced by two other instruments--a learning loss scale and an immediacy scale, both based on student perceptions. Pearson's correlations were calculated to determine the relationships between the individual VISITE behaviors and the external criteria to add evidence concerning the criterion-related validity of the VISITE. (6) Construct validity evidence was gathered through investigations of the VISITE's trait validity and nomological validity, assessed through a Pearson's correlation of VISITE total scores with total scores from the immediacy scale. An ANOVA and post-hoc analyses were conducted to examine the rankings of the instructors obtained from the VISITE as compared to the rankings obtained from the learning loss scale. Evidence was found within the present study which supported the use of the VISITE as a reliable and valid instrument for its intended purpose. However, the sample size must be considered when interpreting findings, as the results should certainly be replicated with a much larger, more diverse, sample.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic-naturalistic.

(11) Title: TEACHER INTENTIONS TO USE AND THEIR ACTUAL USE OF MICROCOMPUTER SCIENCE LABORATORY INTERFACE MATERIALS

IN SCIENCE INSTRUCTION: AN APPLICATION OF THE THEORY
OF
PLANNED BEHAVIOR
Author: SMITH, BRUCE GORMAN
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: Ph.D. pp.: 210
Advisor: SHRIGLEY, ROBERT L.

Research Problem: This study was successful in implementing the Theory of Planned Behavior as a means of predicting subsequent teacher behavior based on course-end measures of behavioral intention. The behavior investigated involved the implementation of microcomputer science laboratory interface (MSLI) course materials by participating teachers within eight weeks after completion of the course. Both quantitative and qualitative data collection procedures were employed. Data analyses procedures employed correlation comparisons as well as simple, multiple and stepwise regression. These analyses validated behavioral intention as a predictor of behavior, and identified the variables within behavioral intention most responsible for the behavioral intention scores. Participants in the study consisted of 99 practicing Pennsylvania teachers from seven MSLI courses conducted across the Commonwealth during 1993-93. Three study instruments were employed: a 9-item Belief Survey, a 42-item Behavioral Intention Questionnaire, and a 10-item Behavioral Checklist. In addition, nine teachers from the study population also participated in telephone interviews with the study investigator. Data were collected in a stepwise, sequential manner. Initially, salient beliefs were collected from the intended audience concerning the advantages and disadvantages of using the materials, the social climate surrounding the decision to use the materials, and factors that could support or inhibit the use of the materials. These salient beliefs were used to develop the Behavioral Intention Questionnaire. This instrument, in turn, was used to collect data from participants concerning their behavioral intention and the predictor variables of attitude towards the behavior, subjective norm and perceived behavioral control. The final instrument, the behavioral checklist was administered eight weeks after the MSLI course ended to measure the level of use of the materials by teachers along a continuum scale from non-use through integrated use. Results of the study indicated that the behavioral intention scores were valid predictors of subsequent behavior ($r = 0.64$). Within the behavioral intention scores, the variables attitude toward the behavior and perceived behavioral control were significant predictors of behavioral intention. The social climate variable, subjective norm, was not found to be significant.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

(12) Title: MUSIC EXPERIENCES IN THE ELEMENTARY CLASSROOM AS
DIRECTED
AND REPORTED BY IN-SERVICE ELEMENTARY CLASSROOM
TEACHERS (CLASSROOM MUSIC)
Author: MCCARTHY MALIN, SUE A.
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: D.ED. pp.: 235
Advisor: THOMPSON, KEITH P.

Research Problem: The purpose of this study was to examine the music experiences provided by elementary classroom teachers who were recent graduates of a small university in rural Pennsylvania in order to provide an accurate description of their responsibilities and duties in leading music activities. In addition, data were collected from a comparison group of classroom teachers who graduated from other universities. Furthermore,

implications about the effectiveness of the music training offered by the designated university could be forthcoming.

Research questions were designed to investigate the: (a) function of music in the elementary classroom; (b) frequency and kinds of music experiences; (c) philosophy for music in the classroom; (d) interaction between the classroom teacher and the music specialist; (e) differences between grade levels, and (f) differences between the designated university graduates (ADU) and their teaching colleagues (TC).

An investigator designed questionnaire was the initial data collection tool in the pilot study as well as in the main study. Qualitative data resulted in written comments as well as telephone interviews. A total of 167 elementary classroom teachers completed the questionnaire. ADU subjects numbered 100, and TC subjects, 67. Statistical analysis computed means, standard deviations, two-sample-tests, and analysis of variance. Some of the findings were: (a) Music was used most frequently for special occasions and the least for music skill development; (b) over 70% of the teachers reported to use/teach music; (c) singing was used most frequently on a daily basis; (d) classroom teachers did not interact frequently with music specialists and lack of time was the most frequently cited for music's exclusion in the classroom; (e) it was statistically significant that lower grade teachers spent more time on music, taught singing, chanting, listening, moving, and creating, and established music learning goals more frequently than did upper grade teachers; and (f) between-Groups A-ADU and Group B-TC statistics were significant for function and planning of music. More studies limited to upper elementary classroom grades are needed. A re-examination of music requirements for the elementary classroom teacher is warranted with attention given to upper elementary needs. More collaborative efforts among music educators and general educators at all levels, are encouraged.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

(13) Title: THE USE OF AUTHENTIC LITERATURE IN THE ELEMENTARY CLASSROOM (CHILDREN'S LITERATURE, INSTRUCTION)

Author: MOHLER, LINDA SUE

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: Ph.D. pp.: 138

Advisor: FUEYO, JUDITH A.

Research Problem: This is a descriptive study regarding the ways elementary teachers use authentic literature in their classrooms. The study explored the characteristics of the participating teachers and their ability to use authentic literature in the classroom. The study also explored the methods of reading instruction used in the classrooms represented by this study and questioned the balance between basal activities and authentic literature activities used. Teachers were asked if they had sufficient time to engage in the use of authentic literature and if their students were given the time and opportunity to choose their own reading material.

In order to answer these questions, the researcher devised and administered a survey to the elementary classroom teachers in the Mifflin County School District. The responses were then coded and tallied. A follow-up interview was conducted for the purpose of discussing the survey responses in greater detail.

The teachers who completed the survey had consistent professional characteristics, including areas of professional development. They were not engaged in graduate reading courses nor were they reading professional reading journals. In addition, they were not attending professional reading conferences. Even teachers who claimed to be using authentic literature in their classrooms were spending large blocks of time with basal reading instruction. Generally speaking, teachers were not using a wide range of activities with authentic literature, and many stated that they did not have adequate time to use authentic literature. In addition,

many teachers did not understand the concept of sustained silent reading. Implications drawn from this study included the need for in-service in the use of authentic children's literature. Teacher responses implied that they would be receptive to reading instruction using authentic literature if they knew how to choose selections and how to implement the use of literature activities. A second suggestion for administrative concern was the exploration of ideas to implement professional development and to motivate its teachers to pursue continuing education. Finally, the district was encouraged to examine its basal reading program to determine whether or not it was used to the detriment of authentic literature instruction.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic.

(14) Title: THE EFFECTS OF ADDING VISUALIZATION AND REHEARSAL STRATEGIES TO ADVANCE ORGANIZERS ON FACILITATING LONG TERM RETENTION

Author: RUTHKOSKY, KATHLEEN O'NEILL

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: Ph.D. pp.: 200

Advisor: DWYER, FRANCIS M. JR.

Research Problem: The present study investigated the premise that a learner's level of prior knowledge will impact the effectiveness of advance organizer strategies for assisting the learner in long term retention of information. Two hundred undergraduate students from an independent comprehensive college in Northeastern Pennsylvania served as the population for the study.

Subjects were initially tested for prior knowledge of human physiology. They were then randomly assigned to one of five treatment conditions: text only (control group), text with an analogous advance organizer, text with an analogous advance organizer that incorporated an overt rehearsal strategy, text with an illustrated analogous advance organizer, and text with an analogous advance organizer that incorporated an overt rehearsal strategy.

An analysis of covariance with follow up single-degree of freedom contrasts was performed with a level of significance of .05. The analysis resulted in the retention of four of the hypotheses and rejection of one. Results of the study indicated that all five instructional strategies were equally effective in assisting learners with longterm retention of information. It was discovered that the type of visual used in this study may not enhance the ability of an analogous advance organizer to facilitate students' achievement of different educational objectives. Similarly, the incorporation of certain forms of overt rehearsal strategies with an analogous advance organizer may have a negative effect on learners' ability to accomplish different learning outcomes.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

(15) Title: AN INVESTIGATION OF THE EFFECTS OF HIERARCHICAL CONCEPT MAPPING AS A PREFATORY ORGANIZER ON FOURTH-GRADE STUDENTS' COMPREHENSION AND RETENTION OF EXPOSITORY PROSE

Author: WACHTER, LOUISE NOGA

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: Ph.D. pp.: 220

Advisor: ASKOV, EUNICE N.

Research Problem: The main purpose of this study was to explore the effects of hierarchical concept maps in general on reading comprehension and retention of content area text, when used with intermediate-grade students prior to reading. This study also examined whether there were differential effects for type of concept map (complete or partial) on reading ability level (proficient and less proficient readers). In order to answer these questions, 120 fourth-grade students were randomly assigned to one of three treatments: (a) a complete concept map group wherein participants merely studied the map before reading; (b) a partial concept map group in which participants received the same map, but with some information randomly deleted, and in which, after studying the map, they identified and filled in the missing information while they read; and (c) a no-map, read-only control group. All participants read the same social studies passage. Three posttest measures were employed: (a) immediate written free recall; (b) delayed written free recall; and (c) a delayed recognition (multiple choice) test. A factorial analysis of variance with repeated measures indicated statistically significant differences in favor of the concept map groups on the dependent variables. Both proficient and less proficient readers recalled a greater number of content units than control group participants, for both immediate and delayed free recall conditions. A separate analysis of variance on the delayed recognition measure revealed that proficient and less proficient readers, in the concept map treatments, answered more multiple choice questions correctly than control group participants. Additionally, analyses revealed no statistically significant differences between proficient and less proficient readers for type of concept map. Whether a complete or partial concept map prefaced text, proficient and less proficient readers performed similarly on the criterion variables. Hence, prefatory concept maps had an enhancing effect regardless of the type of concept map, the level of proficiency of the reader, and the type of reading comprehension measured.

Forms of Curriculum Inquiry employed in this dissertation: scientific

(16)Title: ATTITUDES OF EDUCATORS IN GATEWAYS SITES TOWARD
INCLUSION OF CHILDREN WITH MODERATE OR SEVERE
HANDICAPS IN
REGULAR EDUCATION CLASSROOMS

Author: ECKMAN, RONALD EUGENE
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: PhD. pp.: 192
Advisor: SHORT, EDMUND C.

Research Problem: The purpose of this study was to examine attitudes of public school staff toward the inclusion of children with moderate or severe handicaps in regular education classes. The focus was on schools in Pennsylvania operating GATEWAYS programs. These programs have evolved since 1988 and are a systems change initiative to facilitate inclusion.

The study was directed at describing what attitudes toward inclusion are and at eliciting reasons why attitudes are what they are. The object was to see if attitudes of educators in sites that have been operating for several years are different than attitudes of educators in sites that are newer.

Thirty schools across Pennsylvania participated in the Inclusion Survey and provided 543 individual responses. The survey was composed of nine statements representing a hierarchy from the greatest amount of inclusion to the least amount of inclusion. Educators were asked to select the one point that they deemed the most appropriate level of inclusion and to rate all nine statements from very strongly acceptable to very strongly unacceptable.

Two factor ANOVA showed significant differences in acceptance between elementary and secondary respondents. Elementary respondents were more accepting of inclusion. No consistent finding was found that would attribute acceptance to the amount of time a school was a GATEWAYS site. There were indicators that educators feel that the level of inclusion operating in their school is the best level regardless of whether that is 100% inclusion or mostly special education placement. Analysis describing the latitude of acceptance (those of the nine points on the survey rated acceptable by the group) indicated that factions within a group having different levels of acceptance could be identified. Those in favor of inclusion had wider latitudes of acceptance. Those opposed to inclusion had more narrow but stronger latitudes of acceptance. Procedures are recommended for conducting a site analysis of accepting and unaccepting attitudes by identifying the latitude of acceptance for the total group, identifying factions within the group, and analysing the effect of the factions on the total group.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

- (17) Title: VARIED INSTRUCTIONAL PRESENTATION SEQUENCES AS THEY AFFECT STUDENT ACHIEVEMENT OF DIFFERENT EDUCATIONAL OBJECTIVES
 Author: NOONEN, ANN MARIE
 School: THE PENNSYLVANIA STATE UNIVERSITY
 Degree: PhD. pp.: 77
 Advisor: PECK, KYLE

Research Problem: The purpose of this study was fourfold: (1) to determine the effectiveness of illustrations in computer instruction; (2) to examine the effect of the order of presentation of illustrations(text/picture vs. picture/text) on achievement; (3) to examine how illustrations are used by students; and (4) to determine the extent to which screen design affects student-selected strategies. A computer program was developed using HyperCard to present a lesson on the human heart and collect data concerning the amount of time individuals spent interacting with the lesson. Once subjects completed the computer-assisted lesson, they were given a four-part test that evaluated four different educational objectives. The means obtained from the four-part dependent measure were analyzed by means of MANOVA. The strategies employed by subjects were identified and tallied. The mean number of choices among the four strategies were identified. A MANOVA was used to analyze the data. The results revealed: (1) The placement of text and/or visuals may not positively influence student achievement on different educational objectives. (2) When given a choice, students tended to select the choice on the left before the choice on the right. (3) Choice of review does not appear to be a critical factor that influences student achievement, because students may make minimal use of this option.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

- (18) Title: AN INVESTIGATION OF THE RELATIONSHIPS BETWEEN ATTRIBUTES OF UNIVERSITY/COLLEGE FACULTY AND THEIR ATTITUDE TOWARD, KNOWLEDGE ABOUT AND USE OF TECHNOLOGY IN TEACHER EDUCATION PROGRAMS IN PENNSYLVANIA
 Author: PASKO-LYONS, VERONICA J.
 School: THE PENNSYLVANIA STATE UNIVERSITY
 Degree: PhD. pp.: 213
 Advisor: CARLSON, RANDAL D.

Research Problem: This survey study investigated the relationships between attributes of faculty members: gender, rank and prior experience, and the attitude toward, knowledge about and use of technology. Data were collected from 421 faculty members in teacher education from universities and colleges in Pennsylvania. The Teacher Educator Technology Survey was developed and used in the study. Multivariate analysis of variance (MANOVA) was used to analyze the data for the main and interaction effects of the independent variables of gender, rank and prior experience in education on the dependent variables: attitude toward, knowledge about and use of technology.

The MANOVA revealed no significant main effects or two-way interaction effects. It did reveal a significant effect ($p < .05$) for the three-way interaction. However, none of the univariate analyses of variances (ANOVA) on attitude toward, knowledge about or use of technology separately detected such differences due to interaction of gender by rank by prior experience.

The correlations among attitude toward, knowledge about and use of technology were reported significant at the .0001 level, thus providing empirical support for the theoretical hierarchy of technology needs. Analyses of additional data revealed that faculty members reported a definite tendency to rate accessibility to technology as helpful. Results indicated average accessibility to technology at the faculty members' universities. However, faculty members tended to report little or no formal training in many types of technology available at their institutions. A majority of respondents predicted that in the future technology would be indispensable to them personally as instructors in teacher education, and would help a great deal or be indispensable to the profession overall. The survey also elicited faculty members' assessment of the sources of their knowledge about technology. Results indicated that the majority of faculty members were self-taught or received informal help from others. Men tended to report greater percent of their knowledge as self-taught than did women. Women reported greater percent of knowledge as help from others than did men.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

(19) Title: THE EFFECTS OF MENU DESIGN ON LEARNING STRATEGIES DURING

CONCEPT LEARNING IN COMPUTER-AIDED INSTRUCTION

Author: BOLTON, JAMES WILLARD

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: PhD. pp.: 158

Advisor: PECK, KYLE L.

Research Problem: This study investigated the degree to which the format of the menu presentation in computer-assisted instruction effects the learning strategies used by learners to acquire information during concept learning. The premise tested in this study was that when learners are given control of their learning in menu-driven computer-assisted instruction, the pattern with which they access knowledge is influenced by the structure of the menu.

The participants were 141 undergraduate elementary education students who used a computer-aided instruction lesson in conjunction with a class unit highlighting computers in the classroom and computer-aided instruction. The usage patterns the participants employed to access information were analyzed to determine the learning strategies of the participants. The usage patterns were analyzed in relation to the menu design presented and posttest performance. Three vertical menu design variations were used: (1) Deductive - See Definition, See Example, and See Non-Example, (2) Inductive 1 - See Example, See Non-Example, and See Definition, and (3) Inductive 2 - See Non-Example, See Example, and See Definition. The participants were categorized into three groups according to their learning strategy as

indicated by their access patterns. The three groups were Deductive, Inductive 1, and Inductive 2. A Deductive learning sequence was defined as any sequence in which the participant examined the definition first; an Inductive 1 sequence was defined as any sequence in which the participant examined an example first; and an Inductive 2 sequence was defined as any sequence in which the participant examined a nonexample first. Those participants generating a majority of deductive sequences were categorized as Deductive; those generating a majority of Inductive 1 sequences were categorized as Inductive 1; and those generating a majority of Inductive 2 sequences were categorized as Inductive 2.

The results of this study indicated that menu design produced no statistically significant differences in the posttest scores of the participants; menu design does effect the learning strategy used by participants; menu design had no differential effect on the learning strategies employed by top and bottom students; and there exists a significant difference in the number of examples accessed and nonexamples accessed, with examples being used much more frequently.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

(20) Title: PARENTAL ATTITUDES TOWARD CHILDREARING: THE PUERTO RICAN FAMILY IN PERSPECTIVE

Author: COLON-RIVAS, JOSE F.

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: PhD. pp.: 205

Advisor: YAWKEY, THOMAS D.

Research Problem: The purpose of this investigation is to examine the child rearing attitudes of Puerto Rican parents living in the United States. More specifically, this investigation explores the concepts of Creativity, Frustration, Control, Play, and Teaching-Learning measured by the Parents-As-A-Teacher Inventory (Strom, 1984). Aspects of the home environment were also measured and included five different categories: Educational Level, Family Size, Gender of Parents, Annual Income, and Accessibility to the Child. Information was also obtained by seven different open and closed questions related to the individual parents' childrearing attitudes.

The data were obtained by administering the P-A-A-T Inventory to a sample of 90 Puerto Rican families living in Hartford, Connecticut, and having a child in either kindergarten, first or second grade. Children's ages ranged between six and eight years.

The results revealed that there is a significant relationship between Educational, Accessibility to the child, Family Income, Family Size and their attitudes toward childrearing as measured by the Parent-As-A-Teacher Inventory. Gender differences were not found to be statistically significant for the Creativity, Control, Frustration, Play and Teaching-Learning variables. A regression analysis revealed that the variables of Education Level, Family Income and Accessibility to the child accounts for a significant amount of variance with regard to parents' attitudes toward Control, Play and Teaching-Learning.

Form of Curriculum Inquiry employed in this dissertation: Scientific.

(21) Title: THE PERSPECTIVES OF PRESERVICE TEACHERS TOWARD COMPUTER TECHNOLOGY IN EDUCATION: THREE QUALITATIVE CASE STUDIES

Author: DRAZDOWSKI, THOMAS ANDREW

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: PhD. pp: 206

Advisor: DUPUIS, MARY M.

Research Problem: The purpose of the investigation was to describe and interpret, via three case studies, the perspectives of preservice teachers toward the use of computer technology in education while enrolled in a computers for educators course. Qualitative case study methodology based on the naturalistic paradigm was the mode of inquiry. Data were collected through participant observation, semistructured and key actor ethnographic interviews, and document analysis. Inductive data analysis based on the constant comparative method was used to interpret the data. To enhance the trustworthiness of the study, the researcher employed the techniques of triangulation, member checking, prolonged engagement, persistent observation, and peer examination. The researcher also maintained a reflexive journal and established an audit trail.

Each case study contained the following sections based on the research questions: (a) general background information on the respondent, (b) the respondent's early perspectives on computers, (c) the respondent's perspectives during the course and portrayal of class activities, (d) the respondent's perspectives on future computer use, (e) and interpretation of the case study data. The study also included a cross case interpretation of the data. The findings from the study suggest that present course offerings in computer use for educators present too narrow a technical focus--too much time is focused on learning about computers and not enough time is spent learning how to teach with computers--and do not question the broader educational and social implications of computer use. The researcher provided recommendations for practice, as well as hypotheses grounded in the data which could be tested in subsequent research investigations. Personal reflections on doing case study research were also discussed.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic-naturalistic.

(22) Title: THE EFFECTS OF A STAFF DEVELOPMENT PROGRAM IN
WRITING
PROCESS ON LEARNERS' WRITING SKILLS AND ATTITUDES
TOWARD WRITING

Author: GORKA, DARLENE MARIE

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: D.Ed. pp.: 96

Advisor: BELL, PAUL E.

Research Problem: The purpose of this study was to determine the effects of a staff development program in writing process on (a) learners' quality of writing skills and (b) learners' attitudes toward writing. The investigator sought to determine whether differences in students' writing skills and attitudes toward writing exist between the learners of elementary classroom teachers trained in the Writing Process Staff Development Program and those learners of elementary classroom teachers not trained in Writing Process Staff Development Program within the same school system.

The sample consisted of 30 elementary classroom teachers randomly drawn from seven public elementary schools in the target school district, with 15 assigned to the treatment group and 15 to the no-treatment group. The treatment group participated in four three-hour staff-development sessions, scheduled within a two-week period. At the end of a five-month period, the treatment and no-treatment group teachers were directed to present an established prompt to their students for an in-class writing response. A randomly selected sample of 120 pieces was secured for analysis. A writing attitude scale was administered to the learners of all the participating teachers. The data analysis design was the Posttest-Only Control Group Design. A two-sample t-test for the differences between independent sample means was employed. The writing quality and attitude toward writing data were analyzed using the "MINITAB" software package. The analysis of data resulted in the following conclusions:

(1) The Writing Process Staff Development Program was effective in improving the quality of writing of a sample of intermediate level students, but showed a lack of a statistically significant effect on primary level students. (2) The Writing Process Staff Development Program was effective in improving the students' attitudes toward writing at both the primary and intermediate levels.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

(23) Title: DEVELOPMENT OF CONCEPTIONS IN BASIC ELECTRICITY:

EXPLORATORY STUDY USING TEACHING EXPERIMENT
METHODOLOGY (CONCEPTION DEVELOPMENT, CIRCUITRY)

Author: KATU, NGGANDI

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: Ph.D. pp.: 328

Advisor: LUNETTA, VINCENT N.; SIMON, MARTIN A.

Research Problem: A "teaching experiment" design was used to investigate in detail the development of electric circuit conceptions. Eight teaching-interview sessions with the teacher/researcher involved the student in hands-on activities with batteries, bulbs, wires, resistors, and with teaching aids such as schematic diagrams.

Analysis of the data revealed that the student had his own conceptions about simple electric circuits resulting from earlier experiences with electricity in his daily life and instruction in school. Prior to the teaching interventions the student had held primitive and basic ideas about electricity based on his daily experience with electric bulbs at home and upon school instruction. The dissertation elaborates the nature of these ideas. During the teaching sessions the student rejected or changed several of his conceptions of electric circuits. The teaching interventions helped him develop generalizations about current, energy, potential difference, and resistance which he applied beyond observed situations. Some of his generalizations helped him to make valid and consistent predictions about events in series and in parallel circuits. The study also showed that teaching activities using batteries, bulbs, and resistors enabled the student to develop his observation skills, to test his existing ideas, and to develop new ideas and concepts resulting in some higher levels of thinking. At least three levels of thinking were identified: descriptions of observed phenomena, generalization beyond observed situations, and the development of explanatory models. The teaching experiment research focussed on the use of practical activities with electrical circuit materials and engaged the student in observing and in interpreting findings. It suggests exploration of the use of analogies and simulations as a medium for developing more scientific explanatory models. The study revealed the complexity of teaching for scientific understanding of electric circuit concepts. It revealed a network of interrelated electricity concepts. The research prompted a description of scientific understanding as a learning outcome that includes the abilities to apply explanatory models to explain interrelationships among concepts.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

(24) Title: THE EFFECTS OF A DIVERSITY-FOCUSED CURRICULUM ON
WHITE
COLLEGE STUDENTS' RACIAL ATTITUDES (COLLEGE
STUDENTS,
AFRICAN-AMERICANS)

Author: MCCARTHY, JESSIANN DORTCH

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: Ph.D. pp.: 158

Advisor: Cheatham, Harold E.

Research Problem: The purpose of this study was to collect base line data on the effects on White college students' racial attitudes as affected by participation in a diversity focused curriculum. It was reasoned that the data would be instructive for university officials planning intervention programs based on knowledge about their student's development and attitudes. Specifically, the study attempted to determine: (1) The attitudes of White college students toward African Americans. (2) The nature of the change that occurs in students' attitudes after taking a diversity focused course. (3) The influence that this knowledge could have on the design and implementation of future diversity courses.

A presentation of the research project was presented to the students enrolled in The Life of Martin Luther King, Jr., a diversity course that meets the university's diversity requirement. Four White students, who volunteered, were chosen to participate in the study. The students were interviewed three or four times throughout the semester, journal entries were collected, and observational data was gathered in the classroom. A content analysis method was used to analyze the data. Specific findings are categorized into five areas: (1) Social Distancing and Social Desegregation, (2) Political and Economic Equality, (3) Characteristic Perceptions, (4) Attitudes Towards Methods of Social Change, and (5) Course Evaluation. A comparative analysis was used to report the findings. The analyses indicated the following results: (1) The diversity course was a valuable educational and personal experience for the students. (2) The students' goals, the goals stated in the syllabi, and the goals of the professor were partially or fully accomplished. (3) The race of the professor may influence the students' attitudes. (4) Those students having positive attitudes in the areas studied did not reverse their attitudes while participating in the course. However, there were areas where the students' attitudes changed to those of greater acceptance. Included in the study are suggestions for further research as indicated by the findings.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic-naturalistic.

(25) Title: AN ANALYSIS OF THE EDUCATIONAL IDEAS AND CAREER OF FLORENCE B. STRATEMEYER IN TEACHER EDUCATION AND CURRICULUM DESIGN (STRATEMEYER FLORENCE B.)

Author: NOLAN, GREGORY JAMES

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: D.Ed. pp.: 370

Advisor: SAXE, DAVID W.

Research Problem: The purpose of this dissertation was to analyze the career and scholarship of Florence B. Stratemeyer in the areas of teacher education and curriculum design. The analysis included her professional life, educational/curriculum proposals, and written scholarship.

The study was designed to find the unifying theme for Stratemeyer's thinking and actions in the fields of teacher education and curriculum; the part teachers and curriculum workers played in the development and articulation of the principles that formed the unifying theme; and the process that defined the nature and scope of the principles that guided teaching and curriculum development.

The findings suggested that guiding principles were the unifying theme that connected effective thinking with action in teacher education and curriculum design. Principles were formed in the learners' minds through a potent combination of generalized experience gained by confronting life's recurring situations and through rigorous scholarship in the disciplines. A situations curriculum enabled learners to form and reshape the principles that guided thinking and action when faced with similar situations and problems in the future. Stratemeyer perceived teachers and curriculum workers as both educational leaders and scholars. Their role was to lead learners through a learning spiral that required them to develop increased levels of

competence and maturity when confronting problems and situations associated with modern living. Scholarship within the disciplines and educational experimentation with increasingly complex situations and problems were the key to unlocking the intellectual power of the individual and society. The process that determined the nature and scope of the situations that formed and shaped the guiding principles was distinctly democratic and inherently social, which meant that the nature and scope of the recurring situations and problems faced by learners must be determined through a process of cooperative planning and learning. The study concluded that Florence B. Stratemeyer presented the world with an educational theory and curriculum design that truly prepared the individual to meet the ever-increasing and complex demands of modern living in a democratic society.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic-theoretical-philosophical

(26) Title: THE STATUS OF THE ACCULTURATING PROCESS OF FOUR
PUERTO
RICAN EXTENDED MIGRANT FAMILIES IN YORK CITY,
PENNSYLVANIA
(ACCULTURATION, EXTENDED FAMILIES)

Author: RAMOS, YOLANDA

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: Ph.D. pp: 152

Advisor: NELSON, MURRY

Research Problem: This study looks at the status of the acculturation process of four Puerto Rican migrant families in York, Pennsylvania, and describes the families' adjustment process and participation in the York community structure. The study examines the acculturation level by describing the families' development and behavioral variation that has been influenced by the surrounding physical, socio-cultural, education, economic and political factors. The goal of this research was to find out if there is a perceptual mismatch between service providers and Puerto Ricans in York, Pennsylvania regarding factors effecting the acculturation process of Puerto Ricans, and how this process is affected by the readiness of the service providers who serve the Puerto Rican community.

The sample of this study consisted of four Puerto Rican migrant families who were recent arrivals to the York area. Data evaluation procedures included taped and written interviews, field observations, journal entries, and written records gathered with the families, children in school, relatives and friends, community members and institutions. The conclusions of this study are based on the analysis of the findings related to the family situation of four Puerto Rican families in terms of their acculturating process to the community of York, Pennsylvania, as observed in the home, school and community environments. The focal conclusion of this study points out that there is a discrepancy between the perception of service providers about the motives for migration and the community-adaptation process of Puerto Rican families in York and the realities of the Puerto Rican families in this study. The dominant community is looking at the Puerto Rican community through a microscope that only reveals the realities of Puerto Ricans in an environment with limited resources that influence and modify their performance as new members of the York community. The analysis of this research points out that community agencies and institutions, including the York City School District, should play a more important role in the improvement of the economic situation of the Puerto Rican families in this study. The findings of this study point out that community institutions, including the school district, are not fulfilling the needs of recently arrived Puerto Rican children and families because they fail to implement a systematic procedure for identifying educational and socio/cultural needs, and to work with this population during the first stages of the acculturation process. Guidelines for the development and implementation of appropriate educational programs for Puerto Rican limited English proficient students, and

effectivesocio/educational services for Puerto Rican families in this community are recommended.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic-naturalistic

(27) Title: AN ANALYSIS OF JOB COMPETENCIES AND TRAINING ACTIVITIES IN PENNSYLVANIA'S SAW AND PLANING MILL INDUSTRY

Author: SPOERKE, GLENN R.

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: Ph.D. pp.: 157

Advisor: MORTENSEN, JAMES H.; YODER, EDGAR P.

Research Problem: The primary purpose of this study was to identify and validate competencies required of occupations in Pennsylvania's sawing and planing industry. A second purpose was to determine the availability of training activities to employees in this industry. Questionnaires were developed and hand delivered to a stratified, clustered random sample of 88 saw and planing mill businesses in Pennsylvania. The businesses were stratified into three types based on the total number of employees: small--\$le\$9; medium--10 to 19; large--\$ge\$20. A 36% response rate was experienced.

Competency lists consisting of specific job task, general and basic knowledge, and attitude statements were identified for 30 occupational titles. The competencies in each section are identified in descending order based on the percentage of respondents performing them and the average relative time spent on each statement. Overall, attitude statements showed the highest ratings among all competency groups with ranges of 81 to 94 for percent performing and 4.1 to 4.7 for average time spent using the statement. A value of 4.1 corresponds to a qualitative interpretation of "often," whereas a value of 4.7 corresponds to a qualitative interpretation of "very often." Responses were studied to determine if relationships existed between the variable business size and the variables, task variability and job titles present. The analyses indicated that there were no significant relationships between task variability or job titles and business size. Percentage values of the availability of on-the-job training (OJT) were 76% or higher for all business sizes. Other training activities were generally perceived as unavailable to the respondents surveyed. No significant relationship was identified between OJT availability and business size. An analysis of participation in training activities showed participation in OJT was very high with over 90% of all respondents participating, and no significant relationship was found between participation in OJT and business size. An inspection of the information collected about education level and participation in training activities showed that in the population sampled, those with a lower education level had greater participation in training activities than did those with higher levels of education.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

(28) Title: THE NEEDS OF TRAINED BILINGUAL PERSONNEL IN THE COMMONWEALTH OF PENNSYLVANIA (BILINGUAL TEACHERS)

Author: MELECIO, RAY NOREN

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: Ph.D. pp: 174

Advisor: TRUEBLOOD, CECIL R. TRAINING (0530)

Research Problem: The purpose of this study was to ascertain the perceived

training needs that currently exist among a selected sample of teachers who serve limited English proficient (LEP) children in Pennsylvania. The review of the literature indicates that none of the studies in bilingual/ESL education in Pennsylvania had a sample composed only of teachers. The Discrepancy Model by Malcolm Provus (1971) was utilized in this study.

A 37-scoring-item questionnaire, the Educational Needs of Language Minority Children in Pennsylvania, was developed for this study. There were two scales in the questionnaire: "Presently Exists" (PE) and "Should Exist" (SE). The discrepancy between PE and SE was used to define "need." The questionnaire was administered to a purposive sample of 67 teachers who work with LEP children in southeastern Pennsylvania. One null hypothesis with six subhypotheses was tested. The subhypotheses were related to the areas of state involvement in bilingual programs, state recommended instruments to assess LEP children, specialized technical assistance to districts, bilingual/ESL certification, accountability and state funding for bilingual/ESL programs, and preservice and in-service training of bilingual/ESL teachers. The mean discrepancy scores for all scales were negative. A Tukey follow-up determined that there were statistically significant differences among the experience groups for three of the subscales: state involvement, specialized technical assistance and state funding and accountability. The responses suggest that all teachers, regardless of experience, perceived a need for all the subscales of the questionnaire. Teachers with 11 years or more of experience perceived a stronger need when compared to the rest of the sample. Guidelines endorsed by the Secretary of Education that define outcome-based objectives for LEP children were recommended. Other recommendations included administration of the test to regular teachers and parents, increase of bilingual education staff at the Department of Education (DE) to provide more technical assistance to local districts, incentives such as loan forgiveness and scholarships to attract more bilingual/bicultural persons to teaching, and a more active role of DE and IHE's in providing local districts with adequate personnel and training.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

(29) Title: MENTOR TEACHERS ON THEIR WORK
 Author: CHAVEZ-WILSON, LINDA LOUISE
 School: THE PENNSYLVANIA STATE UNIVERSITY
 Degree: D.Ed. pp.: 251
 Advisor: WILLOWER, DONALD J.

Research Problem: The problem central to this study was this: What are the perceptions and feelings that mentor teachers have about their work? More specifically, what are the problems and stresses facing mentor teachers, work responsibilities they like and dislike, and the most and least important aspects of their work? Another line of inquiry concentrated on their future career plans, an assessment of their personal strengths and weaknesses as a mentor, "rules of thumb" guiding their work, and their views regarding the personal characteristics and professional competencies needed in order to be a successful mentor teacher. In addition, questions addressed mentor teachers' perceptions of their relationships with mentees and the overall reactions of principals and teachers toward them and the mentor program itself. Twenty-five elementary and 25 secondary mentor teachers representing 22 school districts in the south central Pennsylvania area were interviewed using a structured interview schedule consisting of 29 questions. Interviews were conducted over the telephone. The data gathered utilizing the interview schedule were classified according to the wording of the mentor teachers' responses. Two or more similar responses constituted a category. Unique responses were listed separately under the category of "other." Mentor teachers were inclined to accent the positive when discussing their mentoring work. They characterized the mentor relationship as serving two major functions. The two functions dealt with the sharing of competence and wisdom in the practice of teaching and the provision of emotional support to their mentees. However, they did cite negative aspects of their positions

related to the marginality that they encountered within the school organization. The components of this marginality included insufficient administrative support of the mentor program and the mentor teacher, limited formal training for mentoring, and lack of time provisions for the performance of mentor functions.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

(30) Title: THE EFFECT OF SELECTED TESTING SEQUENCES AND GAMING METHODS ON DELAYED RETENTION, USING SELF-PACED PROGRAMMED INSTRUCTION, AND EVALUATION FOR DIFFERENT INSTRUCTIONAL OBJECTIVES

Author: GULICK, EMIL JOHN

School: THE PENNSYLVANIA STATE UNIVERSITY

Degree: Ph.D. pp.: 164

Advisor: JOHNSON, DONALD W.; DWYER, FRANCIS M.

Research Problem: The purpose of this study was to investigate whether or not a practice test placed before an instructional game (or placebo game) was significantly different from a practice test placed after an instructional game (or placebo game), with respect to 2 week delayed retention for different instructional objectives (drawing, identification, terminology, comprehension, and composite test score). In addition, survey data were used to determine whether or not student perceptions of the value of different types of rehearsal methods were valid indicators of their instructional effectiveness and motivational capabilities. This study utilized a posttest-only control group design, with 96 subjects being randomized into four treatment groups during the first session. All subjects received a self-paced programmed instruction booklet on the human heart, its parts, and its functions. Subjects also received either an experimental treatment (practice test and instructional game sequence) or a control treatment (practice test and placebo game sequence). A total of 87 subjects were in attendance for the second session, 2 weeks later. All treatment groups were administered a delayed posttest simultaneously, in addition to a brief questionnaire. The delayed posttest was identical to the practice test.

Using two-way ANOVA, no statistical significance was found at the .05 level, with respect to main effects or interactions for the different criterion measures. All rehearsal methods were found to be equally effective in facilitating delayed retention, helping students retain almost 50 percent of the heart content after 2 weeks. This finding is noteworthy, given the limited exposure students had with the subject matter. Delayed retention may be attributed to the motivational qualities of the rehearsal combinations employed (combining a practice test with a game), warranting further investigation in this area. Nonetheless, students preferred to receive the practice test after receiving the instructional heart game, considering such a rehearsal combination to be the most effective and the most motivational. The validity of these student preferences could not be upheld, however, due to the lack of statistically significant differences between the rehearsal methods employed.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

(9) PURDUE UNIVERSITY
Public coed university

Purdue University is a public university that was made possible by the Morrill Act, signed by President Lincoln on July 2, 1862. In appreciation of John Purdue's donation to establish a new university, the legislators named the institution Purdue University. The first regular classes began September 16, 1874, and the first degree was awarded in June 1875.

Purdue enrolls approximately 36,000 undergraduate and graduate students at its main campus in West Lafayette and approximately 23,500 at its campuses in Hammond, Fort Wayne, Westville, Indianapolis, and at Statewide Technology sites. The West Lafayette Campus of Purdue University has a full-time faculty of almost 2,100 men and women who teach and engage in scholarly activities and research within more than 143 principal buildings located on 650 acres. Instructional work is organized in the schools of Agriculture, Consumer and Family Sciences, education, Engineering, Health Sciences, Liberal Arts, management, Nursing, Pharmacy and Pharmacal Sciences, Science, Technology, and Veterinary Medicine. The West Lafayette Campus of Purdue University is located across the Wabash River from Lafayette. The Greater Lafayette area is easily accessible, whether traveling by land or air. It is 65 miles northwest of Indianapolis, the state capital, and 126 miles southeast of Chicago. The west Lafayette Campus offers a wide variety of cultural and recreational opportunities for graduate students and their families.

Purdue university is a member of the Association of American Universities and the Council of Graduate Schools in the United States. This institution is a participant in the Traveling Scholar Program for graduate students enrolled in any Committee on Institutional Cooperation (CIC) institution. The participating institutions are the Big ten universities plus the university of Chicago, the University of Illinois in Chicago, and the university of Wisconsin at Milwaukee. This program enables a graduate student studying toward a Ph.D. degree to travel to another of the member institutions for up to two semesters of 3 quarters of study to take advantage of resources available on another campus but not available on his or her campus, including special course offerings, research opportunities, unique laboratories, library collections, etc.

The Graduate School: Unique Features

1. Enrollment: 40,939 Graduate, Professional and Undergraduate students.
2. Students Groups: 4,500 full-time matriculated graduate/professional students (1,533 women), 1,465 part-time matriculated graduate/professional students (614 women). Education students: 184 full time matriculated students (136 women), 237 part-time (153 women); includes 29 minority (10 African-Americans, 9 Asian-Americans, 8 Hispanics, 2 Native Americans), 39 internationals. Graduate Faculty: 1,690; includes 171 minority (24 African-Americans, 127 Asian-Americans, 17 Hispanics, 3 Native Americans).
3. Tuition: \$ 2696 per year full-time, \$ 96 per credit hour part-time for state residents; \$8848 per year full-time, \$291 per credit hour part-time for nonresidents.
4. Programs: are provided through the following Schools: Agriculture, Consumer and Family Sciences, Education, Liberal Arts, Management, Science, Technology, Veterinary, Pharmacy, Nursing, and Health Sciences, Engineering.
5. Degrees offered: Ph.D., D.Ed, Master's Degrees and Educational Specialist.

6. **Requirements for Admission:** It will be expected to hold baccalaureate degrees from colleges or universities of recognized standing with a B or better average (and a minimal score of 550 on the TOEFL for all international applicants whose native language is not English); all degree-seeking applicants are encouraged to take the Graduate Record Examination (GRE). All degree-seeking graduate students are required to demonstrate acceptable proficiency in written English before filing a plan of study. Native English speakers should show good grades in undergraduate courses, the Test of Written English (TWE), the GRE, the Graduate Management Admission Test (GMAT), or satisfactory grade in English 059; students whose native language is not English should show good scores in the TWE, GRE, GMAT, or satisfactory grade in English 009 or English 002.

Contact: Graduate Studies Office
 Graduate Shoal
 Purdue University
 West Lafayette, Indiana 47907

7. **Requirements for Graduation:** For a Master's Degree at least 30 total credit hours are required; the plan of study shall be appropriate to meet the needs of the student in his or her chosen field, as determined by the advisory committee and approved by the head of the graduate program, the school dean, and the graduate school dean.; there are two options: nonthesis master's degree and thesis master degree. **Educational Specialist Degree** is awarded upon completion of an organized, sixth year program in approved departmental areas primarily related to Indiana certification requirements. At present, programs are available for those working toward certification as curriculum supervisor, director of guidance, reading specialist, and school superintendent. The program consists of a minimum of 30 hours of graduate preparation in addition to the 30 credit hours earned in a typical master's degree. **For a Doctoral Degree** at least 90 credits are required. The degree of Doctor of Philosophy (Ph.D) is the highest earned degree conferred by Purdue University, and is awarded only to those who have demonstrated superior ability in a recognized academic discipline. Each prospective candidate for a Ph.D degree, with the approval of the head of his or her graduate program, shall select a major professor who will act as the chair of the advisory committee and who will direct the research; a plan of study should be prepared by the student and the advisory committee which must be approved by the head of the graduate program, the school dean, and the Graduate School dean; qualifying examinations are required in some departments; preliminary examinations are required after the student has completed most of the formal study to the satisfaction of the advisory committee and met the language requirement(s), if any (each department determines requirements of competency in any foreign language); the candidate must prepare a thesis showing a contribution of sufficient importance to merit publication; and after the dissertation has been written, the candidate shall be given a final examination. A graduate student normally will register for no more than 18 credit hours per semester.
8. **Doctoral degrees awarded in 1993-94:** 720 doctorates awarded.
9. **Student Services:** Rooms and/or apartments available to single students at an average cost of \$2825 per year, available to married students (1302 units) at an average cost of \$3950 per year; free psychological counseling; career counseling; emergency short-term loans, campus safety programs, campus employment opportunities, counseling/support services for international students, accident insurance, prepaid outpatient clinic services.
10. **Financial Aid:** Fellowships and Traineeships, graduate appointments, graduate assistantships, graduate instructorships, graduate counselorships, Purdue Doctoral

Fellowships, Purdue Black and Other ethnic Minorities Doctoral Fellowships, Purdue Minority Student Master's Fellowships, exemptions from university fees and tuition.

11. **Research Facilities:** Main library plus 15 additional on campus libraries. Total holdings of 1,9 million volumes; 1,8 million microforms; 16,500 current periodical subscriptions. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic retrieval services.
12. **Computer facilities:** CDC CYBER 205, IBM 3090-180E, personal computers on campus linked to Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. **Enrollment:** information non-available. Faculty 35 full-time (12 women) 3 part-time (all women).
2. **Name of the Unit :** School of Education, Department of Curriculum and Instruction.
3. **Department Head:** Dr. W.C. Kyle, Head
Faculty contact: Dr. James L. Barth (Ph.D, specialty: Foundations of Social Studies, 33 years teaching curriculum research)
Dr. Lynn Powers, Coordinator of Graduate Studies.
Curriculum and Instruction Department
Purdue University
West Lafayette, Indiana 47907
Phones: 317-494-9172 or 2346.
4. **Name of Program** that focuses on Curriculum: Curriculum and Instruction; Social Studies Education. Offerings include curriculum theory (M.S, D.Ed, Ph.D), instructional development (M.S, D.Ed, Ph.D, Ed.S).
5. **Requirements: Entrance:** In addition to the general admission regulations and other prerequisites of the University and of the Graduate School for entrance into graduate courses and degree programs, the school has special prerequisites for some of its offerings. These special prerequisites depend upon the particular course or degree program in which the student is interested (curriculum and instruction, administration, psychology), however, entrance requirements for doctorate is GRE general test (minimum score of 500 on each section required). TOEFL minimum score of 550 required; for Ed. s, minimum B average. **Degree** requirements: for doctorate, dissertation, oral and written exams; for Ed.s, project, oral presentation.
6. **Doctoral Degrees granted in 1993-94:** 21 doctorates in Curriculum Studies (Curriculum and Instruction).
7. **Primary Goals of the Graduate Programs in Curriculum are:** to expose teachers, researchers, and other educational personnel to different activities and training assignments according to their needs and professional aspirations.
8. **This Program is among the leading Programs in the United States because of:** reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, Curriculum research publications, size and visibility of the program, and participation of faculty and students in professional groups.

9. Unique strengths of the Graduate Program in Curriculum Studies: Curriculum (interdisciplinary and personalized program and Research Development); faculty (productivity, research-oriented, stable and dedicated, diverse interests & backgrounds, wide number of publications, many speeches and papers for conventions, research (emphasis on inquiry) students (placement and selection procedures), and environment (resources, academic life and libraries).
10. Faculty research: contacted faculty involved in historical and philosophical kind of curriculum research. Problems being researched: "The nature of the Social Studies" (historical and Philosophical work) and an international study "Teaching About World War II in the Pacific (U.S., Japan, Korea), by Dr. James L. Barth (more than 15 years doing curriculum research focused in historical, theoretical, integrative/review/synthesis, among others).

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Inquiry training is to permeate all aspects of graduate programs, especially doctoral programs. Graduate students are expected to take advance courses in research methodology which include diverse forms of curriculum inquiry such as (EDCI 607) Implications of Research and Theory for Problems in Elementary Schools; (EDCI 615) Qualitative Research Methods in Education, (EDCI 616), Advanced Qualitative Research Methods in Education, (EDCI 647) Research Methods and Techniques in Vocational Education, and graduate courses in statistics. Each program of study, particularly for the Ph.D degree, is to a large extent designed by the student and appropriate faculty members to meet the needs and objectives of the student.
2. Ways to prepare graduate students as curriculum researchers: Recommend all graduate students to take an overview course on different types of research (which emphasizes development and utilization of research skills in the solution of problems identified by individual students); and to take courses on qualitative research methods in education which focuses on expanding graduate students' research skills to include knowledge of the theories and methods associated with qualitative and qualitative-quantitative combined research including theories, methods, analysis, interpretation and presentation of results. Faculty recommends their graduate students take a specific research methods courses (minimum 12 hours in research courses); initiate graduate students into his/her research methods while he/she is engaged in a specific kind of research; put students in an overview course on different types of research methods; ask students to enroll in a research methods course with only students in their own program; and ask students to enroll in a research methods course that includes students from many different programs.

DOCTORAL DISSERTATIONS

Research Problems and Forms of Curriculum Inquiry employed in
 Doctoral Dissertations in Purdue University.
 January, 1993 - June, 1994

(1) Title: COURSEWARE PROJECTS IN ADVANCED EDUCATIONAL COMPUTING
 ENVIRONMENTS (ADVANCED COMPUTING ENVIRONMENTS)

Author: HOPPER, MARY ELIZABETH

School: PURDUE UNIVERSITY

Degree: PHD Date: 1993 pp: 203

Advisor: LAWLER, ROBERT

Research Problem: This study explored how issues from older educational computing projects became intertwined with new problems during courseware projects in advanced computing environments. The following projects were the focus of this study: (1) Engineering Specific Career-Planning and Problem-Solving Environment, Educational Research and Information Systems, Purdue University; (2) Context 32, Institute for Research in Information and Scholarship, Brown University; (3) TODOR and Mechanics 2.01 Problem Set Solutions, Athena, Massachusetts Institute of Technology; (4) The Physical Geology Tutor, Center for Educational Computing Initiatives, Massachusetts Institute of Technology.

Interviews with 19 key participants and information from major documents were used to construct a model describing the relationships between educational goals, technical characteristics, and organizational structures. Successful projects began with goals for providing both improved representations of the discipline and increased learner involvement. Critical technical characteristics of software included appropriate functionality, usability for interaction and creation, and adaptability for availability or the change inherent in distributed computing environments. The courseware that was created consisted of complex learning environments that required regular use and maintenance to survive. The authors who developed the learning environments needed to maintain them and acquire the resources upon which regular delivery depended. Three different organizational structures were found which provided for the continuation of informational, technical, human, and financial resources. Within these organizational structures, learners sometimes became authors, while authors became the managers of ongoing "knowledge ecologies" where major educational, technical and organizational factors needed to be continuously balanced. Future courseware projects should be viewed as experiments in knowledge ecology and be treated as opportunities to further define the framework of concepts developed through this study.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(2) Title: FAR TRANSFER PROBLEM-SOLVING IN A NONLINEAR COMPUTER
 ENVIRONMENT: THE ROLE OF SELF-REGULATED LEARNING
 PROCESSES (HYPERMEDIA, CAI)

Author: LIN, XIAODONG

School: PURDUE UNIVERSITY Degree: PHD Date: 1993 pp: 179

Advisor: LEHMAN, JAMES D.; NEWBY, TIMOTHY J.

Research Problem: Much of the problem solving research in the past decades has focused on self-regulation, especially its metacognitive component. The heart of self-regulation is developing the awareness and capacity for effective planning, monitoring,

active reflecting, evaluating and modifying one's own learning processes, which are regarded as metacognitive processes.

This study attempted to show that positive solution transfer effects frequently found in solving puzzle problems can also be successfully implemented in domain rich problem-solving, like biology, via a hypermedia system. It was presumed that asking students to explain and probe into their own learning processes would invoke reflective processes comparable to the metacognitive processes of monitoring, evaluating and modifying of one's own learning processes. A pretest-posttest control group design with random assignment, together with qualitative data collection and analysis, was used to implement the experiment. Four treatment groups were used (groups received metacognitive cues; cognitive cues, affective-awareness cues, and the control group received no cues). Measures of dependent variables (near/far transfer tests) and predictive variables (Self-regulated Learning Inventory, Self-Reflective Awareness Scale and the State Epistemic Curiosity Scales) were administered to 88 college elementary educational majors. 12 students from each group were randomly selected for posttask interviews. Results showed that subjects in the metacognitive group performed significantly better on far transfer tasks than all other groups. Focusing on the problem aspects or affective-awareness was of no significant benefit. No significant correlations were found between the performance on near/far transfer problem solving and on the measures of predictive variables. The qualitative analysis indicated that metacognitive questions made students focus more on the process level of information and enabled students to attend to information regarding the ways in which the problem was solved, which in turn, improved far transfer of problem solving. These findings suggest that: (1) experiencing metacognitive processes in biology learning can lead students to successful far transfer problem solving; (2) such effects can be implemented in a hypermedia system; (3) the cognitive, metacognitive and motivational aspects of learners are critical for instructional technologists to be aware of and to take into consideration while using technology for educational purposes.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(3) Title: THE EFFECTS OF CONFIDENCE BUILDING STRATEGIES ON LEARNER
MOTIVATION AND ACHIEVEMENT

Author: MOLLER, LESLIE ALAN

School: PURDUE UNIVERSITY Degree: PHD Date: 1993 pp: 114

Advisor: RUSSELL, JAMES

Research Problem: The premise of this study is that external conditions can be constructed to facilitate and increase learner confidence and achievement. The external conditions examined in this study were the confidence building strategies proposed by John Keller in his ARCS model.

This study tested the ARCS confidence building strategies with 66 graduate and undergraduate college students using printed, self-instructional materials.

The data indicated no significant effects arising from the treatment. It is hypothesized that the confidence building strategies under study did not produce the anticipated results because the length of treatment was too short to have a measurable effect.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(4) Title: COOPERATIVE LEARNING: DIFFERENCES BETWEEN GROUP AND INDIVIDUAL PROCESSES OF CONSTRUCTION OF THE CONCEPT OF INVERSE FUNCTION (GROUP PROCESSES)

Author: VIDA KOVIC, DRAGA
 School: PURDUE UNIVERSITY Degree: PHD Date: 1993 pp: 131
 Advisor: DUBINSKY, ED

Research Problem: This study was conducted with five individual students and five groups of students who were assigned to work together in the first course of the experimental Calculus classes at Purdue University during the Fall of 1992. The study investigated the differences between group and individual mental constructions of the concept of inverse function.

Based on the researcher's understanding of the concept, the general theory, and the observation of students, a description of a construction process for the developing schema (genetic decomposition) of the inverse function was obtained. After data analysis, it was concluded that there was no difference between genetic decomposition of the concept for the groups and for individuals, but there was a difference between the processes involved in learning the concept. Four main characteristics (disequilibrium, diversity of approaches, building mathematical language, taking different roles) were found to differentiate the study groups from the individual mode of problem-solving. An instructional treatment was developed on the basis of the genetic decomposition for the concept of inverse function. It consists of computer activities designed to stimulate the students to go through the steps of cognitive constructions for developing the schema of inverse function. Based on the results of the study the use of groups is recommended in implementing the instructional treatment.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(5) Title: COACHED ELABORATIONS: HELPING STUDENTS WITH LEARNING DISABILITIES USE REASONING TO REMEMBER

Author: SULLIVAN, G. SHARON
 School: PURDUE UNIVERSITY Degree: PHD Date: 1993 pp: 288
 Advisor: MASTROPIERI, MARGO A.

Research Problem: This study investigated whether: (a) 4th and 5th grade students with learning disabilities would utilize coached elaborations to facilitate immediate recall and delayed retention of target and related elaborative information, and (b) coached elaborations were more effective than provided elaborations and no-elaboration control conditions. Sixty-three students with learning disabilities were taught new information about 15 animals. Students were randomly assigned to three conditions, coached elaborations, provided elaborations, and no-elaboration control. Following individual instruction students were given immediate and one-week delayed tests of recall of target information and production of elaborations. On immediate and delayed recall of target information, students in coached elaborations scored 82% and 69% correct respectively. On immediate and delayed production of elaborations, coached elaboration students scored 90.5% and 76% correct respectively. Students in coached elaborations outperformed those in provided elaborations who outperformed students in the no-elaboration control condition. Statistically significant differences were found among all conditions on all immediate and delayed tests of recall of target information and elaborations, with the exception of the delayed test of elaborations. On tests of delayed production of elaborations, the differences between the coached elaboration and provided elaboration conditions failed to reach statistical significance. Supplemental analyses of coaching interactions showed that coached elaboration students required some form of coaching to generate elaborations 75.5% of the time. These results suggest that students with learning disabilities are able to create appropriate and facilitative elaborations with coaching. Furthermore, these coached elaborations strongly enhance memory of both target information and the related elaborations.

Forms of Curriculum Inquiry employed in this Dissertation:

(6) Title: AN EXAMINATION OF HOW ELEMENTARY ADMINISTRATORS HELP
TEACHERS CHANGE THEIR BELIEFS ABOUT TEACHING
MATHEMATICS AND GUIDE THE PROCESS OF REFORM
(TEACHER BELIEFS, BELIEF CHANGES, CHANGE PROCESS)

Author: FOLEY, JANE DEBORAH

School: PURDUE UNIVERSITY Degree: PHD Date: 1992 pp: 252

Advisor: MCINERNEY, WILLIAM

Research Problem: The purpose of this study was to determine how elementary principals work with teachers to help them change their traditional beliefs about teaching mathematics and to examine the process of change in elementary schools. A review of the literature on educational change indicated that there was a need for research to: (1) go beyond presenting the characteristics of effective schools and address how schools become effective; (2) delineate specific principal interventions during the process of change; and (3) determine the influence of principals in specific subject matter. The study proceeded in two separate phases: (1) an initial closed and open-ended questionnaire was employed in thirty-six select Indiana elementary schools that had conducted collaborative examinations of their mathematics programs; and (2) case studies that provided a closer examination of two exemplary elementary schools and cited specific behaviors and practices that are present in effective change processes. Two particular strengths of the study are: (1) a 90% questionnaire return rate combined with descriptive case study information which should provide a great deal of confidence that the data gathered is representative of schools participating in effective change efforts; and (2) specific principal behaviors that have a positive influence on change as seen from the perspectives of principals and classroom teachers. Results of the study indicate that traditional teachers will change their teaching methods and beliefs if they are empowered to make the decisions that will impact their classrooms and if they are provided with the appropriate staff development to prepare them for change. When collaborative planning structures that utilize a simultaneously top-down/bottom-up approach to educational change are implemented, genuine school reform can be accomplished. It was found that principals participate in specific instructional subject areas. Teachers appreciate the close involvement of principals in classroom instruction and welcome their advice on determining the direction of curriculum. The study provides specific strategies for success concerning principals' roles in the change process, the process of change, teachers' roles in the change process, and contextual factors that have a positive effect on the process of change. A conceptual framework and interaction matrix form the foundation which propose a model for successful change.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(7) Title: INVESTIGATION OF A HOME/SCHOOL COMPUTER PROJECT AND
READING, LANGUAGE, AND MATHEMATICS ACHIEVEMENT (CAI,
READING ACHIEVEMENT, LANGUAGE ACHIEVEMENT)

Author: MILLER, MARK D.

School: PURDUE UNIVERSITY Degree: PHD Date: 1992 pp: 154

Advisor: MCINERNEY, WILLIAM

Research Problem: This study investigated a home/school computer project and

its effects on reading, language, and mathematics achievement for students both after one year and two years in the project. One hundred forty-two (142) fourth and fifth grade students at the treatment school received a computer, printer, and telecommunications for their homes to be used for learning activities. One hundred forty-seven (147) fourth and fifth grade students at a different school in the same district served as the comparison group. The data for this study were collected from the use of the California Achievement Test and the Comprehensive Test of Basic Skills, 4th edition. The dependent variables were the change in scale scores from the pretest to the posttest. The independent variable of interest was the presence or absence of the learning activities associated with the computer project. Classification variables of interest were sex, academic aptitude, SES, the year(s) of the project, and the amount of time involved in the study. A repeated measures design was used with the pretest and posttest scores serving as the within factors. The variables of school, gender, academic aptitude, socioeconomic status, and the year(s) of the project were used as between factors. The findings of this research indicated that: (1) There was no effect on achievement after one year in the project. (2) There was no effect on achievement after two years in the project. (3) There was no effect on achievement with relation to gender. (4) There was no effect on achievement with relation to academic aptitude. (5) There was no effect on achievement with relation to socioeconomic status. (6) There was no effect on achievement with relation to year(s) of the project. These results suggest that educators should enter home/school computer projects with caution. Such projects should not be initiated with the sole intent to improve learning. The evidence indicates that they do not make a difference in raising test scores. Due to the infancy of the home/school computing concept, additional research is needed on this topic.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(8) Title: COMPUTER ANXIETY AND THE COMPUTERIZED WRITING CLASSROOM: A QUALITATIVE AND QUANTITATIVE STUDY

Author: GOS, MICHAEL WALTER

School: PURDUE UNIVERSITY Degree: PHD Date: 1992 pp: 200

Advisor: EVANS, WILLIAM

Research Problem: Beginning in the mid-1980s, there has been a move toward using computers in writing classrooms at all levels. While the reviews of their effectiveness are mixed, computers continue to play a larger role in the teaching of composition as time goes on, possibly because today, and in the foreseeable future, computers are the way we write at work.

Traditionally, students have been excluded from literacy, and hence, empowerment, because of economics and social class. But today, with the predominance of computerized writing, both in the classroom and at work, we are finding a new exclusionary factor is surfacing--computer anxiety.

This study, structured in two phases, looks at computer anxiety in the composition classroom in an effort to find ways to deal with the problem so students can succeed at computerized writing. Phase one consisted of a multiple case study of two computer anxious students and preliminary quantitative studies of six other computer anxious students. Phase two examined 185 subjects with respect to prior experience and eight computer anxious subjects on various personality traits.

Findings show that computer anxiety is strongly correlated not with experience, but rather with the pleasantness or unpleasantness of prior experience ($r = .75954$). Subjects in the study who had no previous experience with computers also were without anxiety. Further, computer anxiety may actually be programming anxiety in disguise.

Students who were computer anxious often talked about bad programming experiences as the genesis of their problem.

Students who did prior planning, and were adventuresome and/or self-reliant had a better chance of overcoming computer anxiety than did their less adventuresome and self-reliant counterparts.

Task avoidance, composing with pen and paper, and editing onscreen may all predispose the computer anxious student to failure in overcoming the problem.

The results of this study suggest that instructors in computerized composition classes should identify computer anxious students when possible, strongly discourage absences, especially early in the course, pay special attention to keeping the student on-task as much as possible, and encourage them to write on line, but edit on hard copy.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(9) Title: EFFECTS OF ANIMATION AND MANIPULATION ON ADULT LEARNING OF MATHEMATICAL CONCEPTS (CAI)

Author: HSIEH, FENG-JUI

School: PURDUE UNIVERSITY Degree: PHD pp: 269

Advisor: FREDERICK, FRANZ J.; LEHMAN, JAMES

Research Problem: This study investigated the instructional effectiveness and motivational appeal of animation and manipulation on adults' learning of mathematical concepts in a computer-based lesson.

The subjects were 54 college students who participated in two CBI sections as part of their mathematics class. They were randomly assigned to receive instruction with either animation or no animation, as well as manipulation or no manipulation. The computer-based lesson was developed by the researcher and introduced the concept of Venn diagrams.

Achievement was measured immediately after the two CBI lessons by both paper-and-pencil tests and tests on the computer. One week later, a paper-and-pencil test was distributed to evaluate students' retention. Continuing motivation was assessed through a questionnaire.

Findings included: (1) Animation enhanced adults' retention when the learning tasks required high level cognitive processes such as analysis or synthesis; (2) Animation did not help adults' learning or retention when the learning tasks required mainly the comprehension of mathematical concepts; (3) Animation increased continuing motivation; (4) Manipulation helped the transference of mathematical concepts learned through a computer to paper-and-pencil tests; (5) Manipulation did not promote intrinsic motivation. Recommendations for further studies were also provided in this study.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(10) Title: THE RELATIONSHIP BETWEEN TRAINING COURSEWORK AND METHODS OF TRAINING UTILIZED BY INDEPENDENT RESTAURANT MANAGERS

Author: LYNN, CHRISTINE

School: PURDUE UNIVERSITY Degree: PHD pp: 129

Advisor: GREENAN, JAMES P.

Research Problem: The literature suggested that restaurant managers who have not been taught how to train and who have never experienced formal, systematic training will be unable to formally train their employees and will rely on less effective, informal training strategies (Meyer & Schroeder, 1989). The purpose of this study was to (1) determine the extent and type of train-the-trainer education restaurant managers have

received, (2) identify the type of training restaurant managers received in their hospitality careers, (3) ascertain the existing attitudes and beliefs about training held by restaurant managers, (4) describe the training methods used by restaurant managers to train employees, and (5) examine the relationships between the training methods managers use to train their employees and their previous training, education, and attitudes about training. This information is of interest to curriculum designers in university restaurant and hotel management programs. A structured telephone interview instrument was developed, pilot-tested, and administered to the managers of 50 randomly selected restaurants from a population of 7,185 independent restaurants that have annual sales of \$1,000,000 or more. Additional manager input was encouraged during the telephone interviews and analyzed using the constant comparative method of qualitative data analysis. The response rate was 86%. The major findings included: (1) Correlations between training attitudes held by restaurant managers and previous training coursework were low. (2) Relationships between the methods of training utilized by managers and previous training coursework appeared to be very weak ranging from $r = .10$ to $.21$. (3) There was a moderate, statistically significant relationship ($r = .50$) between the training experienced by managers and the methods used in training their employees. (4) Experience, gender, location, type of restaurant, and education level had little relationship with the type of training strategies utilized. (5) The profile of the independent restaurant managers in this study was consistent with the traditional industry profile: promoted from the ranks and trained for management by managers who were promoted from the ranks.

Forms of Curriculum Inquiry employed in this Dissertation: scientific

(11) Title: AN INVESTIGATION INTO EXPERTS' OPINIONS OF THE ROLE OF
ARTIFICIAL INTELLIGENCE IN COLLEGE ENGINEERING AND SCIENCE
CURRICULA DURING THE NEXT FIVE YEARS (ENGINEERING
CURRICULUM, SCIENCE CURRICULUM)

Author: PIOTROWSKI, SUSAN MARIE

School: PURDUE UNIVERSITY Degree: PHD pp: 272

Advisor: LEHMAN, JAMES D.

Research Problem: The purpose of this study was to determine experts'

opinions of what role artificial intelligence will play within the next five years in engineering and science education at the college level. There were two major purposes for this study: to determine what types of artificial intelligence are currently being taught in the college engineering and science curricula and to gain information that would enable colleges and universities, with input from business and industry, to determine whether their graduates are appropriately prepared for entering the work force. When considering the future and the proposed future, this study asked its respondents to project out five years. This period of time was chosen as it was sufficient to allow curricular changes to be made and implemented, to encompass the next couple of generations of hardware and software, and to allow for faculty turnover and publication cycles.

A survey questionnaire consisting of twenty-three questions concerning artificial intelligence in engineering and science curricula was presented to a sample of seventy-five experts in college and university environments, to seventy-five experts in business and industry and to three futures experts. Each of the experts had shown an interest in artificial intelligence as evidenced by current work in this area. The survey method followed the practices in the Total Design Method (Dillman, 1978) for surveys. The overall response rate was 47.33%.

The results indicated that artificial intelligence will play an increased role within the next five years in these areas. Both university and industry respondents saw this increase

occurring in most of the AI areas rather than in one or two primary areas. However, there were some notable differences of opinion, for example, in the areas of expert systems, handwriting recognition and neural networks. These differences should be examined further to determine whether they might be indicative of a discrepancy between university preparation of students and industry expectations.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(12) Title: AN INVESTIGATION OF CULTURAL VARIATIONS IN CHINESE AND AMERICAN ARITHMETIC LEARNING CONTEXTS

Author: YANG, MA TZU-LIN C.

School: PURDUE UNIVERSITY Degree: PHD pp: 135

Advisor: COBB, PAUL

Research Problem: The primary purpose of this study is to further

investigate the origins of cross-cultural differences in the arithmetic performance of early school-age children in Taiwan and the United States. The focus of the study is an investigation of cultural differences in the development of place-value concepts of children in the two countries. The study explores the hypothesis that socioculturally supported arithmetic learning activities are the primary sources of cross-cultural differences in children's performance. It is based on interviews with six mothers, six teachers, and ten children and on analysis of video-recordings of ten lessons in one classroom in each country. The classroom ethnographies and interview data are used to construct a holistic description of cultural variations in the courses and influences of socioculturally supported learning contexts of Chinese children in Taiwan and American children. An analysis of instructional activities reveals the differences in the culture-specific interpretation and utilization of numbers in the two countries. The instructional activities used in the American classroom seem to constrain the children's development of place-value concepts whereas those used in the Chinese classroom gave children greater opportunities to develop a reasonably sophisticated understanding of these concepts. An interactional analysis of classroom video-recordings indicates that Chinese children must develop explanations to be effective, whereas American children can be effective by memorizing facts and procedures, and by developing non-arithmetical ways to figure out the response the teacher has in mind. As a consequence, Chinese children in Taiwan have greater opportunities to develop conceptually-based arithmetical knowledge than their American counterparts. An analysis of individual clinical interviews reveals that Chinese children construct relatively more sophisticated concepts of place-value enumeration than do American children. The study concludes that Chinese children in Taiwan have better opportunities to develop powerful arithmetical concepts in their learning contexts. The learning contexts of American children delimit their construction of sophisticated arithmetical concepts.

Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic

(13) Title: A COMPARISON OF ACCELERATION, CURRICULUM INTEGRATION, AND CRITICAL THINKING SKILLS IN SELF-CONTAINED GIFTED PUBLIC AND PRIVATE SCHOOLS/CLASSES (PUBLIC SCHOOLS)

Author: WITHAM, JOAN HARMON

School: PURDUE UNIVERSITY Degree: PHD pp: 159

Advisor: FELDHUSEN, JOHN F.

Research Problem: The purpose of this research study was to identify key

issues in programming and curriculum in educational programs for gifted children and to apply these criteria in describing and analyzing public and private programs for the gifted. Particular attention was focused on the key issues of acceleration, curriculum integration, and use of critical thinking skills. A secondary purpose was to compare the strengths and weaknesses of private and public schools in using these criteria.

Following a pilot study of observations of two full-time schools and classes for the gifted, 24 school programs and curricula were studied using data collection that included director questionnaires, teacher surveys, and document analysis as the primary sources. Private and public schools were compared to each other and to preset criteria on curriculum that consultants recommended for gifted programs. Multivariate and univariate analysis were used to compare the general criteria with the results of the interviews, survey, and observations, plus substantiating evidence from document analysis of school brochures and curriculum materials. Self-contained gifted classes did use significant amounts of acceleration, curriculum integration, or critical thinking skills in their program. All programs examined, with very few exceptions, reported using the above three criteria to an extent above 50% in their programs. This study addressed the issue of whether public and private schools were different in their frequency of meeting the needs of the gifted for acceleration, curriculum integration, and critical thinking skills. Results indicated that the teachers differed on their use of acceleration and critical thinking skills but neither the teachers or directors differed on curriculum integration. Private school teachers reported using more acceleration in their schools while public school teachers reported using more aspects of critical thinking skills.

Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-Naturalistic

(14) Title: A STUDY OF THE LIVED EXPERIENCE OF TWO TEACHER-LEADERS IN
A MIDDLE SCHOOL SCIENCE REFORM PROJECT

Author: VOLKMANN, MARK JUSTIN

School: PURDUE UNIVERSITY Degree: PHD pp: 228

Advisor: KYLE, WILLIAM C. JR.

Research Problem: This study, through the theoretical perspective of

hermeneutic phenomenology, examines the lived experiences of two science teacher-leaders engaged in a national curriculum reform project and focuses on what makes work meaningful. In their school districts, these teachers led the development of Science/Technology/Society curriculum under the aegis of the National Science Teachers Association Scope, Sequence, and Coordination Project.

I conducted in-depth interviews with the participants to uncover their stories. My interpretation of their stories of being challenged, being valued, and being a leader, enabled me to construct an understanding of the experience of finding the meaningfulness of work. The structure of this experience has two elements: making personal connections between pivotal lived experiences and decisions regarding how to teach; and publicly sharing the meaningfulness of these connections. The act of sharing this meaningfulness with colleagues is the first imperative step of becoming a teacher-leader. As the value of these personal connections resonate within the life of each colleague, the teacher-leader's actions are perceived as meaningful.

This study has implications for those who plan and implement preservice teaching experiences, collaborate with science educators involved in science education reform, and design activities that recognize students' constructions as valuable and integral to teaching. Moreover, this study has implications for teachers who wish to develop a stronger and clearer voice in the politics of schooling. Making a connection with what is meaningful in work provides a basis for all professional decisions, many of which have previously been inaccessible to teachers. If teachers lay claim to a territory they can call

home, then no one will be wondering how to help them have asay. On the contrary, teachers will speak loudly and clearly.

Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-Hermeneutic

(15) Title: A CONCEPTUAL MODEL FOR THE INTEGRATION OF COMPUTERS INTO THE SOCIAL STUDIES (INSTRUCTIONAL TECHNOLOGY)

Author: BRADY, HARRY ROBERT

School: PURDUE UNIVERSITY Degree: PHD pp: 336

Advisor: RUSSELL, JAMES D.

Research Problem: Teachers, curriculum specialists and instructional designers face the question of how to employ a constantly evolving and increasingly powerful array of computer-based instructional technology within the classroom. Some schools have attempted to foster the integration of computer into instruction-based on individual classroom innovations. The weaknesses of this micro approach has centered on a lack of logistics, the absence of support for the development of medium-based instructional skill, and the habitual reinvention of prior innovations. Other schools have attempted to achieve the integration of computer into instruction through a central plan. This macro approach has proven vulnerable to the failings of bureaucracies and has produced an uneven record of success among academic areas. Most significantly, social studies, along with the humanities, has been slow to incorporate computers into instruction. To a great extent, this gap reflects the fact that central plans by their current positivist nature are more attuned to the structure and needs of math, science, and the practical art than to the structure and needs of social studies and the humanities. The thesis develops a conceptual model of computer integration into social studies. This model is designed to bridge the gap between the macro level's central plan-based approach and the micro level's context sensitive integrative approach by articulating the needs of the social studies within a macro level while maintaining the contextual component necessary for the attention to instances which is inherent to the social studies. Research on the nature of social studies, the epistemology of instructional design theories, and the epistemology of software engineering procedures was synthesized and applied in an examination of computers and social studies. This segment of the research produced the concept of curricular congruency, one of two integral strands of the conceptual model. Research on innovation and organizations generated the second strand, developmental phases.

The resultant conceptual model identified the variables associated with the integration of computers into the social studies. It explains their dynamics in terms of the two strands and their reciprocal relationship between the stands, providing a description of integrating computers into the social studies.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(16) Title: THE EFFECTS OF TIME AND INSTRUCTION ON WRITING PERFORMANCE OF EIGHTH-GRADE STUDENTS IN WRITING ASSESSMENT SITUATIONS

Author: EWING, SHEILA C.

School: PURDUE UNIVERSITY Degree: PHD pp: 182

Advisor: ASHER, J. WILLIAM; LAUER, JANICE M.

Research Problem: This study examined student performance under two different writing-assessment conditions to determine whether students who receive different types of writing instruction are affected by assessment conditions that differ

from instructional conditions. The study grew out of concerns that writing-process students, when compared to traditional (non-process) writing students, are placed at a disadvantage in standardized, timed writing assessments that do not allow students time to engage fully in the writing process.

Specific variables in the study are the effect of time and instruction on the amount and quality of writing, amount and type of prewriting, and attitudes of students in large-scale, standardized, writing-assessment situations. Subjects in the study were 349 eighth-graders from four similar middle schools in Indiana. Of these, 183 were reported to be receiving writing-process instruction, and 166 were reported to be receiving traditional writing instruction.

All students were assessed under two conditions: a 30-minute writing sample that did not allow for prewriting, and a 45-minute writing sample that provided an opportunity to prewrite. Variations of the same writing prompt were used for the two writing sessions. The two groups were compared on quality of the two writing samples, as measured by holistic scoring; length of writing samples; amount and type of prewriting in the 45-minute condition; and responses to a 14-item survey.

Results of the study indicate the following: (1) the writing-process students received higher holistic scores on writing samples in both 30-minute and 45-minute time conditions than did traditional writing students; (2) the writing-process students produced longer writing samples than traditional writing students in the 30-minute condition, but not in the 45-minute condition; (3) neither writing-process nor traditional writing students produced longer writing samples or received higher holistic scores in the 45-minute condition than they did in the 30-minute condition; (4) writing-process students produced more prewriting and different types of prewriting in the 45-minute condition than did traditional writing students; (5) writing-process and traditional writing students expressed different attitudes about writing on 8 of 14 survey items. Some of these results may be attributed to use of similar writing prompts and to different levels of motivation in the two time conditions.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

- (17) Title: AN ASSESSMENT OF THE CONVERGENT AND DISCRIMINANT VALIDITY OF THE BATS CHECKLIST AND A TEST OF THE HEURISTIC-PROCESSING EXPLANATION OF LIKELIHOOD-OF-USE RATINGS (CONVERGENT VALIDITY)
 Author: WALTMAN, MICHAEL SCOTT
 School: PURDUE UNIVERSITY Degree: PHD pp: 248
 Advisor: BURLESON, BRANT R.

Research Problem: In recent years a common method of assessing teachers' classroom management has been the BATs checklist. Although this instrument has been widely used in measuring teachers' classroom management efforts, little validation work has been conducted on this data collection technique. This dissertation employs three studies assessing the convergent and discriminant validity of the BATs checklist. The convergent validity of the BATs checklist was assessed by comparing teachers' likelihood-of-use ratings with students' and student teachers' ratings of the frequency of teacher BAT use. It was hypothesized that the BATs checklist would fail this test of convergent validity. That hypothesis was not supported. The discriminant validity of the BATs checklist was assessed by correlating the likelihood-of-use ratings of prospective and experienced teachers with those same teachers' perceptions of the social appropriateness of checklist items. Likelihood-of-use ratings should not correlate too highly with the perceived social appropriateness of checklist items because fifty years of direct observation of teacher discipline strategies suggests that teachers routinely employ

negative and impolite strategies to correct student misbehavior. The BATs checklist failed this test of discriminant validity. Subjects' likelihood-of-use ratings were highly correlated with the perceived politeness of the items on the BATs checklist. Finally, the heuristic processing explanation of likelihood-of-use ratings was tested. The conditions thought to provoke the heuristic processing of information were manipulated. Subjects in the decrease heuristic processing condition endorsed more impolite and fewer polite BATs than subjects in the control condition.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(10) RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
Public coed University

As university strongly committed to graduate study and research, Rutgers, The State University of New Jersey, offers graduate programs of exceptional academic quality taught by a distinguished faculty. Chartered in 1766, Rutgers is one of the nation's premier research institutions and a member of the select Association of American Universities. Rutgers enrolls more than 48,000 students at the New Brunswick, Newark, and Camden campuses and is one of the major state university systems in the nation

Students who choose Rutgers join a university that promises high standards, diversity, excellent academic resources, and a full complement of research, seminar and cultural activities. Rutgers' location is a notable asset for those who enjoy the cultural and academic opportunities of the New York-Philadelphia metropolitan region.

Today, Rutgers continues to grow, both in its facilities and in the variety and depth of its educational and research programs. The university's goals for the future include the continued provision of the highest quality undergraduate and graduate education along with increased support for outstanding research to meet the needs of society and fulfill Rutgers' role as the State University of New Jersey. The School of Education as organized in 1923 to bring together the forces within the university that contribute to the education of personnel in professional education and to scholarship in the field of education. The mission for the Graduate School of Education as articulated by the Board of Governors translates into three broad areas of endeavor: teaching, research, and service.

The Graduate School: Unique Features

1. **Enrollment:** 48,572 Graduate, Professional and Undergraduate students.
2. **Graduate Students Groups:** matriculated students: 5,131; includes 818 minority (198 African American, 478 Asian-Americans, 131 Hispanics, 11 Native Americans). 8,565 applicants 43% accepted.
3. **Tuition:** \$ 4,886 per year full-time, \$202 per credit part-time for state residents; \$ 7,162 per year full time, \$ 298 per credit part-time for non-residents. Fees of \$644 per year full time and \$ 78 per semester part-time.
4. **Programs:** are provided through the College of Pharmacy, School of Applied and Professional Psychology, School of Education (programs in Educational Psychology; Educational Theory, Policy, and Administration; Learning and teaching) College of Nursing, School of Management, School of Law, and other many programs through New Brunswick, Newark and Camden campuses.
5. **Degrees offered:** Doctorates (Ph.D., Ed.D), Master's (M.A, MSc, M.Ed.) and Specialists in Education.
6. **Requirements for Admission:** Admission to the Graduate School is open to individuals who have graduated from approved institutions and who show evidence of potential for the successful completion of a graduate program. Admission to the Graduate School of education is competitive, however, and all admissions decisions are informed judgments regarding the applicant's previous academic performance, standardized test scores, experience and achievement, recommendations, and other relevant data. Applications are

reviewed by the faculty of the department to which the applicant applies and by either the Master's admissions Committee or the Doctoral Admissions Committee. All programs require applicants to submit official results of undergraduate and graduate work done in recognized colleges or universities, the results of the GRE and the TOEFL is required if English is not the applicant's native language.

Contact: Office of Graduate and Professional Admissions
Rutgers, The State University of New Jersey
Van Nest Hall
P.O. Box 5053
New Brunswick, NJ 08903-5053
Phone: 908-932-7711 Fax; 908-932-8231

7. **Requirements for Graduation; Master's:** candidates must complete a minimum of 30 credits (3 or 6 credits may be granted for the completion and successful oral defense of a thesis) at Rutgers, The State University of New Jersey. A student who chooses to write a master's thesis will do so under the supervision of a thesis committee of 3 members. Students who choose a major program that requires a comprehensive examination should follow departmental regulations. The Specialist in Education degree (Ed.S.) program offers the student an opportunity to follow an integrated plan of study beyond the master's program in his or her chosen field of concentration. This degree program is designated as a terminal program and is not intended as an intermediate step toward the doctorate. A minimum of 64 credits beyond the bachelor's degree is required. **Doctorate:** The degree of Doctor of Education is conferred in recognition of high attainment in the constructive study of educational problems and upon demonstrated ability to pursue an independent investigation in some area of education. A minimum of 72 credits (exclusive of dissertation study credits) is required beyond the bachelor's degree, at least two-thirds of which must be in courses that offer graduate credit only. Doctoral students are required to register for a minimum of 24 credits of 700 level research connected with the doctoral dissertation and are required to establish a residency experience during two consecutive academic terms; students are also required to take the qualifying examinations. In general, a student who receives more than 3 grades of C, F, or NC performing unsatisfactorily will be so informed and will be dismissed from the school unless the student's department formally recommends otherwise. Time limitation: 5 years to complete all requirements of the graduate program.
8. Doctoral degrees awarded in 1993-94: 575 doctorates awarded.
9. Student Services: low-cost health insurance, free psychological counseling; career counseling; day care facilities, emergency short-term loans, campus employment opportunities, counseling/support services for international students, advising services for disabled students. Housing: Rooms and/or apartments (705 units) available to single students at an average cost \$ 2,650 per year; available to married students (368 units) at an average cost of \$ 5064 per year.
10. Financial Aid: Fellowships, Scholarships, and Grants, Loans, Employment (assistantships, preceptorships, College Work-Study Program), full and partial tuition waivers, federal work-study, career related internships or fieldwork available.
11. Research Facilities: Alexander Library plus 13 additional on campus libraries; total holdings of 4,267,291 volumes, 2,330,677 microforms, 15,940 current periodical subscriptions. Access provided to on-line bibliographic retrieval services.
12. Computer facilities: Digital VAX cluster 8650, NAS 9000-2, IBM 308L, PYRAMID 9815, HP 3000, Sun 4/470, Apple Macintosh, Commodore Amiga. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. **Enrollment:** Education Students: 30 graduate students enrolled for D.Ed. and 100 for Master's during this academic year. Faculty : 12 full time with a Ph.D; and 7 with a D.Ed; 3 part-time with a D.Ed. and 1 with a master's with a range of experience between 4-30 years.
2. **Name of Department:** School of Education, Department of Learning and Teaching.
3. **Department Head:** Dr. Lesley M. Morrow(Ph.D. specialty: Early Literacy & Early Childhood Education; 3 years as Department Chair of Learning and Teaching)
Faculty contact: Dr. Daniel Tanner
Rutgers, The State University of New Jersey
Van Nest hall, P.O Box 5053,
New Brunswick, NJ 08903
Phone: 908/932-7711
4. **Name of Program** that focuses on Curriculum Studies: Learning and Teaching
5. **Requirements for graduation:** Master of Education degree, the Specialist in Education degree, and the Doctor of Education degree in the areas of Learning and teaching; and Educational Psychology; Master's and Specialist in Educational Theory, Policy and administration. Minimum number of credits for D.Ed.: 72 credits, for a Master's: 30 credits and for specialist in Ed. 42 credits.
6. **Doctoral Degrees granted in 1993-94:** 22 doctorates in the fields of Curriculum or Instruction.
7. **Primary Goals of the Graduate Programs in Curriculum are:** The Department of Learning and Teaching offers graduate programs leading to the Master of education, Specialist in Education, and Doctor of Education degrees for students with career interests in teaching, curriculum, and educational research at the elementary, secondary and college levels. The department favors a broad and interdisciplinary preparation that is built on a substantial foundation in at least one subject area. All programs are designed to give students the opportunity to acquire breadth and depth in a subject field while pursuing professional work in education. Programs are flexible and individualized; in practice, each program is developed jointly by the student and his or her adviser in a pattern consistent with the student's background and educational objectives.
8. **This Program is among the leading Programs in the United States because of:** reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, national leader in funded curriculum research, Curriculum research publications, and participation of faculty and students in professional groups.
9. **Unique strengths of the Graduate Program in Curriculum Studies:** (1) **research** (reputation for research, and national visibility), (2) **faculty** (research-oriented, wide number of publications, many speeches and papers for conventions), (3) **students** (students alumni networks and selection procedures), (4) **Curriculum** (interdisciplinary , a core of required course and cohesive academic); and (5) **environment** (libraries).
10. **Faculty Research:** Contacted faculty, Dr. Daniel Tanner (Ph.D. Specialty in curriculum theory , history and development; 30 years of experience teaching curriculum research); has written 15 or more curriculum research reports and publications in each of the following

forms of curriculum inquiry: philosophical, historical, scientific, theoretical, evaluative-normative, and integrative-review-synthesis; has written between 11 and 15 curriculum research reports and publications focused on action research. Problems or questions he is researching at present year: "Curriculum fragmentation and synthesis"; "nationalizing influences on the curriculum", general education in the secondary school and college; "the rediscovery/rehabilitation of John Dewey by the academic". This professor prefers to prepare his graduate students as curriculum researchers by initiating them into his research methods while he is engaged in a specific kind of research through independent study/problems/advanced seminar. He recommends to re-develop the course in comparative research methodologies.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: available to students for this year are: research design, research methodology, statistics, historical, and combination of methods i.e., 15:250:701-Dissertation Study: Learning and Teaching; 15:250:599-Master's Thesis Research, 15:251:676 -Research in early Childhood/elementary education. Research courses in each of the specialties of the department: an exploration of research topics, methodologies, and techniques appropriate for conducting research for the Master or Doctoral thesis.
2. Ways to prepare graduate students as curriculum researchers: Recommend all graduate students to take an overview research courses (focused in different forms of inquiry) and specific research courses according to the students' field of interests.

Research problems and Forms of Curriculum Inquiry employed in Doctoral Dissertations:
Rutgers, The State University of New Jersey.
January 1993 - June 1994

(1) Title: A CASE STUDY OF THE DEVELOPMENT OF THE FAMILY LIFE
EDUCATION POLICY (EDUCATIONAL POLICY)

Author: FLAMER, MARY FRANCES GUESS
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK

Degree: Ed.D pp.: 273

Advisor: SCRUPSKI, ADAM F.

Source: DAI-A 54/05, p. 1609,

Research Problem: This study examines the decision making process involved in educational policy development. Influence, persuasion and beliefs contribute not only to the process, but explain the content and intent of the policy. The development of the family life education code was selected for examination because this educational policy includes sexuality education and is not a strictly academic course of instruction. The code was introduced to address the social problems of teenage pregnancy, premature sexual behavior and family instability. The opposing values and beliefs held on these subjects and sexuality create conflicts. Therefore, an opportunity is provided to examine how these belief systems are negotiated to achieve the final policy.

The primary sources of data were interviews with key participants, and the files of the New Jersey Department of Education including the newspaper clipping file of the State Library. Presented in a chronological sequence, the events and statements of the participants are organized to demonstrate how the Family Life Education (FLE) policy developed.

Three models of policy development were discussed: elite, systems and incrementalism. Of the three, the elite theory was most applicable to the development of this policy. However, the behaviors of the policy makers that emerged require additional explanation. The elite theory describes the policy makers as having access to the powerful actors within state government who would assist them to facilitate the policy. Challenged by opposition groups to the FLE code, the state board members essentially ignored the concerns of these people by acting on what they perceived was the rightness and the importance of their decision to bring about social change. Given the inclusion of sexuality within this policy, the beliefs of the state board members and those opposed were fundamental and at the core of their respective religious and philosophical beliefs. Intellectuals who are characterized as a new class believe that they are advocates for change particularly within the context of traditional and conservative views.

Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic.

(2) Title: CAN SELECTED MENTAL IMAGERY TECHNIQUES POSITIVELY AFFECT
CHILDREN'S ABILITY TO SUPERIMPOSE DIFFERING IMAGES?
(CREATIVITY, IMAGERY, ARTISTIC ELEMENTS)

Author: GREELEY, MARGARETA A.
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK

Degree: ED.D pp.: 304

Advisor: ROSENBERG, HELANE S.

Source: DAI-A 54/06, p. 2028,

Research Problem: The purpose of this study was to define creative style in children's drawing by using two instructional methods that affect

imagery ability, creativity and knowledge of artistic elements. Three components--imagery, creativity, and artistic elements--were developed in Method I (non-traditional) during three consecutive stages. Method II (traditional) used the same three stages to teach artistic elements, such as line, form, and texture.

Creativity was further developed with a specific use of imagery, the principles of Janusian and Homospacial thinking. Janusian thinking, using simultaneous opposites, is demonstrated in poetry such as "The sail was made up of a thousand patches." Homospacial thinking superimposes two separate pictorial entities in the same space at the same time; for example, numbers six, three, and zero, fused in drawings of the face, resulting in a different rendition of the face.

Development in drawing in artistic skills included sensory exercises in gesture and contour drawing, instruction in artistic elements--line, form, texture, and composition, light and dark, weight and proportion. Imagery ability was assessed by using a pretest/posttest design. Vividness and controllability were tested by using two self report questionnaires, Gordon's Test of Visual Imagery Control and The Narrative Comprehension Imagery Assessment.

Creative ability was measured using Rothenberg's scale of creativity based on four different composition types and five dimensions of creative potential. A three-factor analysis of variance was used in repeated measures during three consecutive stages. Analysis of data suggested the following conclusions: (1) controllability and vividness of imagery changed over time due to the two different approaches of instruction, method I improved more than Method II on both controllability and vividness; (2) creative ability changed over time due to two different approaches of instruction--students in both Method I and Method II showed significant improvement across stages based on categories of Creative Potential and Composition types, (Students in Method II improved more in these categories than students in Method I), however, students in Method I who started out higher on the creativity scale therefore showed less improvement than students in Method II; and (3) Creative Style could be developed and implemented due to a selected instructional approach that focused on imagery, creativity, and artistic elements.

Form(s) of Curriculum Inquiry employed in this dissertation: theoretical.

(3)Title: THE COUNCIL FOR BASIC EDUCATION: FROM FRINGE TO MAINSTREAM
(ESSENTIALISM)

Author: HAYDEN, JAMES JOSEPH

RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK

Degree: ED.D pp.: 499

Advisor: TANNER, DANIEL

Source: DAI-A 54/06, p. 2040

Research Problem: The Council for Basic Education (CBE), organized in 1956 during a time of political, social, and economic change, was founded by a group of essentialist critics, advocating that students complete a program of basic studies in the traditional academic disciplines. Critics used overgeneralization, questionable research data, smear tactics, and ridicule as educationists were blamed for the "soft"

curriculum and other educational problems.

This study chronicles the CBE's attempts to impose an essentialist curriculum on the schools through succeeding reform movements, comparing and contrasting organizational activities to the original statement of purpose.

A historical methodology was used for this study. Research in the archived papers of Arthur Bestor, Mortimer Smith, and the CBE, analysis, of the CBE's publications, a review of the literature, and interviews with CBE officials provided information that was organized into chronological and thematic formats.

The genesis for the CBE originated in Bestor's proposal for a "Permanent Scientific and Scholarly Commission." The controversy and animosity generated by the acerbic criticism of some of the co-founders was initially transferred to the CBE. This was compounded by the CBE's ideological stance, "negative tone", controversial benefactors, and refusal to communicate with the educationists. The result was that the CBE was ignored by the scholarly societies, and classified as an "ax-grinder" and "anti" education organization by the leading practitioners and teacher organizations. However, administrative changes over the past 20 years have resulted in a moderation of tone, the adoption of a less ideological stance, the initiation of cooperative ventures with professional educators and other organizations, and a broader base of financial support.

During the conservative political ascendancy of the 1980s, the essentialist reforms recommended as part of the "excellence movement" contained similarities to the program traditionally proposed by the CBE. Association with important governmental, corporate, and educational leaders, the acceptance of public monies, and a more positive tone resulted in a new found respectability and prominence

for the CBE. The current essentialist agenda of the CBE includes progressivist components, initially rejected by the CBE's founders. The CBE's true impact on the national educational agenda will be determined by the organizational balance that is struck between mere advocacy and dynamic leadership.

Form(s) of Curriculum Inquiry employed in this dissertation: historical

- (4) Title: EDUCATIONAL REFORM AND INSTITUTIONAL CHANGE: A CRITICAL CASE STUDY OF A REFORM INITIATIVE IN TEACHER EDUCATION
 Author: VYDELINGUM, ROSEMARY
 RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK
 Degree: ED.D pp.: 149
 Advisor: GIARELLI, JAMES M.
 Source: DAI-A 54/05, p. 1722,

Research Problem: This critical case study explores the relations of discourse, knowledge, and power as they were articulated in the context of an institutionally funded reform initiative in teacher education at the Rutgers Graduate School of Education. In the course of two years of deliberations among participating teachers, district administrators, and professors (1988-90), significant disjunctures between the interests and ideologies of the discrete groups became evident. The study investigates the hypothesis that these disjunctures masked a tacit struggle between competing epistemologies that were being expressed through the discourses of groups positioned

at different levels of the institutional hierarchy. Specifically, this investigation attempts to determine what knowledge bases and value systems the representatives brought to the deliberations, and how these diverse "frames of reference" and "codes of understanding" affected the creating of conditions in which multiple perspectives could be articulated and "practical discourse" could take place.

An ethnographic study was undertaken which disclosed a plurality of non-reducible interests and ideologies among the participants. A critical analysis of the core categories that emerged from this study was grounded in the theoretical work of Jurgen Habermas and Walter Feinberg. Evidence for the investigation was drawn from memoranda, minutes, and required readings generated in the course of the scheduled committee meetings and workshops (1988-90); the proposal and final report submitted to the initiative's sponsor; audio-taped recordings from the Summer Workshop (1989); and audio-taped interviews with five district administrators and seven university professors, which were recorded in 1993 for the purposes of this study. In summary, the study confirmed the hypothesis that a tacit struggle between oppositional value systems and knowledge bases underlay the appearance of disjuncture between the discourses of the teachers, administrators, and professors involved in the initiative. It also concluded that the failure to take into account the asymmetrical power relations that governed the exchanges between these discrete interest groups resulted in the reinforcing of the status and authority of the "dominant knowledge code" and the silencing of all oppositional discourses.

Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic.

- (5) Title: AN EXPLORATION OF MEANING CONSTRUCTION DURING CHILD-ADULT, LITERATURE-BASED CONVERSATIONS IN GRADES ONE, THREE, AND FIVE (FIRST-GRADE, THIRD-GRADE, FIFTH-GRADE)
 Author: WEISS, KENNETH JAY
 RUTGERS THE STATE UNIVERSITY OF NEW JERSEY -

Degree: ED.D pp.: 190
 Advisor: STRICKLAND, DOROTHY S.
 Source: DAI-A 54/05, p. 1745,

Research Problem: Problem. The purpose of this study was to analyze the construction of discourse which took place during personalized, child-adult, literature-based conversations in grades one, three, and five in urban, rural, and suburban public schools. Children were drawn from classrooms which had either basal reader or literature-based orientations.

Research questions. The central question explored in this study was: What happened during personalized, child-adult, literature-based conversations? Specifically: (1) What was the content of literary talk and reasoning during discourse about books? (2) How did the conversations differ as children matured? (3) Did the conversations change based upon the type of language arts curriculum that the child experienced? If so, how was this evidenced? (4) What was the nature of conversation when adults conversed with good readers as opposed to less able readers? (5) What was the influence of conversation maintenance on child-adult discourse about books?

Methodology. Data collection was conducted by myself and three additional trained research assistants. A total of 46 conversations were held. Conversations were held with twelve targeted children during the course of one school year. Each conversation was audio-taped, transcribed, coded, and analyzed according to an established and refined protocol. Data were analyzed to look for evidence of meaning construction in terms of content of literary talk and for levels of understanding. A further look was taken at the interaction between the adult and the child to determine the influence of conversation maintenance on the content of the discourse. Findings. This study yields new insight into how children talk about literature. The children were able to conduct rich literary discussions which touched on many literacy techniques and at many levels of understanding. The researcher found that the content of the literary talk was rich when conversations were held on a personalized basis, which afforded the children the opportunity to relate their prior knowledge, other reading, and life experiences to books being read. Previous studies examined child/adult interactions only in terms of small groups and/or at upper grade levels. The study provides a refined protocol for the analysis of oral response to literature by children in elementary grades.

Form(s) of Curriculum Inquiry employed in this dissertation: phenomenological.

- (6) Title: AN ETHNOGRAPHIC STUDY OF DIFFERENTIAL SOCIALIZATION PATTERNS OF COLLEGE AND NON-COLLEGE-BOUND STUDENTS IN A SECONDARY SCHOOL (COLLEGE PREP)
 Author: BIVANS, MAURITA W.
 RUTGERS THE STATE UNIVERSITY OF NEW JERSEY -

Degree: ED.D pp.: 253
 Advisor: SHIMAHARA, NOBUO
 Source: DAI-A 54/07, p. 2530

Research Problem: The purpose of this study was to examine the differentiated socialization of secondary students in a school setting to identify emerging attitudinal and behavioral patterns of college and non-college bound juniors and to explore their future educational and occupational opportunities. The research was guided by the following questions: (1) In what ways were the two groups of students different in respect to their skills in self-presentation? (2) How did the two groups differ in their time orientation? (3) How did the two groups differ in the development of students' relationship to authority and of self-direction? (4) How did tracking contribute to these differences between the two groups?

The research was conducted in a high school dominated by white working and lower-middle class students in a growing "Republican" town with a population of 31,000. The duration of the study was nine months from September 1988 through May 1989. The research methods employed were primarily ethnographic and included intensive observations, interviews, and analysis of students' essays, English curriculum, and relevant school documents. The major research participants were 30 college bound and 27 non-college bound students enrolled in two separate English classes. The former group consisted

of 17 juniors of working-class and 13 juniors from middle-class families; the latter, of 26 working-class and 1 middle-class juniors. Other participants included two English teachers, two school administrators, the guidance and English department chairpersons, four teachers, the media coordinator and the school librarian.

This research confirmed findings reported in literature with respect to college bound and non-college bound students' differential patterns of self presentation, time orientation, and authority orientation. Significant findings of this research were that social class was not a critical variable determining students' orientations. Rather, students' participation in the college bound track measurably influenced their orientations to a much greater extent than did their social class positions. This study offered evidence that school curriculum and parental expectations of their children could play a significant role in changing students' social perspectives from working-class orientation focused on the status quo and short-range goals to middle-class orientation with emphasis on mobility and distant goals.

Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic.

(7) Title: THE EFFECTS OF AN OUTWARD BOUND COURSE ON TWO DIMENSIONS OF TEACHERS' SENSE OF EFFICACY (TEACHER EFFICACY)

Author: SILLS, ROBERT ALLAN

RUTGERS THE STATE UNIVERSITY OF NEW JERSEY -

Degree: ED.D pp.: 264

Advisor: SIMCOE, ANNELL L.

Source: DAI-A 54/12, p. 4411.

Research Problem: The reform movements of the last decade called for quantitative changes in public education. At the same time, these movements ignored the psychological empowerment of the teacher. Researchers have concluded that a teacher's sense of efficacy influences how he/she implements instruction, relates to students, and manages the classroom. Teachers' sense of efficacy has been shown to have at least two independent dimensions: sense of teaching efficacy and sense of personal teaching efficacy. Sense of teaching efficacy is defined as the teacher's expectations that teaching can influence student learning. Sense of personal teaching efficacy is defined as the teacher's assessment of his/her own teaching competence. This research posits that an Outward Bound course can positively influence a teacher's sense of efficacy.

This research utilized a naturalistic method to investigate the hypotheses. Three Outward Bound Courses were selected for study: two Outward Bound Educators' courses and one Teacher Training Workshop. Subjects were pretested and posttested using the Teacher Efficacy Scale. The researcher acted as a participant/observer in all three courses and observe subjects as they taught. An open-ended self-reporting survey instrument was utilized to collect demographic data and the subjects' personal feelings about the Outward Bound experience.

Analysis of the pretests/posttests, using a t-test for correlated samples, indicated that female subjects from the two Outward Bound Educators' courses showed a significant increase in both dimensions

of teachers' sense of efficacy. Male subjects on the same courses did not reach statistical significance on either dimension. Further, an ANCOVA on the posttest scores indicated that the female subjects' posttest scores were significantly higher than the posttest scores of the males. Due to missing posttest data, the Outward Bound Teacher Training Workshop could not be included in the statistical analysis.

Field observations, classroom observation and the open-ended survey data tend to confirm the results of the statistical analysis. The results of this study indicate that an Outward Bound Educators' course can have a positive effect on both dimensions of a female teacher's sense of efficacy.

Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic, naturalistic.

- (8) Title: AN EXAMINATION OF THE MISCONCEPTION OF
'REPRESENTATIVENESS' IN LEARNING ABOUT PROBABILITY
(STATISTICS INSTRUCTION)
Author: HIRSCH, LINDA SUSAN
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK
Degree: ED.D pp.: 258
Advisor: O'DONNELL, ANGELA
Source: DAI-A 54/05, p. 1773.

Research Problem: A growing body of research suggests that, while teaching probability, teachers and students experience the most difficulty with probabilistic reasoning. Research on teaching probability has shown that many factors limit students' understanding of probability. Students' misconceptions are particularly problematic as they result in a lack of conceptual understanding of the nature of probability. The purposes of this research were to (1) develop test instruments to assess the presence of misconceptions of representativeness in probability, (2) establish the construct validity and reliability of the test instruments, and (3) investigate the effectiveness of several instructional interventions intended to eradicate the misconceptions. Reliability and validity measures were used to characterize the utility of a test intended to detect the presence of misconceptions. A controlled experiment was conducted to evaluate the effectiveness of several instructional interventions designed to create varying levels of cognitive conflict during instruction.

As a result of the first study, two different forms of a valid and reliable test instrument were established. One form of the test was used to determine students' eligibility for the second study. Students identified as having misconceptions of representativeness based on their responses to the test were assigned to one of four instructional interventions. Three of the four instructional interventions were designed to create varying levels of cognitive conflict and conflict resolution. The fourth instructional intervention served as a control group because no attempt was made to induce cognitive conflict or conflict resolution. Results of the second study found that the instructional interventions designed to create cognitive conflict and conflict resolution were effective in long-term elimination of students' misconceptions of representativeness.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific.

- (9) Title: THE DEVELOPMENT OF A TRAINING PROGRAM FOR THE SUPERVISION OF PSYCHOLOGICAL PRACTICE (CLINICAL SUPERVISION, SUPERVISOR TRAINING)

Author: KLEIN, AMANDA DIANE

RUTGERS THE STATE UNIVERSITY OF NEW JERSEY, G.S.A.P.P.

Degree: PSYD . pp.: 145

Advisor: SCHNEIDER, KENNETH C.

Source: DAI-B 54/05, p. 2756, Nov. 1993

Research Problem: An eight session didactic and experiential program was developed to train licensed, doctoral level psychologists to supervise the psychological practice of trainees. This Supervision Training Program was designed to enhance psychologists' professional development, increase their repertoire of supervisory skills, and assist them in becoming more effective supervisors. A review of the relevant literature in the field of supervision, which reveals that few supervisors receive any formal training, served as a partial needs assessment. A more comprehensive needs assessment which included in-depth interviews of five experienced supervisors was conducted. In addition, a detailed questionnaire was distributed to 300 supervisors affiliated with the Graduate School of Applied and Professional Psychology, Rutgers University. Of those surveyed, 160 (53.3%) returned the questionnaire and their responses further substantiated the need for formal supervisory training. A supervisory training program was developed which contains information regarding supervisor characteristics, modes of presentation of clinical material, contracting and negotiating, techniques and methods of instruction, the supervisory relationship, ethical considerations, and evaluation of the supervisee. This training includes lectures, discussions, videotaped presentations and participation in role-play situations. A plan for the evaluation of the proposed program is included and considerations for future developments in the field of supervision are discussed.

Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic, naturalistic.

- (10) Title: DYNAMIC ASSESSMENT OF SEX DIFFERENCES IN SPATIAL ABILITY (HORIZONTALLY, Adult Education.)

Author: PARAMESWARAN, GOWRI

RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK

Degree: ED.D . pp.: 156

Advisor: DELISI, RICHARD

Source: DAI-B 54/05, p. 2786.

Research Problem: Researchers have consistently found that some adults have difficulty understanding stable reference frames. There is an over representation of females among them. There have been a number of attempts to both explore the reasons behind poor horizontality performance, and training individuals to succeed on this task. This study is in this tradition.

One hundred and twenty-two male and female undergraduates (Males = 35, Females = 87) in Rutgers University, between the ages of nineteen and twenty-five were initially administered a horizontality task, along with Bem's Sex-role Inventory, A Spatial Experience Questionnaire (Signorella, Krupa, Jamison and Lyons, 1986), an age of maturation measure (Sanders and Soares, 1986), and a Delta Reading Vocabulary Test (Deignan, 1973). In addition, a Portable Rod and

Frame Test was also administered to measure the participants field dependence, and their knowledge of the principle behind the horizontality task was assessed. Participants who failed the initial horizontality test then entered the next phase of the experiment. Here, they had to complete the horizontality task on a 3-Dimensional model. They were also administered a cross-bar task that measured horizontality and a related verticality task. The participants were either (a) interactively trained on the tasks and assessed as to the number of instructions they needed to complete the task successfully; (b) instructed on the physical principle behind the horizontality and verticality tasks and made to complete those tasks; (c) not given any training at all. After a month all three groups were administered identical and transfer horizontality and verticality tasks.

Results indicated that (1) participants who were trained in a dynamic fashion improved much more between the two testings than participants who were simply given the rule or participants who were in the control group; (2) for participants in the dynamic training group, the number of questions were a better predictor of posttest performance than the pretest performance; (3) regression analysis revealed that the age of sexual maturation, field dependence and the masculine sex-role score were the significant predictors of posttest scores.
Form(s) of Curriculum Inquiry employed in this dissertation: scientific.

(11) Title: JUROR INFORMATION PROCESSING: AN INQUIRY INTO UNDERLYING PSYCHOLOGICAL PROCESSES

Author: POPLER, LAURA ELIZABETH
 RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK

Degree: Ph.D. pp.: 122

Advisor: JUSSIM, LEE

Source: DAI-B 54/07, p. 3901,

Research Problem: This paper reports the results of a series of studies designed to explore juror information processing. Recent theorists suggest that juror decision making should focus on jurors' cognitive representations of the information presented during a trial. Toward this end, the first study examined the extent to which traditional methods of identifying underlying schemes can be adapted for use in demonstrating a juror's development of story schema. The study used an empirically determined ambiguous case to demonstrate that mock jurors' concepts of guilty and innocence manifest the same processing mechanisms as other empirically demonstrated schemes. The priming tasks, the recognition tasks, and the written protocol tasks revealed that subjects have access to a not guilty verdict schema when rendering a not guilty verdict. The not guilty schema seems to embody elements of legal standards that are mentioned during the judge's instructions to the jury. The written protocols were effective at capturing story schemes for subjects who found the defendant guilty. Taken together, the results of this study suggest that jurors use guilty and not guilty verdict schemes. The structure of these schemes differ, however. Guilty verdict schemes are episodic, resembling a script. Not guilty verdict schemes seem to involve an association of related not guilty concepts. The second study extended the paradigm developed in study one to an investigation of the effects of the timing of judge's instructions on jurors' verdicts. Subjects finding

the defendant guilty exhibited a contrast effect when instructed early and assimilation effects when instructed late. Study 3 attempted to further explore the relationship between judicial instruction timing and the priming effect by varying the content of judge's instructions. The results of this study were inconclusive.
Form(s) of Curriculum Inquiry employed in this dissertation: scientific.

- (12) Title: THE DIVORCE OF SUPERVISION FROM CURRICULUM: IMPLICATIONS FOR PRACTICE (EDUCATIONAL IMPROVEMENT)
 Author: AIKEN, JUDITH ANN
 RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK
 Degree: ED.D pp.: 512
 Advisor: TANNER, DANIEL
 Source: DAI-A 54/03, p. 790,

Research Problem: Since the turn of the century, supervision has passed through many transformations evolving into confusion and conflict over the role and function of supervision and its relationship to curriculum development and educational improvement. As supervision evolved into a field of study at the beginning of the century, it was directed at the improvement of curriculum and instruction. Eventually it came to be viewed more as the management of teaching and learning by focusing on instructional methodology while neglecting the curriculum. Trapped within this managerial ideology, supervision is unable to provide the curricular leadership needed to insure educational improvement.

This study examined the evolution of the supervision-curriculum relationship in the professional literature since 1900. An interpretive analysis was made of the evolving field of supervision as presented in major supervision textbooks and selected publications of professional organizations that support the work of supervision and curriculum. The evolving field of supervision was viewed in relationship to social forces and curriculum-reform efforts since the turn of the century. This study sought to identify the factors and forces leading to the divorce of supervision from curriculum, and explored the implications for educational practice, curriculum leadership, and educational improvement. It was found that there was no time in history that the literature did not support supervision as that domain needed to insure the improvement of teaching and learning. The literature also documents that, since the beginning of American education, supervisors have viewed their primary task as the need to elevate the professional knowledge and skills of teachers. Yet, supervisors have not taken their rightful place as curriculum leaders which assumes that improved learning and teaching results from attention to all curricular matters. Supervision has not recognized itself as a powerful force for effecting change at the school level. All too often curriculum has been regarded as a domain of educational policy above and beyond the purview of supervision, leaving supervision concerned with the "delivery" of instruction. Not only has this served to diminish the professional role of the supervisor, but the divide between curriculum and instruction has created an untenable dualism in education.

Form(s) of Curriculum Inquiry employed in this dissertation: historical.

(13)Title: COOPERATIVE LEARNING BY FIFTH-GRADE STUDENTS: THE EFFECTS OF SCRIPTED AND UNSCRIPTED TECHNIQUES (SCRIPTED TECHNIQUES)

Author: ZUBER, RANDI L.

RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK

Degree: Ed.D pp.: 150

Advisor: O'DONNELL, ANGELA

Source: DAI-A 53/08, p. 2684,

Research Problem: This study was developed to examine the effects of structure in cooperative learning. Several topics were of interest, including: (a) the social outcomes associated with cooperative learning; (b) changes in academic achievement with cooperative learning; (c) the exploration of whether gender differences were a factor in cooperative learning; and (d) whether scripted cooperative learning was effective at the elementary school level. The design involved a comparison of structured and unstructured dyadic learning groups with an individual control group. The study assessed the effects of structure in cooperative learning during mathematics problem solving.

Sixty-two fifth grade students from three classes participated in the study, 37 males and 25 females. The study was conducted for a total of fourteen days, four days of training and ten days of mathematical problem solving, for a total of seven hours in each group. Within the experimental groups, students were randomly assigned to same sex dyads which changed weekly during the experimental period, while students in the control group completed the identical tasks individually.

As pre- and post-measures, all students were administered two affective questionnaires measuring attitude about mathematics class and self-esteem. Students in the cooperative groups were also administered a questionnaire measuring attitude toward group activities. Mathematics problem solving tests were administered as pre- and post-tests.

Improved positive affect was demonstrated in this study in the cooperative learning groups. However, students' responses differed with the addition of structure. The opportunity to interact without structure increased liking for the cognitive activity. The addition of structure produced an improvement in student attitude toward group activities. Structured cooperative learning did not appear to improve mathematics problem solving skills.

This preliminary study in the use of scripted cooperative learning at the elementary school level has important implications for future research. With a longer period of time, the addition of more direct instruction, refinement of the script, and a larger number of subjects, significant differential changes may be found in cognitive skills.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific.

(14) Title: KNOWLEDGE ACQUISITION OF NOVICE BIOLOGY STUDENTS USING INTERACTIVE VEODISC TECHNOLOGY (VEODISC TECHNOLOGY)

Author: KUMAR, LAVINIA A.

RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK

Degree: ED.D pp.: 144

Advisor: PALLRAND, GEORGE J.

Source: DAI-A 53/11, p. 3861,

Research Problem: The acquisition of knowledge and the characteristics of the science learner have attracted much recent interest in the United States. While it is generally agreed that instruction leads to an increase in knowledge, the amount learned may differ among individuals and may be dependent on prior knowledge. The purpose of this qualitative study was to examine the effect that existing knowledge has on behavior directed at knowledge acquisition. Behavior of subjects with two significantly differing prior knowledge levels of the total concept (the cardiovascular system) was recorded during a review tutorial using an interactive videodisc system. The concept was divided into six subconcepts. Behaviors automatically recorded were the subconcepts reviewed, the time of review of each subconcept, and the number of reviews of each subconcept.

Group A subjects, with the higher prior conceptual knowledge, tended to review all six subconcepts of the concept, whether or not they received a passing grade for the subconcept; and they tended to learn from the videodisc review. Group F subjects (with the lower prior conceptual knowledge) tended to review fewer subconcepts, especially those which were more abstract; and they tended not to learn as much as Group A subjects. Results for two subconcepts studied in detail (heart blood flow and circulation) showed that, at the subconcept level, review behavior was not necessarily reflective of prior knowledge level, and learning was not necessarily dependent on more effortful behavior.

Subjects were comfortable with the computer-related hardware; the technology allowed for a non-intrusive method of recording behaviors in a classroom setting; and the scientific images were enjoyed by the students. Menu order may have had an influence on study. The cardiovascular concept provided a manageable qualitative research vehicle: it consists of subconcepts which are relatively concrete as well as those which are more abstract.

The very low learning obtained from the class lecture prior to review, and the low learning obtained from the videodisc review by, especially, Group F subjects may indicate that more time for repetition and trial and error needs to be included in instruction. Introductory courses for nonscience majors may need to consist of fewer concepts studied in depth, so that more learning can take place and to better train citizens to learn and so use scientific information.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific.

(15) Title: COLLEGE STUDENTS' REPRESENTATIONS OF PROPORTIONAL PROBLEMS

Author: MISIAK, JULIA ANNE

RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK

Degree: ED.D pp.: 213

Advisor: DAVIS, ROBERT

Source: DAI-A 53/07, p. 2317,

Research Problem: Applications to proportional reasoning are abundant in the physical sciences and in the consumer world. Individuals who solve familiar problems of the consumer world, e.g., altering food recipes,

often find difficulty when asked to apply the same reasoning to a less familiar and a more abstract situation, e.g., chemical stoichiometry.

It has been postulated that individuals build up in their minds, certain constructs (sometimes known as "knowledge representation structures") that encapsulate past experience, and that are used in dealing with new mathematical tasks (Davis, Maher, & Noddings, 1990). Previous studies in proportional reasoning have suggested that students have access to a variety of knowledge representation structures that may be used to solve proportional problems. The goal of this study was to identify types of knowledge structures and reasoning processes used by individual subjects as they solved proportionality problems. The subjects were college freshmen enrolled in Introduction to College Chemistry and Intermediate Algebra. Each student was asked to think aloud as he or she worked problems. For comparison purposes, solutions were also obtained from several other subjects, some of whom were professionals whose work made daily use of these ideas.

Each interview was videotaped, making possible a detailed and fine-grained study of what subjects said, wrote, and signaled by inflections or other gestures. Analyses of individual knowledge representations structures were performed in accordance with the Davis Model (1984) of Information Processing Schemas.

The subjects established visual representations for some tasks. Sometimes individuals carried out the solutions to the tasks by verbal or written semantic reasoning processes that were extensions of their visual representations while at other times, individuals transformed their visual representations into mathematical representations. Sometimes individuals seemed to be operating on the tasks by using procedures that they had learned previously, e.g., they established equal ratios and solved by cross multiplying and dividing. Analysis of the data suggested several aspects concerning students' representations: knowledge structures vary among individuals, representations are persistent whether correct or incorrect, and attitude is a key element in successful problem solving.

Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic, naturalistic.

(16) Title: DEVELOPING WRITING THROUGH THE USE OF INTERGENERATIONAL INTERVIEWS AND NARRATIVES (ORAL HISTORY)

Author: LUBARSKY, NANCY LOUISE

RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK

Degree: ED.D pp: 277

Advisor: PENFIELD, JOYCE

Source: DAI-A 53/07, p. 2498.

Research Problem: Children are born into a world of stories. From the moment they can speak they are reflecting about their world and relating events to anyone who will listen. Among the greatest sources for stories are one's own family members. But in modern society many factors contribute to the increasing distance between generations and between individuals and their stories. There also seems to be a concerted effort to de-emphasize storytelling in education in favor of a more fact oriented curriculum, especially as students get older. This is particularly disturbing in light of two recent bodies of

research, one which discusses how narrative undergirds many complex thinking tasks, and the other which stresses learning as a social process.

Narrative develops as an individual interacts with her environment and synthesizes certain experiences. This study examined the themes and types of writing produced by students who participated in the social process of intergenerational oral history interviewing.

The broad question this study addressed was what impact, if any, does intergenerational oral history interviewing have on an individual's writing process? (1) What types of writing will be generated as a result of this experience? (2) What is the nature of this writing? (3) What thematic/symbolic features does an individual integrate into his/her writing as a result of this experience?

In this descriptive case study, three high school students selected an older family member, developed questions, interviewed and taped recorded conversations, kept a journal of reactions to the experience and wrote three formal pieces of writing based on the three experiences. Participants also met to share experiences and give feedback. Transcripts, journal and final writings were examined for types of writing produced and the thematic connections made by students.

This study provided insights into the use narrative as a model for the development of thinking and a tool for learning. It also demonstrated how one particular mode of inquiry, oral history interviewing, is especially suited for enhancing language learning, particularly when students interact with someone of a different generation.

Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic. naturalistic.

(17) Title: THE EFFECTS OF A SCHOOL-BASED PARENT TRAINING PROGRAM ON PARENTS' AND CHILDREN'S SOCIAL PROBLEM-SOLVING AND DECISION-MAKING SKILLS

Author: BRONSTEIN, LESLIE

RUTGERS THE STATE UNIVERSITY OF NEW JERSEY, G.S.A.P.P.

Degree: PSYD . pp: 159

Advisor: ELIAS, MAURICE

Source: DAI-B 53/08, p. 4358

Research Problem: This study investigated the relative effectiveness of two parent training approaches designed to complement an already-existing school-based social problem solving instructional program. Fifteen parents of 26 private religious day school children in grades Pre-Kindergarten to 6 were assigned to one of two parent training interventions based on scheduling convenience.

All classes in the school received a social problem solving and decision making intervention delivered by the teachers. Parents in one group were taught and encouraged to model social decision making and problem solving techniques with their children to help them solve their day-to-day problems. Parents in the other group were taught to utilize facilitative questioning techniques in eliciting problem-solving strategies from their children. Teacher dosage of simultaneous school-based program instruction was also assessed. Results indicated that children whose parents participated in either treatment did not, according to self-report, utilize program skills

to a greater extent than other children, but that the combination of parent involvement and low teacher dosage was associated with greater frequency of utilization of program skills. Further, the parents in the modeling group reported more frequent use of program skills in non-parenting situations, and reported their children to be less problematic one month after treatment. Parents in the facilitative questioning group reported increased success in applying the problem solving skills to their personal problems. Results are discussed in terms of their implications for professional psychology and future research and practice. In particular, additional research to clarify the relationship of training approaches and classroom instructional variables appears to be indicated.

Form(s) of Curriculum Inquiry employed in this dissertation:

- (18)Title: ADVANCED STANDING AND OTHER METHODS FOR REDUCING REDUNDANCY OF PROFESSIONAL FOUNDATION CONTENT IN AMERICAN GRADUATE SCHOOLS OF SOCIAL WORK (SOCIAL WORK EDUCATION, ACCREDITATION)
 Author: DIPALMA, SUNDAY LYNN
 RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK
 Degree: PHD . pp: 166
 Advisor: DEMONE, HAROLD W. JR.
 Source: DAI-A 54/03, p. 1093.

Research Problem: This study examines advanced standing and other practices designed to reduce redundancy of the professional foundation content employed by American graduate schools of social work over time. Data are presented for the universe of graduate schools of social work in 1982, 1985 and 1990. Of particular interest is the response of the graduate education community to the 1983 Council on Social Work Education mandate to develop policies and procedures to assure that students with bachelor of social work degrees do not repeat baccalaureate content. This would be achieved either through the establishment of advanced standing programs or the granting of waivers from specific courses with or without receiving master's level transfer credit. Graduate Schools could also require competency exams for these "base content" courses or not, at their discretion. The concept of the social work education continuum (upon which this new C.S.W.E. policy was based) is explored.

An underlying assumption for this study is that graduate schools of social work will act in accordance with their own self interest when attempting to comply with this mandate. The relationships between whether a school offered advanced standing and its auspice, size and status as well as whether it offered part-time, B.S.W. and doctoral programs were examined. In an effort to assess these relationships numerous C.S.W.E. documents were examined in 1982, 1985 and 1990 and telephone interviews were conducted with administrators for each graduate school of social work in 1985 and in 1990. The data suggest that school auspice, size and the existence of a B.S.W. program at the same institution are somewhat correlated to the existence of an advanced standing program. In contrast, the existence of a part-time program, the existence of a doctoral program and school status in general do not seem to have an effect.

Data regarding the practices of schools which did not offer advanced standing programs were also presented. For most of these, other methods to reduce redundancy were utilized. A small number continued to do nothing. One assumes that these schools would have come into compliance with the 1983 C.S.W.E. mandate to reduce redundancy as they came up for re-accreditation.

Form(s) of Curriculum Inquiry employed in this dissertation: historical.

(11) STANFORD UNIVERSITY
Independent coed university

Stanford University is a private institution founded in 1855 by Senator and Mrs. Leland Stanford. The 8,800 acre campus is located 35 miles south of San Francisco, adjacent to the communities of Palo Alto and Menlo park in Northern California. The cornerstone was laid March 14, 1887 and instruction began October 1, 1891.

In 1891 the department of History and Art of Education was established as one of Stanford University's original departments. In 1917 the department was reconstituted as the School of Education. Stanford early acquired a reputation as a regional institution, but it was not until the mid-1950s, during the administration of President J.E. Wallace Sterling, that national and international status as a major teaching and research university was achieved. Graduate education has been an integral part of the University since its founding. The first class included 37 graduate students who enrolled to pursue master's and doctoral programs. The Stanford School of Education has consistently ranked at the top in surveys of schools of education over the past two decades.

The Graduate School: Unique Features

1. Enrollment: 13,893 Graduate, Professional and Undergraduate students. 7,329 full-time (2,268 women).
2. Faculty & Students Groups: Graduate Students: 1,415 includes 212 women. Grad. Education Students: 276 full-time matriculated students (193 women), 105 part-time (67 women); includes 131 minority (3 African-Americans, 33 Asian Americans, 30 Hispanics, 12 Native-Americans), 40 internationals. Average age: 30 Faculty: 1,415 (212 women).
3. Tuition: \$ 17,775 per year. Fees of \$209 per year.
4. Programs: Stanford University is organized into seventy departments divided among seven schools: Earth Sciences, Education, Engineering, Business, Humanities and Sciences, and Medicine.
5. Degrees offered: Doctoral: Ph.D., D.Ed, Master's Degrees.
6. Requirements for Admission: a bachelor's degree from a U.S institution or an equivalent degree from an institution of recognized standing in another country, records must be submitted for all post secondary academic work completed or in progress and must give detailed information on the content and quality of the students' performance, courses taken each year, and grades received. All applicants are required to submit scores on GRE (and the TOEFL test for non English natives) and 3 academic recommendations. Successful applicants generally rank in the top ten or twenty percent of their graduating class, have high scores on national tests, and have academic and/or professional preparation and research interests that are appropriate for their proposed program at Stanford.

Office: Graduate Admissions Support Section
Office of the Registrar
Stanford University
Stanford, California 94305-3005
Phone: 415-723-4794

7. **Requirements for Graduation:** Master's programs (A.M., M.A.T.) can be completed in one year and are offered in the following fields: Administration and Policy Analysis, Curriculum Studies and Teacher Education, Health Psychology Education, International Development Education, Administration and Policy Analysis, Language, Literacy and Culture, Program for Prospective Principals, Social Sciences in Education, Stanford Teacher Education Program -STEP. Requirements: a minimum of 36 quarter units of graduate work at Stanford: 18 must be in the School of Education, however, some programs may exceed these requirements; the candidate must achieve at least a B average. No thesis required. Doctoral Degrees: In the Ph.D. program, there is a greater emphasis on theory and research; the emphasis in the Ed.D. concentration is on informed and critical applications of existing knowledge to educational practice. General requirements are: 9 full tuition quarters of graduate registration (or the equivalent in partial tuition quarters); satisfactorily complete a minimum of 72 units of graduate course and research while in residence at Stanford; satisfy a requirement of a minor from one or several disciplines and a doctoral core curriculum, a dissertation and oral examinations; foreign language requirement may be imposed by any advisor or program area committee when it is appropriate; the Ph.D. requires about 4 years of study.
8. Doctoral degrees awarded in 1993-94: 1,203 doctorates awarded.
9. Student Services: free comprehensive medical care, low-cost health insurance, free legal counseling, free psychological counseling; career counseling; day care facilities, emergency short-term loans, campus safety programs, campus employment opportunities, counseling/support services for international students. Graduate Housing: rooms and/or apartments available to single students (2,199 units) at an average cost of \$3,100 per year (\$8,139 including board); available to married students (818 units) at an average cost of \$5,910 per year (\$ 15,483 including board).
10. Financial Aid: Fellowships, research assistantships, teaching assistantships, federal work-study available. The School of Education generally provides graduate students with a combination of stipend, tuition, and access to loans for remaining expenses. The stipend typically comes from a research or teaching assistantship. Stanford supports all doctoral students for four years of full time status.
11. Research Facilities: Cecil H. Green library plus 14 additional on-campus libraries; total holdings of 6, 102, 618 volumes, 4 million microforms, 50,157 current periodical subscriptions. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic retrieval services.
12. Computer facilities: Digital VAX 8800, IBM ES9000J, Apple Macintosh, IBM PC. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: 276 full-time matriculated students (193 women), 105 part-time (67 women), includes 131 minority (39 African-Americans, 33 Asian-Americans, 30 Hispanics, 12 Native-Americans), 40 international. Average age: 30 years. Faculty: 40 full-time (10 women), 0 part-time.
2. Name of the Unit: School of Education, Curriculum and Teacher Education Program Area.
3. Contact Professors:
Dr. Elliot Eisner or Dr. Decker Walker

Curriculum and Teacher Education (CTE)
 Stanford University,
 Stanford, CA 94305-3005
 Phone: (415) 725-1694

4. Name of Program that focuses on Curriculum: Curriculum Studies and Teacher Education. The School of Education is organized into six Program Area Committees: Administration and Policy Analysis; Curriculum and Teacher Education; International Development Education; Language, Literacy, and Culture; Psychological Studies in Education and Social Sciences in Education. School awards A.M, MAT, Ed.D, Ph.D.
5. Requirements: Entrance: GRE general test. Degree requirements: In addition to the requirements of the Graduate School of Education, for master's foreign language not required, every doctoral student is expected to develop a dissertation and competence in each of the 4 core dimensions of education: (1) Curriculum, instruction, administration, and special services; (2) behavioral and social sciences; (3) Normative Studies and (4) Inquiry skills. Foreign language not required. Minimum of required research course for Ph.D students: 2 courses.
6. Doctoral Degrees granted in 1993-94: 32 doctorates in Curriculum Studies (Curriculum and Instruction). In 1992, 123 master's, 44 doctorates awarded.
7. Primary Goals of the Graduate Programs in Curriculum are: Curriculum Studies and Teacher Education encompasses 3 related areas of research and practice: General Curriculum Studies (is concerned with the study and improvement of schools), Teacher Education (focuses on the study and improvement of teaching and on the preparation of scholars who wish not only to study teaching but to prepare those who teach at all levels of schooling), and Curriculum in Subject Matter Fields (considers the aims, content and teaching practices of particular subject matter fields). The Program in Curriculum Studies and Teacher Education is aimed at preparing scholars who can provide intellectual leadership in these fields and who have the necessary skills and understanding to do relevant educational research. The basic mission of the School of education is to improve the quality of education, work toward equality of opportunity, and increase the contribution that education can make to society.
8. This Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, Curriculum research publications, size and visibility of the program, and participation of faculty and students in professional groups. Major research programs among faculty include: The Accelerated Schools Project; the Center for Policy Research in Education(CPRE), PACE, Policy Analysis for California education, the Program for Complex instruction, the Stanford Educational Collaborative with local school districts and the Teacher Context center, Multi-Cultural Issues, among others. All Ph.D. students admitted are given full tuition plus a living stipend.
9. Unique strengths of the Graduate Program in Curriculum Studies: faculty (productivity, research-oriented, stable and dedicated, diverse interests & backgrounds, wide number of publications, many speeches and papers for conventions and several faculty are bi-lingual (Spanish-English), research (emphasis on inquiry, extensive research data available, reputation for research, and national visibility), students (placement and selection procedures), Curriculum (interdisciplinary and personalized program and research development); and environment (resources, academic life and libraries; the milieu of the School is a rewarding and challenging place to study).

10. Faculty Research: Elliot Eisner Ph.D. Specialty in Curriculum, Evaluation, and Art education; 30 years of teaching experience in curriculum research; has done 15 or more articles, reports and publications in each of the following forms of curriculum inquiry: philosophical, phenomenological, hermeneutic, ethnographic, naturalistic, theoretical, evaluative-normative, integrative-review-synthesis and deliberative; and between 6 and 10 publications focused on historical and scientific research. Research problem being investigated at present time: "Relationship of the Arts to the Processes of Social sciences". This author prefers to prepare graduate students in the following ways: by engaging them into his own research methods while he is engaged in a specific kind of research (his method is qualitative-aesthetic); by putting students in an overview course on different types of research methods, and by asking students to enroll in a research methods course that includes students from many different programs. Decker Walker Ph.D. Specialty General Curriculum; works in the Program of Curriculum and Teacher Education; has been teaching curriculum research for 21 years; has done between 6 and 10 research reports and publications focused on each of the following forms of inquiry: theoretical, evaluative-normative, integrative-review-synthesis and deliberative research and between 1 and 5 on each of the following forms: philosophical, historical, scientific, ethnographic-naturalistic, and action research. Problem or questions that he is researching at present time: "The interaction of information Technology in to the K-12 Curriculum". This author prefers to prepare his graduate students as curriculum researchers by initiating his graduate students into his research methods while he is engaged in a specific kind of research. His methods are several -usually naturalistic field of research.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Every doctoral student is expected to take at least 3 research courses and to develop competence in normative studies (students should understand the ideological, historical, and philosophical contexts from which educational values and aims arise in order to develop effective educational policies for the future) and inquiry skills: historiography, ethnography, statistical analysis, and computer programming which are a few of the tools students will use to complete their dissertation research. Research courses available to students: research design, research methodology, phenomenology/hermeneutic, historical, philosophical, ethnographic/naturalistic, evaluative/normative, scientific, theoretical and statistics (i. e., 303-Qualitative Inquiry in education, 359-Research in science & Math in Education, 397X Controversies in Classroom research, 466 Doctoral seminar in Curriculum, 271X- Seminar in Higher education: Curricular and Instructional Issues).
2. Ways to prepare graduate students as curriculum researchers: (1) Initiate graduate students into the professor's research method while he/she is engaged in a specific kinds of research, usually naturalistic field research, qualitative, aesthetic research, among others. (2) put students in an overview course on different types of research methods, (3) Ask students to enroll in a research methods course that includes students from many different programs. Students typically acquire research experience when (1) they work with their advisor or another member of the faculty on research programs or projects directed by the faculty member (this experience includes: reviewing literature, formulating ideas and models, learning and using observational and coding systems, writing items for tests or inventories, interviewing, performing statistical analysis and writing reports), (2) students take responsibility for small projects or subprojects of their own -- their design, execution, interpretation, and reporting- under a supervision of a faculty member. Here, students are encouraged to formulate their own ideas and carry them out (as in the case of ED 350 B,C,D).

Forms of Curriculum Inquiry employed in Doctoral Dissertations
Stanford University, January 1993- June, 1994

(1) Title: DOING MATHEMATICS PORTFOLIOS IN A MIDDLE SCHOOL CLASSROOM:
 A CASE STUDY EXPLORING AN EMERGING ALTERNATIVE ASSESSMENT
 PRACTICE

Author: HACKETT, RACHELLE KISST

School: STANFORD UNIVERSITY Degree: PHD

pp: 317

Advisor: GREENO, JAMES G.

Research Problem: There has been a growing interest in exploring alternative means of assessing student learning that do not rely solely on standardized, multiple choice tests. One alternative assessment practice is centered around a portfolio containing a collection of student work. By following a specially selected mathematics teacher and her seventh-grade students throughout one school year as they engaged in a practice involving student portfolios, this case study adds to our knowledge of how portfolios are being used in the classroom. Student practices of selecting and reflecting on work and conferencing with the teacher over portfolios were the central objects of study. Direct classroom observation, student portfolios, videotapes of the construction and utilization process, and audiotapes of interviews with the teacher and students served as sources of information.

The second chapter provides background information about the case. The third chapter tells how the teacher instructed students to construct portfolios. The reflections her students wrote in response to parts of these assignments are examined in the fourth chapter. The fifth chapter offers examples of parts of conversations over portfolios during teacher-student conferences; and functions that portfolio conferencing may serve are identified. The sixth chapter presents students' responses to interview questions about the ways in which they constructed and utilized their portfolios and about their understanding of and support for the practice. Test scores and responses to questionnaires about attitudes towards mathematics of students who did and did not work with portfolios are contrasted in the seventh chapter. The final chapter highlights the tension that exists when designing portfolios to serve a variety of functions. Observations and inferences are mentioned where they seem to suggest factors related to whether (1) the portfolio reflects the curriculum, (2) the student's portfolio reflects his learning, (3) participation in a portfolio practice helps promote students' mathematical learning, or (4) participation in a portfolio practice helps promote or sustain beliefs, feelings and dispositions conducive to learning. This study makes one appreciate just how complicated and multifaceted "doing portfolios" is, particularly when the practice is designed to simultaneously promote and document student learning.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-normative.

(2) Title: THE THUD AT THE CLASSROOM DOOR: TEACHERS' CURRICULUM
 DECISION-MAKING IN RESPONSE TO A NEW TEXTBOOK

Author: KON, JANE HECKLEY

School: STANFORD UNIVERSITY Degree: PHD

pp: 200

Advisor: SHULMAN, LEE S.

Research Problem: This was a study of how seven fifth-grade teachers who had just been issued new state- and district-approved textbooks taught social studies. I analyzed variations in how they first interpreted and used these new text materials. I gathered data through weekly interviews with seven teachers which focused on how and when they taught social studies, and how and when they used the textbook. The teachers all kept daily logs of their social studies activities and the weekly interviews provided opportunities for the teachers to explain their curriculum decisions. These weekly

interviews were supplemented with longer initial and closing interviews and classroom observations.

Overall, the social studies teaching of these seven was much more variable than might be expected given that they were all teaching from the same textbook, based on the same framework, in the same grade level, in the same district. In comparing their use of the text in the fall of 1992 I discerned three different styles of textbook use: primary, active and limited. These styles reflect teachers' initial instructional agendas for social studies. Overall, their planning was less dependent on the textbook overall than previous studies of teacher planning for social studies suggest. No single explanatory factor, such as teacher experience, consistently stands out among the others. Comparisons of the teachers' curriculum decision making with an on-going study being conducted by researchers at Michigan State University on California's curriculum reform effort in mathematics suggest that there may be significant subject matter differences in the way teachers respond to textbooks as a lever for curriculum reform. It appears that while changes in the textbook might be a useful aide to curriculum reform for some teachers, they are probably not sufficient in and of themselves.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(3) Title: HOW PROFESSORS TEACH HISTORY IN CHINA: A STUDY OF
UNDERGRADUATE CLASSROOM INSTRUCTION IN TWO UNIVERSITIES
IN BEIJING

Author: HE, JIN

School: STANFORD UNIVERSITY Degree: PHD

pp: 257

Advisor: CUBAN, LARRY

Research Problem: The primary purposes of the study are to describe and understand undergraduate classroom instruction in history so that (1) teaching patterns may be identified; (2) specific and well-defined explanations for these teaching patterns can be offered, and (3) implications of these findings can be explored by researchers, policy-makers and college teachers of history.

A two-part conceptual framework is developed to find out how professors teach and why they teach as they do: the domains of influence on teaching and the process of teaching itself. Under the former are external and internal factors, and under the latter there are two stages--preparation and instruction.

A series of class observations and post-class interviews with 27 professors in Beijing University and Beijing Normal University brought the following findings. Three levels of lecture were found: descriptive, interpretive/analytical, and interrogative. Three patterns emerged from the 27 cases when the two sets of factors merge and shape teaching: (1) The internal factors and external factors happen to be in harmony with one another, i.e. teacher's belief fits with the external conditions. This makes it possible for a professor to teach as he wishes with the least hindrance. (2) The two domains are in conflict, and the external factors are more potent, compelling him to teach against his own beliefs. (3) The internal factors emerge as more powerful than external constraints, which means the professor chooses to teach as he wishes but has to do it with extraordinary effort because he has to withstand external pressures. Conclusions. (1) Professors teach history primarily by lecturing, which contains primarily factual information. (2) Many factors account for the continued dominance of the lecturing format. It is the responsibility of professors to balance the internal strength and external constraints for a viable pedagogy. (3) Individual professors do have limited discretion and do make teaching choices. Their decisions on instruction are based on their beliefs and confidence in their command of the subject matter and ideas of pedagogy.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(4) Title: WHAT DOES THE STORY MEAN? A STUDY OF THEME IN THE
THIRD-GRADE CLASSROOM

Author: VALI, CARMEN LOUISE

School: STANFORD UNIVERSITY Degree: PHD

pp: 336

Advisor: PHILLIPS, DENIS C.

Research Problem: The word "theme" has several standard meanings--it can be used in the sense of "theme of a literary work," but it can also be used as a synonym for "topic." In curriculum materials, and among teachers and students at the third grade level, these two meanings are often conflated. This dissertation studies experienced teachers' concepts of literary theme and how they teach about it. The study also addresses the issue of whether third-grade students understand this literary concept of theme, and what form this understanding takes.

Four experienced third grade teachers in Southern California, with demonstrated interest in the teaching of literature participated in the study; 29 of their students provided additional data. Data was collected through transcripts of actual classroom lessons, teacher interviews, and students interviews. Student interviews included questioning and activities involving student analysis of several stories. The data revealed that the teachers have two different concepts of theme: literary "theme of a story" and "theme" as topic. The student results describe the varying levels of understanding, and assess the students' abilities to define, comprehend, and identify theme after receiving classroom instruction. It was found that the students often are able to identify the literary theme of stories, contrary to the conclusions reached in several other studies. Literary thematic understanding is couched in the student's knowledge of what stories do. When the students were given the opportunity to respond to a specific story, they revealed that they could choose the literary theme of a story when posed with the question, "What is the story really about?" These findings help to suggest that more explicit instruction about literary theme would be feasible.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological

(5) Title: LITERARY LOGIC: THE UNIVERSITY LITERATURE CLASS IN THE AGE
OF THE COMPUTER (HYPERTEXT)

Author: BALL, KIM

School: Stanford UNIVERSITY Degree: PHD

pp: 203

Advisor: GRAY, DONALD J.

Research Problem: Scholars of English literature have long regarded science and technology as antithetical to the study of the humanities, but technology is infiltrating the English department. In this study I examine the use of computers in the college English literature class in the context of current critical and pedagogical theory.

Hypertext is the most commonly used type of application in the university literature classroom. Extreme claims have been made for hypertext: hypertext "instantiates" all sorts of literary theories, models the way the mind works, and so on. Case studies of hypertext applications in literature classes at Brown University, the College of Wooster, and the University of Texas at Austin allow for close examination of these claims. Interactive tools other than hypertexts, including drill and practice programs, story generators, and multimedia programs, are also being used in computer-assisted instruction in college literature classes. Case studies of classes at Indiana University/Purdue University at Indianapolis, the College of Wooster, and Stanford University permit analysis of the usefulness of these interactive tools. The most effective applications of computer technology in the English literature class allow students to actively engage in the academic conversation. Students in these classes are not just absorbing information; they are also helping decide what information is relevant, what the parameters of the literary discussion

are to be. The dynamics of these classrooms are changing; students self-consciously employ intertextual approaches to learning, the role of the teacher changes from that of authoritative arbiter of meaning to that of facilitator, students accept increased responsibility for meaning-making, and the classroom becomes a community of active learners working collaboratively.

Such changes, whether facilitated by the use of computers or otherwise, are necessary if the teaching of English literature is going to remain relevant to a changing student population in a world where, for many people, reading is no longer a primary mode of information gathering.

(Note: The dissertation includes an appendix listing relevant classroom applications, computer bulletin boards and discussion groups, electronic and print journals, centers and associations.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological-hermeneutic.

(6) Title: POLICY IMPLEMENTATION THROUGH TEACHER PROFESSIONAL NETWORKS: THE CASE OF MATH A IN CALIFORNIA (CURRICULUM POLICY)

Author: ADAMS, JACOB EARLE, JR.

School: STANFORD UNIVERSITY Degree: PHD

pp: 380

Advisor: KIRST, MICHAEL W.

Research Problem: This study explores whether teacher professional networks affect the classroom implementation of state curriculum policy. In 1985, California adopted a new mathematics course: Math A. Intended as a bridge between general and college-prep mathematics, Math A moves students away from memorization and paper-and-pencil computations toward problem solving, communicating, manipulatives, cooperative learning, integrated topics, and mathematical applications. Early implementation was problematic. Math A came to mean different things in different places. A state question arose regarding how to achieve more uniform policy outcomes that reflected California's challenging goals. A local question involved how usefully to adapt policy prescriptions to local needs. Analysts suggested that teacher networks might address both concerns through the implementation process. This study explores the implementation role of such networks, focusing on teachers' motivation and capacity to implement state policy. The study employs a qualitative, comparative case study design. Three cases and 12 teachers depict instances of network, staff development, and support group implementation strategies. Data collection included interviews, observations, and document reviews. It compared Math A policy with the curriculum presented to students; it sought teachers' perspectives regarding their construction of Math A practice. Analysis entailed organizing the data, categorizing its contents, searching across cases and subunits for patterns of experience and interpretation, displaying findings in a cross-case narrative, and interpreting findings in the form of propositions that guide future research. Conclusions from this small and exploratory study necessarily are tentative but indicate a positive contribution of networks to classroom policy implementation. The network here provided teachers with common time to attend to implementation tasks; organized professional, policy, and expert implementation resources; and fostered professional discourse which yielded a common definition of practice. These contributions arose from a common purpose among network participants, frequent interactions regarding practice, immediate and common experiences, and a "linker" who connected the network to a larger world of professional expertise. Contributions were supported by in-progress curricular materials that demanded teachers' attention, engaged teachers in instruction, and fostered a sense of experimentation that expanded practice, and by a coherent policy context which clarified the importance and position of Math A in teachers' work.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative.

(7) Title: INDIAN EDUCATION VS. INDIAN SCHOOLING: AN EDUCATIONAL
CRITIQUE (NAVAJO)

Author: HOLYAN, REGINA

School: STANFORD UNIVERSITY Degree: PHD

pp: 167

Advisor: LAFROMBOISE, TERESA

Research Problem: Indian students, as a group, are not achieving academic success as consistently indicated by achievement test scores and dropout rates. Researchers have attempted to understand this phenomenon. Ethnographers have examined the influences of cultural variables on Indian classroom communication. More recently, researchers have focused on the implications of cultural influences on teaching strategies, classroom management, and student participation. Based on the premise that we know very little about the educational life of Indian classrooms, this study examines the educational processes in Navajo elementary classrooms. It asks questions about classroom management, learning activities, levels of cognitive processes utilized, and whether teachers taught for understanding.

Educational criticism was the methodology used in this study. Fieldwork was carried out in six Navajo fourth grade public school classrooms in New Mexico over two time periods: 1977 and 1988. The data was collected primarily in running accounts recorded of daily classroom life. Principal and teacher interviews, student work samples, reflective summaries, videotapes, and audiotapes supplemented the running accounts. The patterns and qualities of the classroom processes observed and recorded were presented in the format of case studies. This qualitative critique was set against a background of Navajo history and the evolution of federal Indian education policy. The educational critiques were framed by the conception that schooling and education are two distinct processes. Schooling was framed as knowing how to "do" school, and education as fostering a love for learning, acquiring knowledge, and developing understanding. The differences between the two groups of teachers were remarkable. The 1977 teachers were concerned primarily with schooling issues and events, as evidenced by their patterns of emphasizing directions, requiring mostly recall information, and allowing relatively ineffective management routines to undermine instruction. The 1988 teachers' goals and activities reflected a conception of teaching which emphasized comprehension and understanding. These teachers provided instruction that utilized various modalities. They sought active student participation and made connections to the children's home background. Since schools are now an integral part of Indian life, we should strive to optimize the quality of educational experiences for Indian students. Qualitative research, such as educational criticism, can contribute toward providing more comprehensive knowledge and understanding about classroom processes which can then be applied toward improving teaching and learning.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical.

(8) Title: LEARNING TO 'INVENT THE UNIVERSITY': A CASE STUDY OF
STUDENTS ACQUIRING AND APPLYING DISCOURSE STRUCTURE
KNOWLEDGE IN TWO FRESHMAN COMPOSITION CLASSES
(COMPOSITION STRATEGIES)

Author: SWANSON-OWENS, DEBORAH ANN

School: STANFORD UNIVERSITY Degree: PHD

pp: 360

Research Problem: Since all linguistic acts are interpretive, guided in large part by the conventional forms preferred or prescribed by a discourse community, writing teachers cannot afford to overlook the social and cognitive influence exerted by

the genre conventions they teach. Gaining a clearer understanding of this influence--of the social setting in which such knowledge is developed, and the role it plays in the thinking and writing students do--is what this study is about. In particular, it examines how students internalize the rhetorical frameworks granted privileged status by their teachers, how they employ this knowledge as part of their composing strategy, and how these rhetorical agendas influence the structural qualities of the texts they produce. These analyses are carried out through a case study of two freshman writing courses, selected because the teachers characterized the rhetorical structure of argumentative essays in significantly different ways. Teacher questionnaires and 656 pages of classroom transcripts are used to profile the teachers' instructional styles and characterizations of rhetorical structures. Student questionnaires as well as student responses to two broad structural constructs ("thesis" and "support") are analyzed to determine changes in both the substance and organization of students' knowledge about the rhetorical constituents they associate with argumentative essays. A modified Meyer (1985) analysis is done on 36 essays to classify propositional relationships (predicates) according to the kind of rhetorical organizing principles they reflect. Two different data sources, composing-aloud and recall protocols, are used to explore the kinds of intellectual strategies students employed as they wrote their essays. Composing-aloud protocols are coded according to the kinds of composing behaviors, reasoning operations, and explicit references to specific text structure constituents students made while writing these essays. Recall protocols of eight students are analyzed according to the types of text representations students employed in their efforts to reconstruct their text content.

These analyses indicate that different rhetorical forms constrain and compel students to think and write in particular ways--ways that are reflected in different composing strategies, mental operations, and text logic. Implications for teaching rhetorical forms are discussed.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological,

(9) Title: AT HOME IN SCHOOL: A QUALITATIVE INQUIRY INTO THREE
CHRISTIAN HOME SCHOOLS

Author: TAYLOR, LESLEY ANN

School: STANFORD UNIVERSITY Degree: PHD

pp: 261

Advisor: EISNER, ELLIOT W.

Research Problem: Home schooling underwent phenomenal growth throughout the eighties and nineties. However, few studies are based upon direct observation of these schools. For this research, I observed for over 100 hours in three Christian home schools. My work is an educational criticism that describes, interprets, appraises, and thematizes the intentions and daily practices of these Christian home schools. What I observed in these home schools, framed more or less rigidly by the traditional school paradigm, supported existing research findings that indicate that traditional, measurable academic success is in fact achieved in them; they meet or exceed expectations for student performance. However, while facilitating "school success," the traditional school paradigm also constrains what could be a richer learning environment and compromises some goals of the home schooling families I visited. For example, families using measures common to institutional schooling judge their success in ways often irrelevant to their core values. In fact, not only are the measures of achievement largely irrelevant to their core values, so are many of the curricular tasks they employ. In addition, family life is often arranged around the demands of "schooling" children thus limiting opportunities for children to be involved in the everyday lives of their parents. The title I gave each home school is indicative of the particular relationship between that school and family life. In The School Built at Home, the family strives to build at home a

school based on the Christian private school curriculum. In *Oatmeal for Supper*, the demands of the purchased Christian curriculum reshapes some family life, such as supper preparation. In *Not Running a Little School at Home*, it is family life that drives schooling activities, not a formal purchased curriculum.

Regardless of the extent to which they modeled institutional school, each home school I visited facilitated a family closeness mitigated by extended peer pressures, or time absorbed with the demands of institutional school. Furthermore, outside of "schooltime" each family makes provision for many of the richer educational experiences which are more difficult to provide in traditional institutional settings.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic.

(10) Title: TRAINING HIGH SCHOOL ESL STUDENTS TO USE LANGUAGE-LEARNING STRATEGIES

Author: ANINAO, JUAN CAYETANO, JR.

School: STANFORD UNIVERSITY Degree: PHD

p: 255

Advisor: PADILLA, AMADO M.

Research Problem: A practice currently promoted in the second-language pedagogical literature is training students in "learning strategies," behaviors which reportedly enhance language learning. The benefits from this type of training have been documented with college students enrolled in foreign-language courses; however, the potential for this kind of training with "at risk" high school English-as-a-second language (ESL) learners has remained largely unexamined.

This descriptive study explored (a) the feasibility of providing learning strategy training to seven case study high school beginning-level ESL students with limited experience in formal schooling processes, and (b) possible constraints in program implementation. Over a ten-week period, the seven case study students, native speakers of Spanish, participated in a "pull-out" learning strategy program. In small-group sessions, the researcher trained them in using both cognitive learning strategies ("imagery" and "recombination" for learning English vocabulary; "transfer" to learn English grammar; "Reciprocal Teaching" strategies of summarizing, clarifying, questioning and predicting to enhance reading comprehension), and in metacognitive learning strategies of "self-monitoring" and "self-evaluation." Students then participated in individual "think-aloud" study sessions in which they tried to utilize the strategies on genuine class materials. Transcripts of these individual sessions provided qualitative data which were analyzed for strategy use occurrence. Student interviews provided additional data on both difficulties they experienced in learning to apply the strategies, and their attitudes towards the strategy training.

Results confirm the potential value of strategy training for these learners, and corroborate some past findings about the primacy of metacognitive strategy training. However, results also suggest that implementation of strategy training demands that teachers consider a range of factors, including the nature of the curriculum (communicatively-based vs. more academic), students' experience with requisite skills to carry out strategies, and the degree to which students perceive the value of engaging in learning-strategic behavior as determined by instructional context factors (i.e., how achievement is measured). Further, results also suggest that effective training demands use of students' native language at levels much greater than is typical in most secondary-level ESL classrooms.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(11) Title: DISCOURSE ABOUT LITERATURE AND DIVERSITY: A STUDY OF TWO
URBAN TENTH-GRADE CLASSES (URBAN EDUCATION)

Author: ATHANASES, STEVEN ZACHARY

School: STANFORD UNIVERSITY Degree: PHD

pp: 347

Advisor: SHULMAN, LEE S.

Research Problem: This study addresses three problems in the teaching of literature in secondary schools in the U.S.: literary works teachers select remain almost exclusively texts written by white men; instruction remains dominated by text-centered instruction grounded in the teacher's interpretive authority; and classroom discourse seldom moves beyond recitation of textual information to discussion that supports literary meaning-making. I conducted a year of ethnographic fieldwork in two urban 10th-grade classes of teachers who appeared to break these norms of literature instruction. Data included observation field notes; school artifacts and other data on context; 30 audiotaped full-class discussions, some of which were videotaped; audiotaped small-group discussions; student surveys and writing samples; and over 60 interviews with teachers, case study students, parents, and other school personnel. Each teacher socialized students into an interpretive community, providing writing and speaking opportunities that promoted response and transferring control to students of both the authority for literary interpretation and the facilitation of conversation. Discussions invited thinking, fostered elaborated talk, and provided practice of cognitive strategies for spoken and written discourse, including formulating and expressing opinions about literature, elaborating and supporting claims, analyzing consequences and relationships, speculating, and using interpretive frames and literary vocabulary. Students challenged opinions, yielding elaboration of ideas, the use of multiple knowledge sources (textual, personal, sociological, and cultural), and personal discovery. The teachers also challenged students to swap personal accounts that fostered cross-cultural understanding. Certain literary works enhanced students' sense of cultural identification and validation. Discussion figured heavily in literary appreciation because it occurred frequently; featured commitment to students' understanding; fostered support of response and interpretation; and served as a forum for exploring difficult topics related to diversity and seldom explored in school. While both teachers promoted meta-level awareness of learning, more of this awareness might enhance student learning through greater control. Likewise, while both teachers demonstrated reflectiveness toward teaching, greater awareness of how instruction yields varied student responses might enhance teachers' abilities to shape learning. These findings and recommendations offer hypotheses for future research to test.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(12) Title: COMPARISONS OF A PHYSICAL MODEL AND COMPUTER
REPRESENTATIONS IN REASONING AND LEARNING ABOUT LINEAR
FUNCTIONS

Author: MOORE, JOYCE LYNN

School: STANFORD UNIVERSITY Degree: PHD

pp: 174

Advisor: GREENO, JAMES G.

Research Problem: This study examined reasoning and learning about the concepts of variables and functions with three learning environments: a physical device, a computer simulation of the physical device, and a computer-based numerical representation. The physical system, called the winches, has two tracks where blocks are pulled by winding strings around spools when a handle is turned. The position reached by a block is a linear function: $y = b + mx$, where b is the starting position, m is the size of the spool, and x is the number of turns. The analyses focused on characterizing the differential effects of features of the physical and computational representations.

Twelve pairs of seventh graders participated in the study. These sessions consisted of four sections: a pre- and posttest, a structured interview about the device, and a workbook which presented equations as a way of symbolizing events on the device.

Reasoning about the device during the interviews was characterized by: (1) early use of numerical properties by the computer groups; (2) more relational and ordinal statements by the winch groups; (3) strategies used by the winch groups that relied on the structure of the device, with equations more likely to be produced by the numerically-based computer group. Reasoning about equations during the workbook sessions was characterized by: (1) more references to device quantities by the winch simulation group; (2) more explanations in terms of the device by the winch groups; (3) more transformation of equations to isolate variables in the computer groups.

Work on the posttest was characterized by: (1) significant improvement in the pre-algebra students from pre- to posttest; (2) more use and discussion of equations by the winch students.

These findings indicate that the physical device and computer simulation are environments in which students understand the quantitative structure of the device, and that this structure can provide a foundation for reasoning about the concepts of variable and function. This suggests that a beginning algebra curriculum could be designed in which the concepts of variable and function are grounded in concrete physical or computational activities.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic.

(13) Title: TEACHERS LEARNING FROM TEACHERS: KNOWLEDGE AND UNDERSTANDING IN COLLABORATIVE ACTION RESEARCH (ACTION RESEARCH)

Author: FELDMAN, ALLAN

School: STANFORD UNIVERSITY Degree: PHD

pp: 286

Advisor: ATKIN, J. MYRON

Research Problem: This study explores the ways that teachers use their own and their colleagues' experiences to improve their practice. It asks, "What are the ways that teachers' knowledge and understanding of their teaching and their educational situations grow when they are engaged in collaborative inquiry about their own practice with other teachers?"

The dissertation combines a philosophical analysis with an empirical study. The former includes a critical review and synthesis of the teacher knowledge, reasoning, and understanding literature. The latter consists of four case studies of a group of physics teachers engaged in collaborative action research. The first case focuses on how the teachers determined their research agenda. The second is of the inquiry process. The third examines validity in action research. The final case is that of a single physics teacher engaged in a year-long inquiry of his own teaching.

There are three outcomes of the data analysis. The first is two sets of distinctions. The first distinction is between context and situation: Context suggests a separation between actors and other entities, while situation suggests a spatial and temporal immersion in the world. Situation takes into account relations with others, the past, and intentions for the future. The second distinction is between knowledge and understanding, where knowledge refers to a categorizable commodity, while understanding is the result of attempts to make meaning within situations. These distinctions lead to the second outcome, the recognition of three types of wisdom: wisdom of practice, deliberative wisdom, and wisdom-in-practice. A third outcome is the identification of three mechanisms for the sharing and generation of knowledge and understanding among the teachers. They are anecdote-telling, the trying out of ideas, and systematic inquiry. This study suggests that teachers' knowledge and understanding can grow through authentic being-in-the-world and through enhanced normal practice: anecdote-telling, the trying out of ideas, and systematic inquiry.

with other teachers. It also suggests that if action research is to play an important role in teacher education and school reform, it should be configured so that it is an extension of teachers' normal practice.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: action research

(14) Title: PORTRAITS OF TEACHER VITALITY: A QUALITATIVE STUDY (INNER CITY, VITALITY)

Author: WILSON, CHOYA LYNN

School: STANFORD UNIVERSITY Degree: PHD

pp: 386

Research Problem: Previous studies have demonstrated the significant and

positive effects that caring and dynamic teachers can have on at-risk adolescents. This dissertation examines four such social studies teachers who have persevered in inner-city high schools serving at-risk adolescents for periods ranging from seven to twenty-five years. Qualitative (shadowing, interviewing) and quantitative (repertory grid) research methods were employed to gain insiders' perspectives on how these teachers have managed to maintain vitality rather than succumb to burnout. Cast within a theological framework of callings and missions, components of and contributors to teacher vitality are analyzed. The last section discusses the implications of teacher vitality for (1) reconceptualizing teaching and teacher professionalism; (2) renewing and reviving the profession, and (3) reaching alienated adolescents.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological

(15) Title: ARREGLANDO PAPELES / LEARNING TO BE LEGAL (IMMIGRANTS, CITIZENSHIP, ESL, AMNESTY CLASSROOMS)

Author: MORIARTY, PIA

School: STANFORD UNIVERSITY Degree: PHD

pp: 215

Advisor: SPINDLER, GEORGE

Source: DAI-A 54/05, p. 1751, Nov 1993

Research Problem: This dissertation walks into the world of a California

"amnesty" classroom, where undocumented immigrants who wished to legalize their status under the Immigration Reform and Control Act of 1986 (IRCA) were required to complete 40 hours of classwork in English as a second language and in civics. It analyzes IRCA's unprecedented model of collaboration between adult schools and the Immigration and Naturalization Service (INS) from the perspectives of lawmakers, students and teachers in the program.

Congress inserted educational requirements into the new immigration control bill through a process of political trade-offs, thus facilitating the final passage of IRCA's crucial employer sanctions provisions. Students participated in amnesty classes from an apparently contradictory stance--successfully documenting that they had been "undocumented" and practicing a complex legal literacy while most tested as functional illiterates in English. Teachers continued to regard their classrooms as autonomous at the same time as the most basic ESL curriculum questions ("What's your name?" or "What's your address?") carried an unanticipated electricity because of their resonance with the INS interview questions that students were concurrently negotiating.

Using archival research, interviews and participant observation, this dissertation documents the ironies of the amnesty classes as experienced in a literacy-level classroom of bilingual and Spanish-speaking adults. Students' beginning compositions graphically illustrate the forcefulness of INS in their lives and articulate their struggles to become cultural citizens, fully participating in the national order with their core values still intact. Teacher interviews illustrate the degree to which being implicated in an immigration control program reoriented the meaning of fundamental schooling practices. While the

students were clearing up their legal paperwork(arreglando papeles, learning in order to become legal) the schools were also learning to be legal, i.e., to internalize and apply INS standards as normative in an educational context. In the wake of IRCA, legal/illegal distinctions have taken on new importance for schools. This dissertation is a contribution toward critical reflection on the amnesty program's new interface with INS and an encouragement to adult school personnel to exercise their own cultural citizenship as teachers.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(16) Title: THE TEACHER'S JOB: A COMPARISON OF US AND JAPANESE MIDDLE SCHOOL TEACHERS (UNITED STATES)

Author: YANG, HUA

School: STANFORD UNIVERSITY Degree: PHD

pp: 171

Advisor: HANNAWAY, JANE

Research Problem: This is a comparative study of the behavior and attitudes of middle school teachers in Japan and the US. The findings challenge a commonly held assumption among Americans that grade schools in Japan are more academically oriented; at least it shows that Japanese teachers spend a smaller fraction of their work day teaching academic subjects.

Teachers in twelve middle schools, six in the US and six in Japan, were selected for the study. Survey and field work methods were employed. In total, 137 American and 173 Japanese teachers returned questionnaires. Extensive field work included interviews with teachers, administrators, and parents, as well as classroom observations.

The data reveal that American teachers spend a significantly larger proportion of their work time on academic tasks than Japanese teachers and Japanese teachers spend a larger proportion of their work time on student-related tasks than American teachers. Japanese teachers also spend relatively more time on school management and meetings.

The study shows key structural differences between middle schools in the two countries in school organization, particularly the curriculum, staffing patterns, class size and school environment, that relate to teachers' work behavior.

The study also shows fundamental differences between Japanese and US teachers in their views of teaching. Teaching is a "profession" in both countries. In Japan, however, a teacher is seen as a generalist with diffuse responsibilities while in the United States a teacher is seen as a specialist. These divergent conceptions of teaching are consistent with behavioral and structural differences between the two systems.

The findings of this study contribute to institutional studies on school organization by demonstrating the institutional effects emanating in different societies on teachers' work and views of teaching. The results imply that solutions to students' academic performance cannot be found within school alone. At a minimum, broader social beliefs about the role of schools need to be taken into account.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

(17) Title: LINKING THEORY TO PRACTICE: STRATEGIES FOR PRESERVICE EDUCATION

Author: SWANSON, PATRICIA EVANS

School: STANFORD UNIVERSITY Degree: PHD

pp: 343

Advisor: COHEN, ELIZABETH G.

Research Problem: This study compares two instructional interventions, both designed to help preservice teachers to implement new strategies derived from a theoretical knowledge base. The theoretical knowledge base is Expectation States Theory; the strategies derived from this theory are status treatments.

The study was conducted in five preservice courses at two universities (n = 112 subjects). Two groups received introductory lectures on Expectation States Theory and participated in a videomodeling intervention designed to demonstrate status problems and the use of status treatments. The study then contrasted the two groups by varying the learners' opportunities to practice linking back to the theoretical knowledge base and using it to implement the new strategies. In one group (modeling only), teachers discussed the video vignettes focusing on the behavioral features of the status treatments; in the second group (modeling with analytic search), teachers analyzed the video vignettes in light of relevant theory and research.

I predicted that teachers' conceptual understanding of the theory would be related to their ability to implement the status treatments. I further predicted that teachers in the modeling with analytic search group would demonstrate stronger implementation of the status treatments, and stronger conceptual understanding of the theory, than those in the modeling only treatment.

Results indicated that beginning teachers' understanding of the theory was significantly related to their implementation of the status treatments. Contrary to the prediction made in the second hypothesis, participants in the modeling with analytic search group showed significantly lower scores on outcome measures of implementation than the modeling only group. There were no significant group differences on conceptual understanding.

Implications from this research suggest that while introduction to the theoretical knowledge base is essential, rather than placing emphasis on teachers gaining an in depth understanding of the theory on their first exposure, priority should be given to providing ample practice and feedback opportunities for implementation of the theoretically derived strategies.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: theoretical

(18) Title: IMPLICIT MORAL EDUCATION: TWO CASE STUDIES. (VOLUMES I AND II) (MORAL EDUCATION)

Author: DIFFENBAUGH, JUDITH SARADA

School: STANFORD UNIVERSITY Degree: PHD

pp: 414

Advisor: NODDINGS, NEL

Research Problem: The present research studies the ways in which two exemplary middle school moral education instructors think about and teach moral education.

The design is an extended case study model using the methods of in-depth interviews, direct observations, and examination of documents to form the basis for analysis. The main purpose is a rich description of the implicit moral education curriculum. A second purpose is to generate a scheme whereby the implicit curriculum in moral education can become explicit for educators.

The research asked the following questions: (1) How can the implicit moral education curriculum be described? (2) To what degree is there congruence between the implicit curriculum in moral education and the implicit curriculum in other courses?

The broad components of the schema for analyzing and operationalizing the implicit moral education curriculum developed through the study are: Classroom Practices; Interpersonal Relationships; and Modelled Teacher Behaviors.

The study found a high congruence between the implicit and explicit curricula in moral education of the two teachers. Classroom practices giving students opportunities to develop positive character through concrete daily encounters with self discipline, personal responsibility, group cooperation, and artistic expression; interpersonal relationships based on mutual trust and respect, fostered through the art of dialogue, and deepened by the opportunity to excel and to change through confirmation of both their strengths and weaknesses; commitment to positive role modelling including routinely

modelling behavior which was disciplined, responsible, creative, supportive, honest, caring, and accepting of self and others. The implications of the study for moral education are as follows: Students are exposed to moral education through an implicit curriculum which affects them throughout their school experience, in both areas explicitly designed to address moral issues, and in areas not so explicitly designed. This implicit curriculum rests on a basic foundation made up of the classroom practices, interpersonal relationships, and modelling behaviors of educators. Further research should be conducted applying this scheme of the implicit curriculum to other situations and curricula to ascertain if it indeed is a viable model for understanding the implicit curriculum.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

(19) Title: TURNING THEIR LIVES AROUND: CULTURAL THERAPY AND MENTORS
IN A PROGRAM FOR THE MODIFICATION OF AT RISK BEHAVIOR

Author: LOGAN, FRANK HENRY

School: STANFORD UNIVERSITY Degree: PHD

pp: 300

Advisor: PHILLIPS, DENIS C.

Research Problem: Can cultural therapy (Spindler 1989a, 1991) cure problems associated with poverty that historically have been resistant to change? This study uses the data gathered through observation of a program for at-risk youth to analyze what makes such problems so difficult to solve, and the theoretical efficacy of cultural therapy for dealing with them. George and Louise Spindler's contention that "instrumental competence and self-efficacy seem quite similar, although stemming from unrelated research projects and quite separated disciplines," (1989a) suggests that this program, which attempts to change behavior of the at-risk youth by increasing self-efficacy and competency, also can be analyzed in terms of cultural transmission. I accept this suggestion and use ethnographic methods to describe the lives of the people in the program, the program's emic concepts, its treatments, and its outcomes, in the theoretical terms described by both Albert Bandura, (1969, 1976, 1977, 1990) and the Spindlers.

The program consisted of a Ten-Day Summer Camp, followed by a year of mentoring and monthly meetings. During the year's observations, four youths came to typify important themes to me and become the foci of four case studies which are used to analyze both existing theory about urban life, and the theoretical concept "cultural therapy." Observational data were backed up with questionnaires and official school data. I discovered that children have an unfortunate tendency to accept not only things they have done, but also things that were done to them, as self-defining experiences. Acceptance of this kind of responsibility leads to dark moods, self-hate, fear and trembling and, ultimately, to irrational, conflicted, contradictory, and self-destructive behavior. The program's treatments appear to have positively affected self-image and self-efficacy belief, and to have alleviated the emotional consequences of the negative experiences mentioned above, thus supporting the efficacy of cultural therapy as a treatment. While it is considered likely that these improvements were due to the acquisition of instrumental competencies, the youth's perception of improvement was equally important. There was not a clear demarcation between competency and the perception of competency--between efficacy and efficacy belief.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic.

(20) Title: INFORMED ASSESSMENT OF STUDENTS THROUGH THE CLASSROOM
LITERACY PORTFOLIO (STUDENT ASSESSMENT)

Author: WOLF, KENNETH PAUL

School: STANFORD UNIVERSITY Degree: PHD

pp: 200

Advisor: CALFEE, ROBERT C.

Research Problem: A mismatch exists between current views of literacy learning and the standardized, norm-referenced tests traditionally used to measure student achievement. This mismatch has had negative effects on instruction, curriculum, students, and teachers. Consequently, researchers and practitioners have recommended exploring alternative forms of assessment, such as classroom portfolios, that are more congruent with current research, theory, and, increasingly, practice in the teaching and learning of literacy. A classroom portfolio, as defined in this study, is a diverse collection of information about students gathered by the teacher for a variety of purposes, and refers both to the process of systematically observing and selectively documenting student performance and to the products that teachers assemble as evidence of student learning.

In this year-long study, four elementary school teachers collaborated with a university-based researcher to design and implement a classroom portfolio for assessing students' literacy performance. While the teachers kept classroom portfolios on all of the students in their classes, each teacher selected one student to follow for two different curriculum goals: (1) skills and strategies in writing and (2) attitudes and habits in reading. The study examined the effects of classroom portfolios on teachers' assessment and instruction of their students in these two critical areas of literacy. Data sources included transcribed individual interviews with each teacher, reviews of student and teacher artifacts, fieldnotes from group planning meetings, and pre-and-post study questionnaires from each teacher. Findings from the study suggest that the classroom portfolio allowed the teachers to look across many different student performances and identify individual student strengths and needs, which, in turn, enabled the teachers to establish productive matches between the learner and the learning context. However, the results also suggest that obstacles to effective assessment can arise during the assessment phases of goal setting, information gathering, and interpretation. These problems include setting unsound or insignificant goals, gathering too little or too much information, and ignoring or misinterpreting information. Five guidelines were proposed for constructing and implementing an effective classroom portfolio: (1) Setting sound goals; (2) establishing clear purposes for assessment; (3) conducting multidimensional and continuous observations of student performances and products; (4) carrying out systematic and selective documentation; and (5) taking multiple perspectives.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-normative.

(21) Title: ADOLESCENT RISK: THE IMPACT OF AN AIDS INTERACTIVE VIDEO DISC CURRICULUM (AIDS EDUCATION, INTERACTIVE VIDEO DISC, VIDEO DISC, IMMUNE DEFICIENCY)

Author: BROWN, NANCY LYNN

School: STANFORD UNIVERSITY Degree: PHD

pp: 162

Advisor: FORD, MARTIN E.

Research Problem: It has been projected that during the 1990s, a major killer of young adults between the ages of 20 and 29 will be AIDS. The major routes of transmission for the HIV remain sexual contact and drug use. To date, efforts to change adolescent sexual and drug-related behavior from "risky" to "safer" have largely failed. This repeated measures multivariate study (N = 150) examined the differences in HIV Knowledge, Hypothetical HIV Risk and Actual HIV Risk in a classroom based AIDS curriculum. All students received information about HIV transmission and prevention. Experimental students also completed an interactive video curriculum (IVD). There was evidence to suggest that youth who used the IVD were more likely four weeks after the treatment to feel vulnerable to the consequences of their sexual decision-making and to perceive the behavior of their peers as riskier. Moreover, females who were exposed to the

IVD weremore likely to plan to abstain or practice safer sex at their nextsexual encounter. Additionally, this study explored whether actual HIV Risk couldbe predicted using personal, social and behavioral demographicinformation. Correlational, MANOVA, and discriminant analysisprocedures were utilized. The results indicated that higher riskyouth began having sexual intercourse earlier, had more sexualpartners, had friends who were participating in risky healthbehaviors, and perceived themselves as more vulnerable to theconsequences of their behavior than did lower risk youth. High andlow risk youth did not differ reliably on Arrest Record, Health Risk,HIV Knowledge, Perceived Supportiveness of the Environment,Capability Beliefs, or Distress. The best predictors of HIV Risk werePerceived Peer Norms and Use of Condom at Last Sex.

Several ethnic and gender differences emerged in the baselinedata. Hispanic males reported the highest Number of Sexual Partnersin this sample, and the least communication about safer sex practiceswith their friends; white students had more HIV Knowledge, suggestingthat information campaigns aimed at adolescents are having a strongerimpact on white youth; and males had higher Hypothetical Risk scores,suggesting that they were making riskier decisions in the sexualarena than were females.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific.

(22) Title: THE POLITICS AND AESTHETICS OF ETHNICITY: MAKING AND MOLDING IDENTITY IN VARIED CURRICULAR SETTINGS. (VOLUMES I AND II) (MULTICULTURAL CURRICULUM)

Author: DAVIDSON, ANN LOCKE

School: STANFORD UNIVERSITY Degree: PHD . pp: 494

Advisor: EISNER, ELLIOT

Research Problem: This study considers the experience of ethnicity from the perspective of diverse students of color. I focus first, on how the meaning and practice of ethnic identity shape and are shaped by experiences within school and classroom contexts and second, on the implications of such experiences for academic engagement. I consider questions with theoretical and practical relevance, including: Are the meaning and practice of ethnicity actively negotiated within as well as outside of school and classroom walls? Does ethnicity exert a constant force on educational engagement or does its impact vary depending on a youth's position in a social context? What ethnically-relevant lessons do students learn from their experiences in schools and classrooms? What are the connections between the ethnically-relevant curricula youth encounter and the ways in which they experience their ethnicity in relation to schooling?

Major findings in this study are embedded in five qualitative case studies that reveal the forces and factors within schools that high school youth take account of as they assert their ethnicity. Drawing on poststructural theory and contemporary conceptions of ethnicity, I show how a youth's sense of ethnicity grows out of that person's position in a nexus of social relations, rather than solely out of membership within a particular group. Youth experience their ethnicity in a variety of patterns that reflect relations at schools as well as relations at home and in the wider historical and socioeconomic community. Data for these cases was collected using four qualitative methods of inquiry: (1) six semi-structured interviews with each student; (2) school-day observations; (3) interviews with school personnel; (4) analyses of student record data and district data on tracking, university attendance and suspension rates. Interviews with 43 other students supplement case study information.

Other major themes that emerge in this study include: (1) youth draw conclusions about the meaning of their ethnicity from aspects of their school's hidden curriculum, including academic tracking, access to cultural capital, discipline policies, student-school personnel relations and peer relations; (2) teaching is a negotiated process conveying sociopolitical meanings.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(23) Title: CREATING CONDUCTORS: AN ANALYSIS OF CONDUCTING PEDAGOGY IN
AMERICAN HIGHER EDUCATION

Author: BAKER, ALAN LEE

School: STANFORD UNIVERSITY Degree: DMA Date: 1992 pp: 128

Advisor: RAMSEY, WILLIAM

Research Problem: The academic training of the conductor is a relatively recent phenomenon. Since the end of World War II, the responsibility for training conductors has shifted to academic degree programs, however, there has been little discussion of the implications of this movement. Complaints are being raised today from outside the discipline, which charge that young conductors are increasingly characterized by a lack of personal creativity, and an adherence to "correctness." Such remarks attest to a growing rationalization of conductor training--but a single facet of a larger objectivist program which permeates twentieth-century social institutions, including academia. In this process of rationalization, the internal and external processes of the conductor are brought into conflict by an overreliance on external authority and a devaluation of personal creativity.

Today, the pressures of sociological and political deconstruction are raising awareness of that conflict, offering teachers of conducting the opportunity to reexamine their common goals and values. In investigating the impact of the objectivist program on academic conductor training, both historical and current definitions of conducting are explored. An attempt is made to describe effective conductor training, which reflects a balance and integration of subjective and objective processes. Certain assumptions which have served to cast those processes into contradictory, rather than complimentary roles are therefore deconstructed. The popular definition of "conducting as communication" is then explored in reference to new evidence drawn from the behavioral and physical sciences, and ancillary performance disciplines. The work of H. Wesley Balk is a particularly fruitful source for pedagogical approaches. The educational philosophy and applied methods which Balk has developed in working with singer-actors are adapted to conductor training, leading to a better balance and integration of students' internal and external processes.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: historical.

(24) Title: THE ROLE OF TEXT STRUCTURE IN COMPOSING FROM SOURCES
(READING, WRITING, INFORMATION INTEGRATION)

Author: MURRAY, SUSAN ALLEN

School: STANFORD UNIVERSITY Degree: PHD pp: 244

Advisor: CALFEE, ROBERT

Research Problem: This study investigated the use of structural patterns in expository text as strategic tools for synthesizing and organizing information in a source-based composing task. The role of text structure was examined by constructing a model of the composing from sources process. In composing from sources, readers/writers draw information from source documents and reconstruct that information into a new, integrated expository text. Within this context, structural patterns in exposition serve as tools for organizing information in both the comprehension and construction of text. The model proposes three components of the composing from sources process: comprehension, in which source texts are read and understood; synthesis, in which information is integrated across sources and with the reader/writer's prior knowledge; and composing, in which a new text is created from the newly synthesized information. The influence of structural patterns on each component was examined by presenting a paper and pencil task in three phases. High school juniors and seniors from four classes read two expository source texts with clear, consistent organizational structures. Students then used one of two canonical structural patterns (a matrix or a

topical net) as a framework for synthesizing information across texts. Finally, information was presented on using a structural pattern to organize a composition, and students composed new texts. Data from the paper and pencil tasks in each phase were analyzed using Analysis of Variance; qualitative analyses were also conducted on the written data and through reconstructive interviews with students.

Results supported the proposed model, suggesting that the components of the composing from sources process could each be affected by the explicit use of text structures. Separable effects were clearer for Comprehension and Composing than for Synthesis. These findings suggest that instruction in complex processes such as composing from sources might be facilitated by a componential approach. In addition, the qualitative data indicated that students found the structural patterns useful as tools for organizing information in synthesis and composing. This result suggests the power of explicit instruction in structural approaches for reading and writing tasks.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: synthesis, review integration.

(25) Title: SCHEMA INDUCTION AND INDIVIDUAL DIFFERENCES IN
INTRODUCTORY PROGRAMMING LEARNING: PROBLEM
REPRESENTATION AND PROBLEM SOLUTION

Author: TSAI, SHU-ER

School: STANFORD UNIVERSITY Degree: PHD

pp: 206

Advisor: SNOW, RICHARD

Research Problem: The main purpose of this study was to create a set of problem-plan-program types for BASIC programs to help high school students build schemata for unstructured BASIC programming with a schema induction intervention. With an experimental versus control group design and taking individual differences into analyses, this study was also aimed at investigating different effects of aptitudes and instructional treatments on computer programming learning.

There were a total of 75 student participants in the study, from two high schools, with two classes in each school. Treatment efficacy was assessed in terms of problem representation and problem solution in card sorting tasks and performance tasks. Prior to instruction, students completed aptitude measures. During instruction of three weeks long, two classes (one from each school) were taught as the experimental group with schema induction intervention. The other two classes were taught as the control group with the self-discovery approach. After instruction, all students took outcome measures. Parts of students also performed think aloud protocols in programming both before and after instruction. The schema induction approach to teaching and learning of computer programming proved to be effective for many students. It not only helped students develop schematic knowledge structure in problem representation, but also facilitated expert-like problem solving skills in problem solution. It also increased students' motivation to learn programming. In addition to the treatment effect, the main effect of general ability contributed significantly to problem representation and problem solution. Aptitude-treatment interaction (ATI) effects were also found on problem solution. Aptitude and treatment interacted differently in the two schools in this study.

This study supported the hypothesis that schema-based instructional design in a domain can provide the basis for better instruction in that domain. This study also provided evidence that neither aptitude nor instructional treatment alone can fully describe learning outcome. Interactions between aptitudes and treatments exist and can be demonstrated to suggest how particular instructional treatments can be evaluated and improved. This study also provided a learning framework for classes in computer programming.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific.

(26) Title: CONSTRUCTING SCIENCE KNOWLEDGE FROM EXPOSITION: THE EFFECTS OF TEXT STRUCTURE TRAINING

Author: WHITTAKER, ANDREA KAY

School: STANFORD UNIVERSITY Degree: PHD

pp: 273

Advisor: CALFEE, ROBERT C.

Research Problem: Expository texts pose several obstacles to the middle

school student who has transitioned from "learning to read" to "reading to learn". These youngsters are faced with many unfamiliar concepts in an unfamiliar genre that is often poorly designed. In this dissertation, I examined the effects of text structure training on sixth grade students' construction of science knowledge from expository texts. I hypothesized that training that builds readers' text structure schema (knowledge about rhetorical structure and functional devices) would result in its use in building readers' content schema (knowledge about the concepts and content of the text). I further hypothesized that such training would allow students to explain how they use text structure to learn from texts and to impose structure on poorly designed texts.

The design of the study included text structure training, text version and rhetorical pattern (topical net and matrix) as treatment factors; and text topic and order as nuisance factors. The training program was taught over an eight week period to twelve target students within an intact sixth grade class and contained twelve lessons (of 40 or more minutes each). Twelve students in another sixth grade class at the same school served as control. Readers' content schema were assessed using pre and post-reading card sort tasks, and an oral comprehension teach-back task following reading. Readers' text structure schema were assessed through an interview and an analysis of teach-back processes and protocols. Results revealed that students added to their content schema by reading and that text version profoundly effected this knowledge construction (the most coherent text version produced the highest student performances). Differences between training and control students for knowledge construction were not statistically significant but favored trained students across every measure. The teach-back protocols and interviews revealed that trained students had more fully developed text structure schema and could use it to explain how they read, studied, and taught back texts. Trained students were also more likely to successfully reorganize different text versions. The conclusions and a critique of the training programs suggest implications for teaching students about text structure and to inform textbook design.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-naturalistic.

(27) Title: LEARNING TO ACT/ACTING TO LEARN: LANGUAGE AND LEARNING IN THE THEATRE OF THE CLASSROOM (READER'S THEATER)

Author: WOLF, SHELBY ANNE

School: STANFORD UNIVERSITY Degree: PHD

pp: 364

Advisor: HEATH, SHIRLEY BRICE

Research Problem: This study compares two activities in a multicultural,

urban classroom of school-labeled remedial readers: third and fourth grade children taking turns reading aloud and answering teacher-directed questions in round robin reading and the same children interpreting and performing text through readers theatre. The conceptual framework builds from three general theories of learning which hold potential for bringing drama into reading instruction. The first of these is reader response theory, which perceives reading as an active, analytical process in which the reader constantly shifts perspective to create meanings; the second is social constructionism, which looks to the social negotiation and construction of interpretation, not only by explicit amplification on the part of the teacher, but by such group processes as peer discussion;

and the third is the role of nonverbal communication in learning, with roots in drama and children's play.

Using data collected through participant observation, audio and video recording, artifacts, and interviews, the study illustrates patterns of text interpretation that show children's doubt and belief at work. Doubt stresses the necessity of constructing critical frames for dramatic interpretation through attention to rules, resources, and common knowledge bases. Belief emphasizes the transformation from self to character through voice, physicalization, and connection to others. In addition, analysis focuses on the effects of instructional strategies on children's growing efficacy as readers as they orchestrate expanded resources for textual understanding to increase their fluency as well as shift to a more positive view of themselves as readers. In this study, the teacher and children of one "remedial" classroom shifted their perspectives to move the engagement, negotiation, and imagination of reading and acting into practice. In readers theatre, the children in the classroom became readers--making collaborative decisions, analyzing text, practicing their skills, and performing their interpretations. By learning to act, the children acted to learn, exploring ways to interpret and express their understanding of text in the theatre of the classroom.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-naturalistic.

(28) Title: MULTIMEDIA, MISCONCEPTIONS, AND WORKING MODELS OF BIOLOGICAL PHENOMENA: LEARNING ABOUT THE CIRCULATORY SYSTEM

Author: BUCKLEY, BARBARA CARYL

School: STANFORD UNIVERSITY Degree: PHD

pp: 317

Advisor: WALKER, DECKER F.

Research Problem: Increasingly complex information resources such as

interactive multimedia are diffusing into schools. Despite their science education potential, little is known about what and how students learn when they have access to such resources. This naturalistic, cognitive case study presents the cases of two students in a tenth grade biology class with access to an interactive multimedia resource entitled Science for Living: the Circulatory System (SFL). Data collected in the classroom during a three week unit included pre and post tests, a video quiz, projects, computer traces and electronic notebooks, as well as videotape of individual interviews, class activities, presentations of student projects, and multimedia work sessions. Situated within the quantitative context of the entire class, one student is characterized as a biology learner trying to understand phenomena while the other student is characterized as an average student trying to produce the assigned project. The biology learner interpreted the task as one of explaining how food absorbed from the intestines is distributed throughout the body. She focused on parts, purposes, and interactions among dynamic structures, used the technology efficiently and effectively in her learning, and emerged with a working model of the circulatory system. The school learner interpreted the task as one of describing where food and blood go after absorption. She sought information primarily in print sources using SFL as a production tool. She emerged with an inaccurate model composed of static structures. The definition and a representation of the working model concept emerged during data analysis. It consists of causal models of dynamic structures, embedded in an anatomical hierarchy. In the working model knowledge of the function and behavior of an anatomical entity such as the heart is integrated with knowledge about its component structures and the mechanism by which those components work together to produce its behavior and accomplish its function. In addition to the working model concept, two related hypotheses emerged from this study: (a) Learning biology well requires building working models and (b) Interactive multimedia resources such as SFL can support model-building by providing access to and control of linked, multiple dynamic representations of biological phenomena.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic.

(12) TEACHERS COLLEGE, COLUMBIA UNIVERSITY
Independent coed graduate-only institution

Columbia's commitment to graduate education dates back to 1880, when the Trustees established the nation's first doctoral program in political science under the auspices of the newly created Graduate Faculty of Political Science. The Faculties of Philosophy and of Pure Science were added in 1890 and 1892, respectively. The first Ph.D. degree was awarded in 1882 to Charles Wells Marsh for a dissertation on "Geology of Water Supplies and Water Analysis". In 1886, Winifred H. Edgerton became the first woman to receive a Columbia Ph.D. degree after acceptance of her dissertation, "Multiple Integers" in mathematics. In 1912, George Edward Haynes became the first Black American to receive a Columbia Ph.D. degree after acceptance of his dissertation in Social Economy, "The Negro at Work in New York City". A dissertation on "A Study in the History of Logical Doctrine" was completed by a young philosopher in 1884. The author of that dissertation, Nicholas Murray Butler, went on to serve as President of Columbia University from 1902 to 1945. Under his leadership, Columbia emerged as a model research university - a company of scholars, thinkers, and investigators working with apprentice graduate students to expand the frontiers of knowledge.

The preeminence of doctoral studies at Columbia today is reflected in the size and diversity of the Graduate School - one of the largest private graduate schools in the country. A faculty of over 700 instructs some 3,200 students. Doctoral programs are offered in 27 arts and sciences departments and in an additional 26 interdepartmental and interschool programs that link the Graduate School with the University's major professional schools in architecture, the arts, business, engineering, law, medicine, and public health.

In addition to the resources available at a great university, Columbia's doctoral programs draw on the unparalleled artistic, cultural, and scientific environment of the City of New York.

The Graduate School: Unique Features

1. **Enrollment:** 1,560 full-time matriculated graduate/professional students (1,150 women);
2. **Students groups:** 2,968 part-time matriculated graduate/professional students (2,181 women); includes 940 minority (479 African-Americans, 196 Asian-Americans, 261 Hispanics, 4 Native Americans), 488 internationals. Faculty: 123 full-time (52 women), 381 part-time (223 women), includes 34 minority (13 African-Americans, 11 Asian-Americans, 10 Hispanics). **Total enrollment: 4528 graduate/professional students.**
3. **Tuition:** \$ 490 per credit Fees of \$100 per semester.
4. **Programs:** are provided through the Graduate Faculty of Education and through the Division of Health Services, Sciences, and Education; Division of Instruction, Division of Philosophy, the Social Sciences and Education, and the Division of Psychology and Education. Graduate Programs are offered in Anthropology, Economics, History, Political Science, Sociology, in the Humanities (Philosophy, Religion, Spanish and Portuguese, Music, English, among others, and in Natural Sciences (Biological and Physical Sciences, Mathematics and Engineering).
5. **Degrees offered:** Doctoral; Doctoral and, Master's Degrees
6. **Requirements for Admission:** official transcripts with acceptable grade point average from an accredited institution from each College or University attended (minimum a baccalaureate degree requiring four years of full-time study), 3 academic recommendations,

GRE scores, some additional application requirements from each program and the TOEFL test scores for non English natives.

Contact: Dr. Michael Timpane, President
Teachers College, Columbia University,
New York, NY 10027
Phone: 212-678-3710

7. Requirements for Graduation: Master's (Ed.M., M.A): degree will not be granted until the student has met these standards: completion of a minimum of credit hours; a minimum cumulative Grade Point Average of 3.0; completion of a thesis or practicum with a statement of approval from the student's thesis advisory committee; development of computer competencies useful in present and future professional role is recommended. Doctoral Programs (Ed.D.) requires: the student must write a dissertation under the supervision of a sponsor approved for that Ph.D. program by the Executive Committee of the Faculty of the Graduate School and the Dean. After determining that the dissertation is suitable for defense, the chair of the department or subcommittee in conjunction with the student's sponsor appoints an examining committee, subject to approval of the Dean, whose members include the student's sponsor and constitute an independent jury that represents the Faculty of the graduate school.
8. Doctoral degrees awarded in 1993-94: 279 doctorates awarded.
9. Student Services: Low-cost health insurance, free psychological counseling; career counseling; day care facilities, emergency short-term loans, campus employment opportunities, counseling/support services for international students, disabled student support. Graduate housing: rooms and/or apartments available to single students (356 units) at an average cost of \$ 4100 per year; available to married students (155 units) at an average cost of \$ 5600 per year.
10. Financial Aid: Fellowships, research assistantships, teaching assistantships, full and partial tuition wavers, federal work-study, institutionally sponsored loans, and career-related internships or fieldwork available.
11. Research Facilities: Milbank Memorial Library; total holdings of 538,340 volumes; 435,822 microforms, 2,726 current periodical subscriptions. A total of 28 personal computers in all libraries. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic retrieval services.
12. Computer facilities: Digital VAX 8810, Sequence S 2000/620, Apple IIe, CX, LC, Macintosh Plus, and Macintosh SE; IBM AT and Personal system/2; IBM 80386 TYPZ clones. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: In the Division of Educational Institutions and Programs: 447 full time (317 women), 916 part-time (686 women); includes 361 minority (228 African-Americans, 38 Asian-Americans, 94 Hispanics, 1 Native-American, 70 internationals. Average age: 38. 574 applicants, 75% accepted. Faculty: 35 full-time (18 women), 73 part-time (43 women). Matriculated students in Curriculum: 55 full-time (37 women), 104 part-time (85 women); includes 33 minority (22 African-Americans, 3 Asian-Americans, 8 Hispanics) 10 international. Average age: 38. Faculty: 8 full-time (6 women), 14 part-time (12 women).

2. Name of Unit: Graduate Faculty of Education, Division of Educational Institutions and Programs, Department of Curriculum and Teaching, Program in Curriculum and Teaching.
3. Contact Faculty: Dr. Thurston Atkins or Dr. Linda White-Porte
Teachers College, Columbia University,
Department of Curriculum and Teaching,
525 West 120th Street
New York, NY 10027
Phone: 212-678-3757
Fax 212-678-4048/ 212-678-3710 FAX: 212-678-4048.
4. Name of Program that focuses on Curriculum: Curriculum and Teaching (Ed.M, M.A, Ed.D.). The Division of Educational Institutions and Programs includes: Adult Education, Behavioral Disorders, Curriculum and Teaching, College Teaching and Academic Leadership, Community College Education, Special Education, Early Childhood Education, Educational Administration, Elementary Education, Higher Education, Secondary Education, among others.
5. Requirements: Entrance: for Doctorate, GRE, General Test or MAT. Degree requirements: Master's degree must be completed within 4 or 3 years. Through course work and special examinations, each student must satisfy graduate requirements and a satisfactory level of competence in the discipline selected by the student. A student who wishes to earn a Doctorate degree at Columbia, must have earned the Master's degree at Columbia and must satisfy the requirements of the Graduate School and of the department: the student must prepare a dissertation embodying original research, successfully defend it in a final examination before a committee of the faculty. All work for the doctoral degree must be completed within 7 years.
6. Doctoral Degrees granted in 1993-94: 43 doctorates in Curriculum Studies (Curriculum and Instruction). In 1992: 34 master's, 11 doctorates awarded.
7. Primary Goals of the Graduate Programs in Curriculum are: (1) to promote and execute disciplined inquiry in all sectors of education, (2) to provide service to the state of New York, the nation, and the world in developing the finest possible school systems, (3) to prepare elementary, and secondary teachers in all subject areas and in special education (4) to prepare administrators and supervisors for the public schools, (5) to prepare faculty members and administrators for colleges and universities throughout the world, (6) to prepare administrators, supervisors and coordinators of special programs; (7) to prepare counselors, school psychologists, and reading specialists, (8) to prepare researchers and evaluators in the field of education, and (9) to prepare educators and trainers in the use of technology for educational programs in business, industry, and government.
8. This Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, Curriculum research publications, size and visibility of the program, and participation of faculty and students in professional groups.
9. Unique strengths of the Graduate Program in Curriculum Studies: Curriculum (interdisciplinary and personalized program and Research Development); faculty (productivity, research-oriented, stable and dedicated, diverse interests & backgrounds, wide number of publications, many speeches and papers for conventions, research (emphasis on inquiry, extensive research data available, reputation for research, and

national visibility), students (placement and selection procedures), and environment (resources, academic life and libraries).

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Inquiry training is to permeate all aspects of graduate programs, especially doctoral programs. Faculty members, thinkers, and investigators work with apprentice graduate students to expand the frontiers of knowledge. Forms of curriculum inquiry taught in different research courses are focused in philosophical, historical, scientific, phenomenological, hermeneutic, ethnographic, naturalistic, theoretical, evaluative, normative, integrative, review, synthesis, deliberative issues in curriculum and teaching matters.
2. Ways to prepare graduate students as curriculum researchers: Recommend all graduate students to take overview courses on research methodologies; initiate graduate students into specific research methods while professors are engaged in a specific kind of research and ask students to enroll in research method courses which includes students from many different programs.

DOCTORAL DISSERTATIONS

Research problems and Forms of Curriculum Inquiry employed in Doctoral Dissertations at Columbia University, Teachers College, January, 1993-June, 1994.

(1) Title: SITE-BASED MANAGEMENT: A STUDY OF SELECTED NEW JERSEY
ELEMENTARY SCHOOLS

Author: GLICKMAN, EDWARD J.

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 228

Advisor: HUGHES, JONATHAN

Research Problem: Site-based management (SBM) restructuring represents an effort to reform traditional, centralized, decision-making. The purpose for decentralizing decisions is to improve schools by creating conditions at the school level that increase authority, responsibility, and accountability for teachers, administrators, and parents regarding the effectiveness of school programs. This notion suggests that by implementing SBM schools will improve because stakeholders are afforded more control over decisions related to curriculum, instruction, and student learning conditions. However, despite the theoretical basis for SBM there is no consistent design methodology for assessing process or outcomes. This research focused on describing frameworks of SBM restructuring found in nine New Jersey elementary schools. For the purpose of comparison, the schools were clustered according to community socio-economic conditions. The study examined the relationship between decision-making, design structures, committee structures, and authority structures using Richard Elmore's models for school restructuring as a framework for comparison. The sample population included school-based teachers, parents, and administrators. Data were collected and analyzed to compare the relationship of these variables to Elmore's models. The findings were reported according to school cluster. The results of the study found no consistent relationship between the variables for SBM and the Elmore models. The data also failed to demonstrate a connection between process and outcomes; there were no accountability structures to link decision-making and school improvement. Although one purpose of SBM is to alter authority structures, the findings demonstrate the existence of shared decision-making within the constraints of a traditional bureaucratic structure. Parents and teachers believed they had decision-making authority; yet, they also expressed the belief that principals possessed the final decision. Parent participation on site-committees did not change their traditional relationship with the professionals. The lack of continuity regarding process and outcome among the schools studied revealed a need for a consistent design that could be adapted to local school conditions. As a result, this research concludes with a Convergent Model for SBM restructuring that identifies the role of participants, suggests a committee structure, and an implementation process that includes support for changing traditional school governance structures.

Forms of Curriculum Inquiry employed in this dissertation: scientific

(2) Title: AN ANALYSIS OF THE ADOPTION AND IMPLEMENTATION OF
COOPERATIVE LEARNING IN A SMALL RURAL SCHOOL DISTRICT
(INSERVICE TRAINING)

Author: KOZORA, CHARLES EDWARD

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 186

Advisor: ATKINS, THURSTON

Research Problem: This study utilized the Concerns Based Adoption Model (CBAM) as the framework for the analysis of implementing cooperative learning (CL) in a small rural school district. The CBAM offered an approach to screen willing participants while documenting and analyzing the implementation of cooperative learning by focusing on the needs of the participants and describing their growth. Throughout the year of implementation of cooperative learning, the researcher worked in the school system as the superintendent. This study provides a chronology of the data collection procedures and field research techniques that could be used by another educational administrator to implement a similar innovation. The Stages of Concern instrument was administered to the entire faculty before and after training. Twenty of the twenty-five faculty who were offered the opportunity to participate in the CL training chose to. The Level of Use Interview was conducted with all trainees to determine the frequency and degree of use of CL. The study also analyzed variations of CL use by certification areas, documented the most and least helpful aspects of training, compared SoC of participants before and after training, and described teacher reactions to the training. The study indicates that almost every teacher (95%) reached mechanical use of CL and found that the most helpful training activities were specific examples of CL and participatory demonstrations. Participant SoC decreased dramatically on the first five levels. Initially, participants use CL twice a week and considered it in their daily planning. Change is uncomfortable and difficult. Leaders should welcome concerns and address them as part of any training program in order to increase effective implementation of an innovation.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic

(3) Title: TWENTY YEARS LATER: A STUDY OF THE LONG-TERM PERCEPTION OF THE EFFECTS OF PARTICIPATING IN AN OPEN CLASSROOM IN A TRADITIONAL SCHOOL FOR A TWO-YEAR PERIOD
 Author: PRINCE-COHEN, NANCY BABETTE
 School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
 Degree: EDD pp: 182
 Advisor: IANNI, FRANCIS A. J.

Research Problem: Forty-four of the original 78 families who participated in an open classroom teaching learning experience housed in a traditional, urban school in 1973-1975 were interviewed. Additionally, the two teachers who participated in the open classroom, two school administrators, and one member of the kitchen staff were interviewed. The interviews focused on the questions of the individual's perceptions of the effect of the program upon the participants, the schools, parental involvement, and the creation of a community with values and structural consistency. The results indicated inconsistent views concerning the questions asked. Consistent perceptions were found to exist between parents and children.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

(4) Title: THE WAYS WOMEN LEAD SCHOOL DISTRICTS IN NEW YORK, NEW JERSEY, AND CONNECTICUT (WOMEN ADMINISTRATORS, LEADERSHIP STYLE)
 Author: ROSEN, JANE EHRENBERG
 School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
 Degree: EDD pp: 213
 Advisor: KANE, PEARL R.

Research Problem: This qualitative and quantitative study describes the leadership style of the women school superintendents in New York, New Jersey, and Connecticut, compares them to a male sample, and describes the personal and professional attributes of the women who lead school districts. The study replicates the Leadership Study done by Judy B. Rosener (1990), who used executive women (members of the International Women's Forum) and a counter sample of high-achieving executive males. The study uses self-report data gathered with a questionnaire and in-depth personal interviews.

In general, the women in the study did not describe themselves as predominantly feminine or masculine, but with the characteristics (efficiency, conscientiousness, sincerity, systematic behavior) that would be considered gender-neutral. The male superintendents and both the females and males in Rosener's study described themselves as exhibiting high levels of all three sets of characteristics. The women superintendents (as did the IWF members in Rosener's study) viewed themselves as transformational leaders (they motivate those with whom they work by transforming their individual interests into a desire to build organizational goals), but like their male counterparts, they exhibited transactional characteristics, which suggests that both kinds of leadership are used in leading schools. The female superintendents appear to generate a great deal of support and followership from other females, and they reported their female followers are more loyal, more contributing, more helpful and possessing more initiative than their male followers (male superintendents and Rosener's female and male subjects showed no significant differences on followership scales) contradicting the popular belief that followers tend to prefer male rather than female leadership. Generally, the female superintendents (as did the women in Rosener's study) relied on sources of power stemming from their expertise, their personal characteristics, and their ability to reward. The leadership style of the women superintendents that emerged focused on curriculum and instruction, nurturing ideas and human resources, sharing leadership and empowering others, a knowledge of interpersonal relationships, and a willingness to take time and attend to detail. The women superintendents were high-achievers and self-confidence and high levels of skill in communication and organizational savvy.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic-natural.

(5) Title: RESTRUCTURING THE MATHEMATICS AND SCIENCE CURRICULUM:
ELEMENTARY LEADERSHIP TEACHERS' PERSPECTIVES
(MATHEMATICS CURRICULUM, COLLABORATION)

Author: AKINS, SONDR A BARBER

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 241

Advisor: ANDERSON, O. ROGER

Research Problem: This investigation used ethnographic research methods to explore the restructuring activities of elementary leadership teachers during a period of eleven months. The context of the study was a teacher-led collaborative curriculum development project in a restructuring school district with a multi-ethnic, minority population.

The purposes of the study were to (a) understand the teachers' perceptions and attitudes related to the restructuring framework intended, by the district, to guide the teachers' work; (b) describe contextual features of the restructuring environment; (c) understand the teachers' views related to student learning outcomes and performances, teacher and attributes; and (d) gain insight of underlying beliefs, philosophies, and attitudes that impact the teachers' views.

Findings were reported as five case studies representing the experiences and perspectives of teachers who had assumed leadership roles at the school level and maintained a high level of participation in the district's ongoing mathematics and science restructuring initiative. The case studies provide rich description of the restructuring environment and restructuring activities. Such activities included general discussions on district restructuring goals and student outcomes, collaborative curriculum work sessions, and instructional activities in and beyond the classroom.

Analysis of the individual and collective experiences of the research participants draws out similarities and differences with respect to (a) teachers' interpretation of the restructuring framework and conceptual congruence with framework ideas, (b) teachers' perceptions of collaborative curriculum products, curriculum development processes and related activities, (c) behaviors assumed by teachers in the restructuring environment, and (d) learning tasks or student performances targeted by teachers. Common perceptions among subsets of the participants were identified and discussed in terms of social and political implications for engendering collaboration. The findings support the importance of engendering collaboration for restructuring at three levels: a corporate level which reflects the shared vision and support of stakeholders (those within the school system, community, partners, etc.); an intermediate level at which common perceptions and understandings can be orchestrated among subgroups to positively support restructuring; and a personal level at which an individual may find mutual support between personal goals and motivations and the corporate goals and visions.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

- (6) Title: BELIEFS, SELF-REPORTED PRACTICES AND PROFESSIONAL DEVELOPMENT NEEDS OF THREE CLASSROOM TEACHERS WITH LANGUAGE-MINORITY STUDENTS (TEACHER BELIEFS)
 Author: CLAIR, NANCY
 School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
 Degree: EDD . . . pp: 264
 Advisor: ZUMWALT, KAREN KEPLER

Research Problem: An increasing number of language-minority students spend only a portion of their day in the English as a Second Language (ESL) or bilingual classroom because of social, political, pedagogical and economic factors. The rest of their day is spent in the regular classroom, yet classroom teachers are generally not prepared to integrate these students (Wong-Fillmore and Meyer, 1992; Scarcella, 1990; Penfield, 1987). This qualitative study explores the beliefs, self-reported practices and professional development needs of three classroom teachers (grades 4, 5 and 10) with language-minority students.

Case histories of the teachers were composed from transcripts of in-depth interviews, notes from classroom observations and entries from teachers' and researcher journals. The analysis reveals that: (a) the teachers' beliefs towards language-minority students may be based on hearsay and misinformation; (b) the teachers do not vary their planning, but frequently vary lesson implementation; (c) selection of instructional practices may be based on naive notions of language proficiency and the demands of the mainstream classroom; (d) the teachers draw on intuitive wisdom because of a lack of preservice teacher preparation and nonexistent or ineffective inservice staff development regarding issues related to language-minority students. The implications, targeted to teacher educators, staff developers, teachers and administrators, focus on preservice and inservice teacher preparation, because it is through education that beliefs and instructional practices may be treated. First, teacher educators need to embrace a more critical conception of schooling which considers the social, political and cultural realities of

adiverse student population, when creating innovative preservicecurricular designs. Second, inservice staff development regardinglanguage-minority student issues should be context-specific; drivenby the needs and commitments of the teachers and the resources of theschool and community. Third, teachers have implicit responsibilitiesto engage in dialogue, raise issues and collaborate with otherteachers, parents and administrators about the education oflanguage-minority students. Finally, more research focusing onteacher beliefs and behavior, innovative preservice teacher educationand inservice staff development models is needed.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological-hermeneutic.

(7) Title: TEACHERS' CONCEPTIONS OF TEACHER LEADERSHIP: A CASE STUDY OF ROCHESTER'S LEAD TEACHER PROGRAM (NEW YORK)

Author: HILL, LYNETTE CASTLEMAIN

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 329

Advisor: DARLING-HAMMOND, LINDA

Research Problem: This study examined teachers' views of teacher leadership

through a case analysis of Rochester's Lead Teacher Program. A variety of voices were sought for the purpose of understandingteacher leadership as it presently exists in Rochester, New York.

In response to the call for teacher professionalism andeducational improvement, policymakers created formal programs ofteacher leadership. These programs may or may not have provided thekinds of opportunities teachers seek, and may or may not have done so in a way that enhances school practices. Secondly, leadershippositions for teachers have been in place in schools for years. Inlight of this information, this study sought to determine how the newroles in Rochester are different from those that have existed andcontinue to exist in schools today.

In addition, this study sought to answer questions regarding howteachers define leadership, how cultural forces affect teacherleadership efforts, and if and how lead teachers influence theircolleagues.

Prior to the case analysis, the study established a theoreticalfoundation grounded in the roots of teacher leadership, and aconceptual framework of formalized programs, and research on teacherleadership. The study's sample was composed of twelve lead teachers and sixinformal teacher leaders, and represents a range of schools and roleswithin Rochester. The methodology employed was multi-faceted innature, using several qualitative methods to gather, triangulate, andpresent the data. Specifically, the data were presented in themes,vignettes and sketches in order to provide a descriptive picture ofteachers' experiences and a definitional portrait of how teachersconceptualize leadership. The findings revealed that Rochester's Program fits teachers'conceptions of leadership. Among the factors teachers found mostpositive were having opportunities to: (1) create their own roles;(2) maintain classroom responsibilities; and (3) influence theircolleagues' practice. The findings also revealed the challenges: (1)balancing the "expert-colleague dichotomy"; (2) juggling variedresponsibilities; (3) developing methods for reaching adultseffectively; and (4) eliciting administrative support. Finally, theteachers explored possibilities for how to lead more efficiently inorder to have a greater impact upon the educational experience of thestudents in the Rochester City School District.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic.

(8) Title: FREIRE, NAVAJOS AND VIDEOTAPE: A FREIRIAN-BASED VIDEO CURRICULUM FOR NAVAJO HIGH SCHOOL STUDENTS

Author: INLANDER, S. ROBIN
 School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
 Degree: EDD Date: 1993 pp: 264
 Advisor: MCCLINTOCK, ROBERT

Research Problem: This dissertation describes the process of developing, implementing and evaluating a video production curriculum, grounded in the theory and practice of Brazilian educator, Paulo Freire, for Navajo students attending a Bureau of Indian Affairs (BIA) high school on a small reservation in the Southwest. The study covers a five year period beginning in fall 1986 and continues through fall 1991. The catalyst for this study was the at-risk factors in the community as indicated in statistics on morbidity and mortality, and the hopelessness I observed in the students' behavior while implementing an earlier video production class I designed. One focus is the development of Freirian conscientization in the students, school and community; the other is the effect of this process for myself, as an Anglo teacher and Navajo students. The design of the study incorporates Freire's dialectical process of conscientization and his spiraling technique of listening, dialogue and action. The research approach requires the collaboration of the participants and the researcher in problem identification, action and evaluation. The evaluation component is interpretive of observational and anecdotal information and of statistical data in the first year. The results of this study confirm the high motivational impact of video technology, show mixed achievement of conscientization in the students, and identify a diffusion of the Freirian principle throughout the high school that is just beginning to be observed in the community. This study also illustrates the transformational implications of the Freirian approach for the practitioner. The conclusions of this dissertation indicate the appropriateness of this particular critical pedagogy for Native American youth in the 1990's, the generalizability of this curriculum to other youth, issues related to co-operative methods of inquiry, and questions generated by this study which demand further student.

Forms of Curriculum Inquiry employed in this dissertation: historical-action research

(9) Title: COOPERATIVE LEARNING AND SCHOOL MANAGEMENT: A CASE STUDY OF TWO SCHOOLS

Author: KASTELIC, ROBERT L.
 School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
 Degree: EDD pp: 171
 Advisor: ZUMWALT, KAREN KEPLER

Research Problem: Implementing innovative program models is a continuing practice within the field of education. Some schools implement programs that are incongruent with already existing program models. Little research has been done regarding teachers' perceptions about congruence between teaching the cooperative learning model in the classroom and the management practices of the school. This is a case study of two schools which employ the Johnson and Johnson cooperative learning model. This particular model places emphasis on the social skills of cooperation to achieve common goals. One of the selected school sites is managed in a traditional top-down (boss) management model. The other school employs a site-based decision making (SBDM) model. The SBDM model is intended to place authority and give power in decision making to the people the decisions affect. Eight selected teachers, four from each school, volunteered to be observed implementing the cooperative learning model. After the classroom observations, each selected teacher was interviewed using a designed and piloted questionnaire. The interviews were intended to include teachers' perceptions

regarding cooperative learning, program implementation, school management, congruence of program models and usage of cooperative skills being promoted in the classroom and school management. The teacher responses are reported in narrative summaries.

Findings indicate that all of the teachers valued cooperation and cooperative learning. Teachers at the traditional managed school presented a technical and precise cooperative model. Teachers at the SBDM site employed a more constructivist approach. How both schools implemented the classroom model is similar to how cooperative skills were perceived at the management level. Congruence was found not in objectives of the models but rather, in the contextual nature of the site and adaptation of the model.

The findings do not attempt to establish a causal relationship nor, to formulate a conclusive theory of all schools using cooperative learning or SBDM models. The intent of this study is to promote further interest and investigations into teachers' perceptions regarding the congruence of program models being implemented in schools.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological-hermeneutic.

(10) Title: SUSTAINABLE DEVELOPMENT: AN EMERGING PARADIGM FOR SECONDARY CURRICULUM (ENVIRONMENTAL EDUCATION, (ECOLOGICAL, ECONOMICS, MULTICULTURALISM, CURRICULUM DEVELOPMENT).

Author: LAWRENCE, OTTO RALPH

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 604

Advisor: WILLIAMS, LESLIE R.

Research Problem: This study was designed to ascertain the implications of the accelerating global ecocrisis for education. It focuses on the concept of sustainable development which permeates the 1987 report of the UN World Commission on Environment and Development. It presents a framework of fundamental concepts for the organization of secondary curricula in six areas: ecological, economic, social, political, cultural, and ethical.

To identify and define these concepts an analysis of core literature was made using Berelson's Categories of Content Analysis followed by an in-depth evaluation of global curricula in the United States, Canada, and Britain utilizing the Metfessel-Michael model, a variation of the Tylerian. Further analysis was carried out through a review of a survey of sustainable development in education conducted by Global Coalition for Tomorrow in 1990, applying the Jaeger Checklist for Survey Evaluation. A questionnaire submitted to select presenters at the regular UN briefings of Non-governmental Organizations and at conferences/seminars at various institutions through New York City over 1990-91 including Teachers College, Columbia University was also critiqued.

These concepts, directed to developers of curricula guidelines at the state/provincial level, call into question many of the tenets underlying Western Society, especially the economic system, national sovereignty and security, environmental norms, and treatment of developing countries. These concepts demand major shifts in curriculum orientation for secondary education.

The study suggests the need for a more holistic approach to curriculum development. In light of the interdisciplinary nature of the knowledge of the planetary ecological system now unfolding through sophisticated scientific research, fragmentation is no longer defensible. This is particularly true of science, where separation of the physical and life sciences still prevails. Neither can the division between these disciplines and the social sciences be perpetuated. The widely acknowledged connection between the ecology and the economy as pointed out in the study affirms the urgent need for promotion of ecological economics. To effect these challenging changes, permanent liaison of educators with their governmental colleagues, universities, the UN, and Non-governmental Organizations will be obligatory.

Forms of Curriculum Inquiry employed in this dissertation: philosophical.

(11) Title: A STUDY COMPARING TWO METHODS (TEACHER DIRECTED SKILLS AND COLLABORATIVE) OF TEACHING READING COMPREHENSION TO COLLEGE READING IMPROVEMENT STUDENTS IN A CUNY FOUR YEAR COLLEGE (REMIEDIATION, NEW YORK CITY)

Author: MASON, RONALD B.

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 207

Advisor: GRANNIS, JOSEPH

Research Problem: This study investigates whether the collaborative teaching method or a skills based method is effective for a college remedial reading population. It identifies characteristics of those students who are most and least successful with each approach.

The primary purpose of this study was to find the best method for teaching students to read better and faster.

Four classes of approximately thirteen students each took part. Participating students had failed the Descriptive Test of Language Skills which was the pre and post reading proficiency test used. Students were able to decode with fluency as determined by the Lovitt and Hansen criterion administered on an individual basis before course registration. During the first week of class, the Stanford Diagnostic Reading Test was administered to insure proper placement into the reading lab materials. Ten hours per semester of practice in the lab was required of each student. Two classes, one employing the collaborative and the other the teacher-led skills method were taught by each of two instructors. The two classes using the collaborative method used two novels: *Down These Mean Streets* and *Kindred*, while the skills classes used *The Reading Skills Handbook*. The quantitative component of this study found that one method was no more effective than the other at assisting students to pass the Descriptive Test of Language Skills. Teacher A was more successful with each method than Teacher B. Those students who scored higher using each method tended to speak English as their primary language and to be from families with higher socio-economic profiles. The qualitative component of this study addressed teacher differences. The two teachers were observed to use different classroom activities and teaching techniques. Though the implementation of this study was imperfect, the qualitative components revealed valuable information about teacher differences and insights as to how those differences might have impacted results. The findings of this study provide insight into how we can make college reading improvement programs more effective and efficient.

Forms of Curriculum Inquiry employed in this dissertation: deliberative.

(12) Title: TEACHING WRITING AS A SOCIAL ACTIVITY. A FIVE-PART INTEGRATIVE APPROACH (FPIA): USING WORD PROCESSING, INTERACTIVE COMPUTING--REALTIME WRITER (RTW), WRITING AND LITERACY THEORIES, AND PEER TUTORING (REALTIME WRITER, INTERACTIVE COMPUTING, WORD PROCESSING)

Author: SMITH-HOBSON, SHEILA ELIZABETH

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 144

Advisor: KLEIFGEN, JO ANNE

Research Problem: The Five-Part Integrative Approach (FPIA) is a method to assist basic writers in college composition classes. It is designed especially for use with those for whom English is a second language or a second dialect, and for whom traditional methods of instruction have proved ineffective. FPIA consists of word processing, a local-area networked computer system--Realtime Writer (RTW), composition theories that see writing as a social action, literacy theories that assert learning occurs through collaboration, and trained peer tutors. FPIA's development and implementation is described here; included is an ethnographic-styled study which documents the collaboration on RTW of a peer tutor and three students.

Three questions guided the study. (1) How does a local-area, networked computer system, such as RTW, contribute to collaboration among basic writing students? (2) How does the addition of a trained peer tutor to RTW contribute to collaboration among these students? (3) How do the above events contribute to student writing? Data collection included (1) RTW printouts of the students' and tutor's dialogues, (2) fieldnotes of RTW classes, (3) participant writing samples, and (4) interviews with the tutor and three students. Analytical procedures consisted of a content analysis of the texts, fieldnotes, and interviews for evidence of collaboration. The data were then compared and contrasted to test their quality and consistency. Study results indicated RTW contributed to collaboration in that students learned to ask and formulate questions, to attend closely to dialogue, and to make connections between ideas. In addition, on RTW and in their writings, students emulated techniques used by the tutor to stimulate, order, and focus discussion. Tutor strategies included (a) careful attention to what students were saying, thus helping students to focus, and (b) the ability to critically analyze RTW dialogue, and to shape and form dialogue with students who may not understand the importance of discussion about their writing. Students also developed new writing strategies. They wrote frequently in their own voices, using primary as well as secondary sources. Their language was more succinct, a result of discovering audience, learning to clearly state positions, and to define meaning.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic.

(13) Title: PROMOTING STUDENT THINKING FROM THE PRACTITIONER'S POINT OF VIEW: TEACHERS' CONCEPTIONS, ATTITUDES AND ACTIVITIES (THINKING SKILLS)

Author: YILDIRIM, ALI

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 265

Advisor: ZUMWALT, KAREN K.

Research Problem: The literature on teaching thinking indicates that the attempts to promote student thinking are dominated by content- and skill-based conceptions of thinking. However, an attempt to understand practitioners' conceptions of thinking is generally absent in these efforts and in the literature. Using a survey questionnaire and an interview schedule, this study investigates teachers' conceptions of thinking, and whether these conceptions are related to their attitudes toward teaching thinking and practices in the classroom.

The survey results based on 285 questionnaires completed by New York State public school teachers indicate that most teachers (75.4%) are both content and skill oriented in their approach to thinking. Only 15.1% present a clear skill orientation and 7% present a clear content orientation.

Thinking orientation is significantly related to teachers' subject area and sex. A clear skill orientation is more likely to be found among mathematics, science and general elementary teachers while a clear content orientation is more likely to be found

among English/language arts teachers. Female teachers are more likely to be skill oriented than male teachers.

Regardless of the orientation, teachers see improving student thinking as an essential responsibility of schools and teachers. Most believe that student thinking can be improved in the classroom and are interested in learning more about teaching thinking. Skill-oriented teachers appear to be more enthusiastic about teaching thinking than those with a mixed or a content orientation. The majority have a positive perception of their subject area as contributing to thinking. Although some teachers find improving student thinking difficult, the majority are not concerned about loss of control in class and delay in the progress of a lesson when they focus on student thinking. Barriers to promoting thinking in class are perceived to be primarily student related such as students' concern about passing tests and lack of confidence in their ideas. Teachers present significant differences in their attitudes toward teaching thinking by subject area, grade level, sex, teaching experience, educational background and training in teaching thinking. Teachers use content-based activities more often than skill-based activities to promote student thinking in the classroom. Subject area, sex and training in teaching thinking are significantly related to the frequency of using these activities. However, teachers in the three thinking orientation categories do not present any significant differences in using content- and skill-based activities.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic naturalistic

(14) Title: A COMPARISON OF THE ROLES OF EARLY CHILDHOOD TEACHER AND MOTHER (TEACHERS)

Author: SPINELLI, LYDIA MARIE ACCHIONE

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 213

Advisor: WILLIAMS, LESLIE R.

Research Problem: The purpose of this study was to offer a beginning clarification of the similarities and differences in the roles of the early childhood teacher and mother.

Two women, holding the dual roles of mother and teacher of 3- to 4-year-old children were videotaped for four 2-hour sessions at home and four 2-hour sessions in school. Two women who were teachers of the same aged children but not mothers were videotaped for four 2-hour sessions in school. Two women who were mothers of the same aged children but not teachers were videotaped for four 2-hour sessions at home. Content of teaching interchanges was noted. Subjects were interviewed and asked to fill out continuum scales on the roles.

Coding and analyzing the videotapes resulted in no significant difference in the amount of time early childhood teachers and mothers spent teaching, although there were differences in the content of the teaching interchanges and the type of teaching, with the teachers giving directions more and explaining processes and procedures more, including turn taking. Mothers imparted more knowledge and information and talked more about manners. Teachers spent more time using control techniques than mothers, and the specific techniques more often used were calling for attention, warning of future behavioral expectations and presenting behavioral expectations, including mentioning logical consequences. Teachers spent more time than mothers talking to other adults regarding the children, and mothers spent more time than teachers engaging in activities or conversations not related to the children. Additional similarities and differences in the roles emerged from the interviews. The skills involved in each role were described.

The continuum scale analysis indicated that the subjects believe that the mother's role involves greater attachment to the child than the teacher's, with a higher intensity of feelings, more partiality and emotionality. The mother's interactions with the child are

morespontaneous and the teacher's are more intentional. A better understanding of the skills involved in these roles mayhelp society to value them more. More careful delineation of the similarities and differences in these roles may improve the professional standing of early childhood teachers and benefit children.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

(15) Title: THE LEARNER AT THE CENTER OF CURRICULUM: A CASE STUDY OF THE PROCESS OF DEVELOPING A LEARNER-CENTERED CURRICULUM AT THE BRONX NEW SCHOOL (NEW YORK CITY)

Author: FALK, BEVERLY

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 381

Advisor: LIEBERMAN, ANN

Research Problem: This study examines the process of developing a school-wide, learner-centered curriculum during the initial three years of a small, public, New York City elementary school of choice. Conducted as a qualitative, naturalistic inquiry, it is reported in three interrelated narratives, which together offer a definition of learner-centered curriculum. The narratives tell a story of the development of classroom curriculum, a story of the development of assessment practices and accountability systems, and a story of the building of a school-wide community. They are based on data collected over a period of several years from field notes of observations, from interviews, and from close examination of student work and school documents.

This study identifies both classroom and school-wide structures that support a learner-centered curriculum. It provides illustrations of how learners' interests, needs, strengths, and individual learning styles can be recognized, respected, and utilized in the creation of curriculum. It points to the critical role that authentic assessment can play in shaping curriculum development and informing teaching practices. It identifies the need for reflection, collaboration, time, and support that adults in the school experience when they recognize themselves as learners. It provides insight into the tensions that arise when fundamentally new conceptions are instituted in the life of a community.

This study defines learner-centered curriculum as a way of thinking about teaching and learning that is manifested throughout the actions and attitudes of an entire school. This way of thinking is present not only in classroom curriculum frameworks, but in assessment systems, school structures and policies, and the values embedded within them all. It includes recognition of the following elements as essential to supporting teaching and learning: Connections to real life experience; celebration of diversity in multiple ways; support for the ongoing nature and needs of the growth process; conversation and dialogue in context of community; and recognition of problems as prospects for learning.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic.

(16) Title: SPATIAL-VISUAL THINKING AND THE GIFTED AND TALENTED CHILD: A THEORY OF INSTRUCTION AND A FRAMEWORK FOR CURRICULUM DEVELOPMENT

Author: SPIELMAN, BERTHA

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 220

Advisor: BORLAND, JAMES H.

Research Problem: The inclusion of the spatial-visual elementary school

child within the program for the gifted has been addressed in this presentation. The predominantly verbal instructional emphasis places this child at a disadvantage. The research studies have indicated an information processing variance between the verbal encoders and the visual encoders. To achieve these results, the testing content was dependent on the use of geometric manipulatives, geometric content and the use of verbal and non-verbal strategies.

In view of the dearth of studies with an elementary school gifted sample, case study profiles of prototypical gifted adults were reviewed. These adults include Darwin, Einstein, Feynman, Mandelbrot and Pauling. The emphasis in these profiles was on their childhood experiences and affinities as they were or were not nurtured in the educational context. Cross-cultural studies with elementary school students indicate the importance of contextual cultural experiences as these experiences are reflected in the assessment of spatial-visual thinking.

New perspectives emerged in the nature of the delivery and assessment of spatial-visual content. The delivery of this aspect of the teaching and learning process needs to be in a visual and hands-on experience environment. The assessment instrument must be definitive in addressing content that is Euclidean or topological geometry and the child must have experienced these geometries.

A theory of instruction and a framework for spatial-visual curriculum that is articulated for grades kindergarten to grade 6 is presented. By providing all elementary school children with a spatial-visual curriculum, the spatial-visual child will experience achievement and recognition of his or her modality and the analytic child will understand another mathematical approach. Standardized assessment instruments, evaluating the full gamut of classroom instruction, needs to be viewed from the Complete Battery Total as well as the proclivity of the student as evidenced in the grouping of the subtest scores. Educators on every rung need to dignify spatial-visualization as an equal in the pantheon of curriculum areas with reading, math and science.

Forms of Curriculum Inquiry employed in this dissertation: evaluative-normative.

(17) Title: THE ROLE OF AN ADVOCACY DESIGN CENTER IN PATERSON: A PARADIGM FOR CREATING SCHOOL COMMUNITIES (NEW JERSEY, COLLABORATION)

Author: TRAVAGLINI, JUDITH ANN

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 229

Advisor: SMITH, FRANK L.

Research Problem: This study examined and chronicled the attempted implementation of a shared governance model of decision making that was introduced to the Paterson Public Schools via a collaboration between Teachers College, Columbia University and the Paterson School District, the essence of which concerned authority and expertise.

The study was conducted in four of the schools in the Paterson School District. These schools had been named as the schools most in need of intervention as a result of poor test scores on state mandated exams. The goal of the study was to establish a new sense of community among the participants involved via the planning process--that is, to replace a rational model of planning with an interactive one.

The collaboration included a number of Columbia Doctoral students, together with professors at the university, engaged in discourse and planning with the Paterson Schools' Administrators and school staffs. The Columbia Team constructed a framework of 29 questions, which were designed for all participants to utilize, regardless of prior knowledge, and would assist them in the process of designing their school's instructional

program. It was the contention of the researchers that using the framework created by the Columbia Team, together with the employment of a democratic process of decision-making, the product yielded would reflect the school community's needs.

This document recounts the events that took place, together with the reflections of this researcher's observations as an observer-participant in this collaboration.

Forms of Curriculum Inquiry employed in this dissertation: deliberative.

(18) Title: TOWARDS CREATIVE TEACHING: THE LIFE AND CAREER OF LAURA ZIRBES, 1884-1967 (ZIRBES LAURA, OHIO, PROGRESSIVE TEACHING)
Author: REID, TONY

Degree: EDD pp. 345
Advisor: KRIDEL, CRAIG

Research Problem: Laura Zirbes, perhaps the best-known elementary educator of her day, was a professor at Ohio State University from 1928 until 1954. Prior to that she taught elementary school, had worked at the Lincoln School, and had received her PhD from Columbia University Teachers College.

The purpose of this study is to examine the life of a woman whomade remarkable contributions to education. As a biography, it allows us to see how Zirbes' personal philosophy influenced her educational philosophy, and how in turn she tuned her whole life to her educational philosophy. It has used 300 previously undiscovered letters written by Zirbes. Interviews with 42 friends and colleagues provided further insight, as did tape recordings of 14 of Zirbes' speeches. An index, including 284 names, serves as an aid to further research.

This study concludes that Zirbes' greatest contributions came as a teacher. At Ohio State she founded the University School as a laboratory so teachers could observe how progressive teaching worked. She established the elementary teacher education program and taught thousands as she would have them teach, using a moderate child-centered philosophy but never a fixed method.

Zirbes was also an experimenter, in the scientific mode of John Dewey and Edward L. Thorndike. Her early experiments with individualized instruction and grouped reading instruction were pioneered those approaches. She constantly applied new technology to education. She contributed to the Action Research movement in the 1950s, and her work on Language Experience and writing as a process foreshadowed the Whole Language movement 40 years later. She led the way in studying how to enhance creativity, both in students and in teachers.

Finally, Zirbes loved professional organizations. Studying her, we learn more about the history of the Progressive Education Association, whose executive board she belonged to for 12 years. Later she played important roles in the Association for Supervision and Curriculum Development and in the Association for Childhood Education International. She was a popular speaker at conventions, and wrote over 200 articles and books, the most notable being *Spur to Creative Teaching* (1959).

Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

(19) Title: HIV/AIDS POLICIES AND PROGRAMS IN SELECTED HIGH-IMPLEMENTER SCHOOLS IN NEW YORK STATE (IMMUNE DEFICIENCY)

Author: DAMES, MARGARET FIORDALISI
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 198

Advisor: ORR, MARGARET T.

Research Problem: Acquired Immunodeficiency Syndrome (AIDS) continues to be the most serious public health crisis facing the nation. Although ninety percent of New York State schools have adopted a district and school AIDS policy and report providing age-appropriate education, the state has the highest incidence rate of AIDS cases among young people in the United States. Since the state is proactive and progressive in dealing with the AIDS health issue among young adults, it is important to understand why the number of youths with AIDS continues to increase.

A plethora of research describing the worsening of the AIDS epidemic focuses on the extent to which HIV and health education policies and practices are required by school districts; some studies examine the curriculum by grade level; very few studies examined district and building level response to the curriculum. Largely overlooked are factors facilitating successful implementation of the AIDS policy. This study extended the research on AIDS in education by focusing on which factors school districts perceive as contributing to the implementation of the AIDS policy at the building/district level.

The research included an in-depth follow up to a statewide survey by MAGI Educational Services and the New York State Education Department (Bureau of School Health) of implementation strategies in HIV/AIDS education programs in a random sample of 650 schools. First, a cross-sectional questionnaire survey identified the high program implementers of HIV/AIDS education (exclusive of New York City and the five biggest school districts). Using MAGI's findings, six secondary schools were selected for in-depth study to identify factors responsible for successful implementation of the HIV/AIDS program. Data were collected to answer four research questions focused on compliance, comparison with the State aggregate, exploration of progress and assessment of program efforts.

Certain common factors emerged which warrant further exploration about their impact on the implementation of HIV/AIDS education: program planning, HIV/AIDS curriculum, student programs, and emerging issues of students' participation, multi-strategies classroom instruction, in-service for staff, and parent community involvement in the HIV/AIDS education program.

Forms of Curriculum Inquiry employed in this dissertation: philosophical.

(20) Title: DATA BANK II: CASE STUDIES OF OUTSTANDING PHYSICAL EDUCATION PROGRAMS (CASE 2)
 Author: BUTLER, LAWRENCE FRANCIS
 School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
 Degree: EDD pp: 329
 Advisor: ANDERSON, WILLIAM G.

Research Problem: This case study was part of a larger research project known as the Data Bank II Research Project. The Data Bank II Research Project consisted of five doctoral students each studying a different public school district's physical education program. The purpose of this case study was to identify and describe the outstanding features of an outstanding K-12 physical education program in a public school district. A second purpose was to identify those enabling factors that contributed to the outstanding program features and learn how these factors developed and continued to be maintained. One high school, one middle school, and three elementary schools were studied. Qualitative research methods were used. Data were collected via formal and informal interviews, live observations of classes, and document analysis (school curriculum, physical education curriculum, lesson/unit plans). The major portion of the case report focused on the schools, the teachers, the development of the program,

the curriculum plan, the instructional program, contextual factors, and auxiliary programs. In addition, this investigator completed across-case analysis on the topic of administrative support based on selected data from the five case studies.

Four outstanding features were identified in this district: exceptional gymnastics units, cooperative field days, pervasiveness of quality instruction at the middle school, and effective classroom management. In addition, twenty-two enabling factors were identified which contributed to the development and maintenance of these outstanding features. Two themes emerged from the data as well as seven types of administrative support. The two themes, teacher commitment and administrative support, were closely linked and interwoven. The types of administrative support for physical education that were demonstrated by the directors of physical education and the building principals included: trusting the teachers and seeking their input, encouraging professional development, solving problems, supporting and coordinating special events/projects, developing and supporting helpful policies, keeping the teachers informed, and obtaining financial support.

Comparisons were made between the findings in this outstanding program and the related literature.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

(21) Title: EFFECTS OF A SCHEMA-BASED INSTRUCTIONAL PROGRAM ON
LEARNING-DISABLED, JUNIOR HIGH SCHOOL STUDENTS'
COMPREHENSION AND RESOLUTION OF REAL-LIFE PROBLEMS
PRESENTED IN TEXT (SCAFFOLDING, PROBLEM-SOLVING)

Author: HANDLER, BETH ANN

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 332

Advisor: WILLIAMS, JOANNA P.

Research Problem: This study examined the effectiveness of materials and methods designed to facilitate learning-disabled (LD), urban junior high school students' ability to generalize skills gained in the comprehension and resolution of novel real-life problems presented in three types of narratives: mystery, comprehension, and decision. Direct schema-based instruction was provided embedded in a scaffolding procedure adapted to include rehearsal strategies, underlining, multi-sensory techniques, and question-answer-relationship training.

In two private day schools, groups were formed matched on reading level, age, and I.Q., and assigned randomly to the instructional or non-instructional condition. The instructed condition included 15 students and the non-instructed condition included 14 students. The five-member instructed groups were given 10 instructional sessions, each of which lasted 30 minutes.

A pretest-posttest, two-group design was used to test the hypotheses. The students were to demonstrate their problem-solving abilities by writing responses to questions pertaining to the narratives in the pretest and posttest (which were similar in framework but different in content from the narrative in the instruction). The students were also expected to correctly sequence the problem-solving steps of the comprehension narrative which had been listed out-of-order. The written responses were then determined to be correct or incorrect by the researcher and a trained independent rater using a scoring key established prior to the study. The two scorers of the protocols were blind regarding the subject's group condition. The results of the pretest and posttest were statistically analyzed.

The instructed students significantly improved in the comprehension and resolution for each narrative type with and without adjunct schema questions present as cues. The

instructed group also significantly improved in the identification of the schema components of the comprehension and decision narratives, and sequencing of the problem-solving steps for the comprehension narrative. The non-instructed group demonstrated no improvement. These results disprove prior assumptions that learning-disabled students cannot internalize a variety of schemas and apply them in appropriate situations required for proficient reading comprehension and social development (Kronick, 1988; Stein & Goldman, 1979).

Forms of Curriculum Inquiry employed in this dissertation: scientific

(22) Title: DESIGN AND QUALITATIVE EVALUATION OF A SMALL-SEMINAR CURRICULUM UNIT FOR UPPER LEVEL HIGH SCHOOL STUDENTS STUDYING THE OZONE LAYER DEPLETION HYPOTHESIS: IMPLICATIONS FOR EFFECTIVE CONCEPTUAL CHANGE

Author: BLEAKLEY, KEVIN JAMES

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 300

Advisor: YASSO, WARREN E.

Research Problem: The ozone depletion hypothesis is an important topic for study by secondary science students. An investigation, primarily of student understanding of the chemical concepts relating to stratospheric ozone formation and destruction was conducted in 1991 as a pilot study at an independent, college-preparatory school in New York City. A seminar format was used with eight, eleventh and twelfth grade students. In 1992 revised resource booklet and teacher demonstrations were used in a similar seminar format with five students to gather more detailed information on effectiveness of the resource booklet, demonstrations and seminar setting in bringing about conceptual change.

Research on the chemistry of the reactions by which ozone is created and destroyed in the upper atmosphere was undertaken by the investigator so that accurate, up-to-date information could be translated into a curriculum unit understandable by high school juniors and seniors who had studied basic chemistry for only one year. The revised resource booklet was of sixty-nine page length and contained relevant information of the chemistry of ozone creation and destruction plus the biological consequences of ozone depletion. It was designed for use in four, forty-minute class periods in a seminar setting. The resource booklet explored 130 of chemistry, physics and biology concepts, that are needed for an in-depth understanding of ozone depletion and its global consequences. It was designed according to research findings about effectiveness of written materials in causing cognitive change. The method chosen to reveal the changes in students' understanding was the analysis of the transcripts of the seminar discussions. Post-seminar interviews with students revealed that the resource booklet was an effective instrument for consolidating chemistry concepts learned in previous courses and in providing new concepts unique to the ozone depletion hypothesis. They also showed that demonstrations proved to be the initiators of fruitful discussions. The small-seminar format provided an excellent educational setting in which the impact of the content learned during these seminars on scientific misconceptions could be investigated. A favorable attitude to the importance of the ozone layer and human imperatives to reduce the ozone layer depletion was developed through participation in the seminars.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic.

(23) Title: CAREER EDUCATION FOR STUDENTS WITH MILD MENTAL RETARDATION
AT THE JUNIOR HIGH LEVEL IN THE TAIWAN AREA (CHINA)

Author: CHEN FU, SHIOU-MEI
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD Date: 1993 pp: 144
Advisor: MITHAUG, DENNIS E.

Research Problem: This study assessed the opinions of professionals and parents about their school's current curriculum, about career education, and about infusing career education into the regular curriculum for students with mild mental retardation at the junior high level in Taiwan area. The target population included 279 Bureau Directors of Education, school principals, special education directors, special education teachers, and parents who were randomly selected from 95 junior high schools and five educational administration areas. They responded to a 40-item questionnaire that assessed opinions about the value and feasibility of career education for junior high students with mild mental retardation. The findings indicated that: (1) all five groups held negative opinions about the current curriculum and positive opinions about career education and infusion; (2) the geographic location and educational background of several groups related significantly to their opinions about the need for curriculum change; and (3) lack of teacher training, lack of equipment and lack of funds were frequently cited as the most significant barriers to implementing career education.

Forms of Curriculum Inquiry employed in this dissertation: philosophical-evaluative.

(24) Title: INSTRUCTIONAL INTERVENTIONS FOR MAINSTREAMED STUDENTS WITH
LEARNING DISABILITIES: GENERAL EDUCATION TEACHERS'
PERCEPTIONS

Author: KAPLAN, SHARON
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 139
Advisor: FLEISCHNER, JEANNETTE E.

Research Problem: Given the direction of current reform efforts it appears that general education teachers will continue to assume greater responsibility for providing instruction to students with learning disabilities. Success of these students in the mainstream will be influenced not only by support and acceptance from general education teachers but by the effectiveness of instructional planning. That is, it will be necessary for general education teachers to plan, arrange, adapt or modify curriculum and instruction for students with learning disabilities in their classrooms. This study investigated the perceived abilities of general education teachers, in New York City, to implement instructional interventions for a mainstreamed student with mild learning disabilities. This research design called for the development of a comprehensive list (n = 14) of teaching behaviors based upon a case study of a student with identified learning disabilities. Through a questionnaire, data from elementary and intermediate level teachers (n = 171) indicated whether they would, or would not, implement a particular instructional intervention. If they were not able to implement a strategy they were able to select a primary factor that prevented its use. General education teachers perceived themselves capable of implementing 11 out of the 14 strategies including developing cooperative learning groups, collaborating with student and parent, monitoring and providing feedback during instruction and adapting tasks to the student's reading level. They perceived themselves unable to adapt the pace of the lesson. General education teachers identified "too time consuming" and "not fair to other students" as the primary reasons for not implementing a specific intervention. This study has implications for pre-service, in-service and field-based preparation for general education teachers.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological

(25) Title: EARLY EXPERIMENTS IN SCHOOL TELEVISION PRODUCTION:
 LARCHMONT - MAMARONECK, NEW YORK (1965-1975) TV
 Author: MOODY, KATHRYN CURRIER
 School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
 Degree: EDD pp: 194
 Advisor: SLOAN, DOUGLAS

Research Problem: The manuscript describes early experiments using television cameras (studio and portable), videotape, and other forms of media to create and transmit televised messages in the Mamaroneck Public Schools during the period 1965-75. The district, comprised of Larchmont and Mamaroneck, N.Y., in lower Westchester County, is about 30 minutes from New York City. A donated television camera (1962) and a subsequent New York state grant (1966) enabled one of the district's elementary schools to develop a television studio and later wired all the schools in the system for closed circuit TV (CCTV). What distinguished the pedagogical path of the Mamaroneck Schools from the relatively few others using television at the time was its emphasis on "process" over "product." Using television as a "process tool" was thought to help participants to understand the medium while learning communication skills and promoting self esteem. A grant from the Ford Foundation (1970) to the Center for Understanding Media (CUM) funded a year-long teacher training project based in the Mamaroneck Schools which were chosen for their diversity of student population and for the eagerness of the staff to participate. Workshops included instruction in how to communicate via Super-8 film, portable (1/2") TV cameras, studio television utilizing (at the time 1" tape), and still photograph cameras. Specific chapters describe the ambiance of the 1960s, the local community, the educators' rationale for developing media skills in students and teachers, and selected video projects in the elementary, junior high, and high school. The media programs tended to enable students to find new relevance in school life, introduce a greater degree of experimentation, provide new avenues for the visual-tactile aptitudes, as well as help develop self-esteem and critical viewing skills in participants.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

26) Title: THE EFFECTS OF MULTIMEDIA PRESENTATION FORMATS ON THE
 MEMORY OF A NARRATIVE
 Author: OTTAVIANI, BARBARA FIELDS
 School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
 Degree: EDD pp: 247
 Advisor: BLACK, JOHN

Research Problem: A multimedia presentation combines the inherent media attributes of different electronic technologies to produce a message which uses the auditory/verbal and visual/pictorial channels of information processing. Just as the choice of a medium is important to how a message is received and understood, so too is the choice of the format of presentation within that medium because of the possible effects it may have on the perception and ultimate understanding of the message. Research on the interplay between the auditory/verbal and visual/pictorial channels of information processing suggests that understanding is determined not only by the clarity of the message being presented, but also by the associations made between the two cognitive channels during processing.

In this study, four types of media formats were investigated: talking head, voice-under-text, voice-under-video and multiformat (a combination of talking head, voice-under-video and text). Sixty-four suburban middle school students were shown four narrative stories in each of the four formats. The four stories were exactly the same except for the format of presentation. The subject's memory for the narratives was tested through verbal recall, forced choice recognition and a spatial task. Format of presentation was shown to significantly influence verbal recall for the narrative as well as forced recognition of the information within the stories. The spatial task data was inconclusive. The formats which showed the greatest influence on memory were voice-under-video and multiformat. It is inferred from the findings in this experiment that the interplay between the visual and verbal stimuli in the voice-under-video and multiformat styles of presentation facilitate cue elaboration which results in greater memory.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

(27) Title: INSTRUCTIONAL LANGUAGE IN TEACHING GROUP FOOD PREPARATION
TO ADULTS WITH MENTAL RETARDATION AND DEVELOPMENTAL
DISABILITIES

Author: BUDDE, MARK J.

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 164

Advisor: RIGRODSKY, SEYMOUR

Research Problem: The purpose of this study was to investigate the oral language used by instructors when teaching food preparation skills to groups of adults with mental retardation and to describe an instructional approach focused on the language used when conducting such activities. Three groups of adults with mental retardation and their instructors from a day treatment program were audio- and video-taped during weekly food preparation activities. A total of five different activities were analyzed. The instructors' utterances were transcribed and coded with regard to the physical location of the instructor when producing the utterance, to whom the utterance was directed, the type of utterance produced, the nonverbal prompting accompanying the utterance and the topic to which the utterance was related. Additional analyses were conducted on five individual teaching episodes that transpired during the execution of each food preparation activity. Interviews with each instructor were conducted to obtain additional information about the activities. The results of this investigation supported the need to develop and implement in-service training for instructors which focuses on the critical importance of the oral language used during instruction and on its potential to maximize learning and skill acquisition of the participants. Additional training in the following areas was also suggested: (1) the principles of group and individual instruction; (2) the identification and implementation of a food preparation curriculum; (3) the utilization of appropriate assessment and data collection procedures to monitor progress; and, (4) the use of supplemental teaching aids. Implications and limitations of the study are discussed. Proposals for the content of in-service training are provided which focus on the language used during instruction. Suggestions for areas of future research related to this study are also provided.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic.

(28) Title: COMPOSING DISCUSSION (CLASSROOM DISCUSSION, AUTHORITY)

Author: DAVIS, JUDITH RAE

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 181

Advisor: CALKINS, LUCY MCCORMICK

Research Problem: This dissertation reports the results of a two-year teacher-research study on classroom talk. The study was conducted in remedial English classes in a community college setting. Scholars like Ann Berthoff and J. T. Dillon recommend that one way to improve classroom talk is for teachers to "shut up." This researcher, suggesting that students do not know what to do when teachers "shut up" asked, "What happens when students and teacher explore wholeclass discussion?" This study revealed that students had trouble using talk to question, probe, and explore ideas as is expected in academic discussion. It was found that in the political setting of this classroom, the authority needed to engage in academic talk was not assumed by students. As one student said, "I ain't no teacher. I'm just trying to think here." Talking about the self seemed to be the area where students were able to assume authority necessary to use talk to explore and construct meaning. However, students had a sense that talk about self, although most interesting, was not appropriate for school discussion. Of interest is the methodology of this study. By involving students as researchers of their own classroom talk, it created precisely the kind of classroom activity that students needed to assume authority in their classroom discussion. By becoming researchers of talk, these students discovered the authority to talk and improve their discussions.

Forms of Curriculum Inquiry employed in this dissertation: evaluative-deliberative.

(29) Title: A STUDY OF THE PERCEPTION OF PRACTICES OF THE ASSISTANT PRINCIPAL-SUPERVISION-HEALTH AND PHYSICAL EDUCATION AS PERFORMED IN SELECTED NEW YORK CITY HIGH SCHOOLS (HEALTH AND PHYSICAL EDUCATION)

Author: ABRAMOWITZ, FLORENCE

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 168

Advisor: PASSOW, A. HARRY

Research Problem: This study described how assistant principal's-supervision-health and physical education and teachers of health and physical education perceived the role, practices and responsibilities of the assistant principal-supervision-health and physical education in selected New York City high schools. A questionnaire containing 81 items was constructed representing a possible practice or activity employed by the assistant principal-supervision health and physical education. Practices and activities of the assistant principal-supervision were determined from the literature review, a pilot study, many years of practical experience and the judgment of the researcher. The questionnaire was mailed to departments of health and physical education in 69 selected New York City high schools. Respondents rated each practice according to its perceived importance to the role of the assistant principal-supervision-health and physical education. The overall response rate was forty percent including thirty-six AP's-S and seventy-five teachers. The research used frequency counts, percentages, and mean scores for each practice to compare perceptions of AP's-S and teachers. Comparisons were made about practices perceived as most often performed, least often performed, showing the closest agreement and showing the widest disagreement. Perceptions of practice were also made within six categories: instruction; supervisor-teacher relationships; conferences, workshops, in-service courses and professional organizations; equipment and supplies; evaluations and observations and curriculum.

The results concurred with the literature and the perceptions of teachers and practitioners (AP's-S) that the position is multi-faceted with a myriad of assigned tasks. The tasks are performed within the differences in each school culture and the goals and objectives of each school principal. The AP's-S and teachers perceive the AP-S role as the important resource person for instructional leadership. The AP-S is perceived as a role model and master teacher. It was mutually agreed that there is insufficient time in the school program for the AP-S to perform all the functions and practices of the role. More study is needed to understand and identify the needs and priorities of the position in order to strengthen the practice of this position.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

(30) Title: THE ORGANIZATION, OPERATION, AND POLICY INFLUENCE OF
SCHOOL-COMMUNITY COMMITTEES (BOARDS OF EDUCATION)

Author: AUSTEN, LOIS FISH

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 179

Advisor: ORR, MARGARET TERRY

Research Problem: Boards of Education, more than any other representative group, are products of the communities they serve. However, the degree to which board members and their diverse constituencies share similar preferences is subject to question. Boards that provide a structure for community participation and policymaking may be perceived to be responsive to their constituents' preferences. This study of the organization and operation of school-community committees was conducted to explore the perceived policy influence of school-community committees on Boards of Education. An examination of four school-community committees in two suburban public school districts in the greater New York metropolitan area was based on collecting responses from committee members, school board members, and superintendents to a survey and a telephone interview guide and analyzing archival documents from both sites. It informed the research questions about the degree to which school-community committees perceived they influenced Board of Education policymaking, the operational characteristics of school-community committees, and the apparent relationships between the perceived influence of school-community members and Board of Education actions and policies that emerged. Conclusions. The research findings consistently demonstrate that school-community committee recommendations are perceived to influence Board of Education actions and policies. The organizational and operational variations in committees that were studied did not appreciably affect their influence. In fact, the kinds of actions and policies enacted by boards were related to recommendations of school-community committees. It was further concluded that Superintendents of Schools play an important process role in the organization and operation of school-community committees and the execution of related Board of Education policies.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

(31) Title: AN ANALYSIS OF DECISION-MAKING IN A PRIVATE INTERNATIONAL
SCHOOL (INTERNATIONAL SCHOOLS, GLOBAL EDUCATION)

Author: BOVINO, ROSMARIE TORTORELLO

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 320

Advisor: ATKINS, THURSTON A.

Research Problem: The purpose of this study was to examine decision-making

as a framework for organizational analysis in private, international schools. The study acknowledged interdisciplinary research and decision models from the public sector. It also considered private school models associated with a tradition of self-management guided by a common mission and an established set of shared values.

The setting of the study was a private international school in Hong Kong. The population consisted of the governing board, administrators, teachers, and parents, in the school. Three case studies were examined: a lower school admissions program, a bilingual/bicultural curriculum, and a co-curricular study trip to China. Each case study was revelatory in that it shed new light on aspects of the decision process in private schools. However, the researcher focused on quantitative and theoretical patterns common to all the cases and generalizable to decision-making in similar private schools.

Memoranda, reports, news articles, minutes, observation, letters, and artifacts were used for data collection. Explanation-building was applied to individual case analysis and cross-case analyses. A Case Study Outline was used to profile three dimensions of decision-making. An Events Listing was used to analyze creative, appellate, and intermediary decisions during the phases of agenda building, search, commitment, implementation, and evaluation.

The cross-case analyses of 165 decisions corroborate the general theory that decision-making consists of three dimensions: decision content, processes, and involvement. They reveal that a values screen with a social humanities orientation permeates decision processes in private schools. Like most independent day schools, decision patterns were dominated by group decisions involving consensual strategies among staff and individual decisions involving creative strategies by the principal.

The researcher recognizes that the study's linear framework for analyses does not fully capture the group dynamics involved in each case study. She asserts that an atmosphere of dissensus or "energy exchange" is characteristic of the consensus process. The study concludes that organizational goals are attainable as long as the diverse cultures of individual and group decision-makers collectively endorse the school's culture and the values embraced by the school community. This is typical of independent schools based on previous research findings.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic.

(32) Title: THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS:
UNDER WHAT CIRCUMSTANCES AND CONDITIONS WILL TEACHERS
APPLY? (TEACHING STANDARDS)

Author: ROACH, VIRGINIA

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD

pp: 415

Advisor: MANN, DALE

Research Problem: This study was designed to investigate under what circumstances and conditions public school teachers would be willing to apply to a national certification process designed by the National Board for Professional Teaching Standards. This study is based on a self-administered survey that was sent to a stratified, random sample of 1000 public school teachers. The response rate for the survey was 43%. Data from the survey questions reveal that respondents were skeptical of the ability of National Board certification to upgrade the teaching profession. Overall, younger teachers are more supportive of national certification, as are teachers in the northeastern and southern sections of the country. Teachers in the Midwest are less supportive. While there is a strong core of resistance to the National Board, there is a critical mass of teachers who would apply for Board certification if it were made available.

The survey showed that differentiated pay, mentor and masterteacher programs, and various job enlargement activities were allviable incentives for teachers to apply for national certification. Furthermore, there is some support among teachers for linking teachercompensation to Board certification.

The survey results indicate that the majority of teachers do notfind their evaluation systems to be helpful or a valid means ofidentifying outstanding teachers. If policymakers wish to promote National Board certification,according to this study, several key elements of the proposed systemwill need to be addressed. First, national certification should bedevised as a process that begins during pre-service training andextends through most of the formative years of a teacher's career.Second, national certification should be phased in over a number ofyears, focusing on different portions of the teaching population.Third, rather than placing so much emphasis on investigating (mostlikely) expensive evaluation techniques, Board officials should workto develop relatively inexpensive evaluation techniques that focus onthe process of evaluation.

Forms of Curriculum Inquiry employed in this dissertation: evaluative.

(33) Title: THE IMPACT OF HEADTEACHERS' INSTRUCTIONAL LEADERSHIP ON
STUDENT ACADEMIC ACHIEVEMENT IN KENYA

Author: WEKESA, GIDEON WEBI

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 173

Advisor: MANN, DALE

Research Problem: School environments in Kenya depicted by inadequate

material resources, less differentiation on social class structures, and strong student commitment to learning demand more guidance fromheadteachers in instructional activities that influence studentachievement. This study investigated the impact of headteachers'instructional leadership on student academic achievement. The studyused a sample of 41 boys, girls and co-educational high schools, andresponses from 485 teachers from two school districts. Teachers'perceptions were collected through a questionnaire on headteachers'instructional leadership and on six within-school factors. Gainscores were calculated from student achievement scores in nationalexaminations from 1208 students who survived in their high schoolsfor four years.

Instructional leadership as used in this study is defined byheadteachers' behaviors of communicating school vision; acting asinstructional resource; providing teaching/learning resources; andhaving visible presence in the school, was used to rate the strengthof instructional leadership. Seven headteachers were rated as strong;twenty seven rated as average, and seven rated as weak instructionalleaders.

The first major finding of this study is that gain scores inMathematics had a strong relationship with headteachers'instructional leadership. Secondly, the impact of instructionalleadership in terms of gain scores was realized most in Mathematicsin schools with strong instructional leadership. Thirdly, schoolswith strong instructional leadership had higher ratings inwithin-school characteristics of: dedicated staff, frequentmonitoring of students progress; high expectation of staff andstudents; positive learning climate; and early identification oflearners' problems; exception was in curriculum continuity factor.Lastly, differences were found between teacher ratings of male andfemale headteachers. Male headteachers were rated higher than femaleheadteachers in instructional leadership and in the six within-schoolcharacteristics. Therefore, for strong instructional leadership that is associatedwith high student achievement, this study recommends: introduction ofpre-service professional training, improvement on the selectionprocess of headteachers, increased professional developmentopportunities and

clearly defined roles and responsibilities for headteachers and suggests that headteachers be held accountable for student academic achievement.

Forms of Curriculum Inquiry employed in this dissertation: philosophical.

(34) Title: MAKING A CASE FOR CLAY IN ART EDUCATION (CERAMIC TRAINING)

Author: DE MURO, THEODORE EDWARD

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 235

Advisor: NATEMAN, DAVID S.

Research Problem: The thesis of this study contends that instruction in ceramics that considers requisite skills and knowledge resulting in a ceramic pedagogy for art teachers is arrived at through a circuitous route of trial and error rather than as a direct result of training.

The study investigated a broad range of topics related to educational practices and research methodologies that inform teaching practices for art teachers with the medium of clay. It collected a range of opinions lending insight into points of view from general education, art education, and ceramic education to gain an overview of the current thinking and practices that inform art teachers.

The study examined the current nature of curriculum practices considered standard for the preparation of art teachers. It further examined the relationship between research, studio training, and the methodology used to form a pedagogical grounding to connect ceramic skills to content of classroom instruction.

Data were also collected of the members of the New York State Art Teachers Association. A survey was administered to collect information from practicing art teachers as to how they viewed their ceramic training and issues related to needs, problems and priorities for classroom instruction.

The survey inquired into dichotomies of instructional practices that were believed to impede the development of a ceramic pedagogy for art teachers.

The study culminates with the correspondence of opinions between the professional community who contribute to the formation of curriculum practices with those of the sampling of art teachers who implement them. Broad needs surfaced in their strongest form and the data suggest that teachers want more information about methods and techniques related to instruction.

Forms of Curriculum Inquiry employed in this dissertation: deliberative

(35) Title: AN ANALYSIS OF ADULT TOPICS, CHILD-ADULT CHARACTERS, AND SELECTED FORMAL FEATURES IN TELEVISION PROGRAMS MOST WATCHED BY CHILDREN (CHILDREN'S TELEVISION VIEWING)

Author: HALL, ALTHEA H.

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 126

Advisor: LEE, PATRICK C.

Research Problem: Does television contribute to the "disappearance" of childhood in America by providing children with secrets of adult life in an accessible, easily understood medium? This question was raised in the early 1980's by several influential commentators on the television medium. A full answer to the question would require two steps. First, television programs children watch would have to be studied to see whether they, in fact, contain adult content structured in relatively simple forms. This step necessitates careful analysis of (a) the content and (b) the forms, symbols, and structures

which appear on television programs themselves. The second step would be an investigation of the degree to which these content and formal features are actually understood by children. The present study takes the first step, i.e., is an analysis of the content and forms found in a sample of television programs taken from the 1980's. A three-part analysis of television programs most watched by children at the time was carried out: analysis of content for the presence of adult topics; analysis of character portrayals for occurrences of child-like adults and adult-like children; and analysis of selected visual formal features (pictures, production, and editing techniques). Operational definitions for variables in three categories--adult topics, characteristics of child-like adults and adult-like children and visual formal features--were developed. Television programs from three pre-defined categories (child, family, and adult programs) were videotaped as they were broadcast during the Spring, 1987 season. The videotapes were later screened, coded, quantified and statistically analyzed.

One fifth of the programs contained portrayals of adult topics and 87 percent of such portrayals were found in adult programs. A significant number of adult-like children or child-like adult characterizations was not found. A means for comparison of relative availability of messages to children's understanding in terms of ratios of realistic to non-realistic formal features was developed. No significant differences between portrayals of adult topics and surrounding messages were found. But there were noteworthy differences in the ratio of realistic to non-realistic formal features between child, family, and adult programs.

Forms of Curriculum Inquiry employed in this dissertation: historical-deliberative.

(36) Title: PREPARATION AND SUPPORT FOR COOPERATING TEACHERS: AN
EXPLORATORY STUDY OF PERSPECTIVES FROM THE INSIDE
(STUDENT TEACHING)

Author: NEELY-HERNDON, SANDRA AUGUSTA
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 319
Advisor: ZUMWALT, KAREN KEPLER

Research Problem: There is general acknowledgement in the literature and among teacher educators that cooperating teachers play an important role in guiding the field experiences of student teachers. However, little research has been done regarding adequate preparation and support which will enable them to become more efficient in their role. This study addressed this issue by examining the perceptions of six cooperating teachers, six student teachers, six college supervisors and three program directors from three teacher education programs regarding preparation and support they perceived is needed to assist cooperating teachers in their role.

A structured interview schedule was used to focus on current and ideal perceptions regarding role, preparation and staff development and support for cooperating teachers. Respondents believed clarification of the cooperating teacher's role is vital and that a clear understanding of expectations and responsibilities is important in providing a quality field experience. Cooperating teachers are generally uncertain of how they are doing in the role. Role expectations differed, in that the primary role envisioned for cooperating teachers, particularly by program directors and college supervisors was "model." Cooperating teachers viewed themselves as facilitators and student teachers envisioned the primary role as guide and/or coach.

In terms of preparation, most respondents regarded letters, packets or bulletins sent from the college as inadequate. Respondents believed cooperating teachers needed to learn how to balance the needs of their own students along with goals of the student

teacher's program. From the perspective of ideal competencies, cooperating teachers and student teachers generally chose "to observe, provide critical feedback and conference" as the most important for cooperating teachers to be able to do. College supervisors and program directors were more likely to choose to "model good teaching."

In terms of staff development and support, workshops at the school site and establishing support groups among cooperating teachers were favored.

These findings call for greater collaboration between teacher education programs and practitioners in understanding the role, preparation and support needs of cooperating teachers. Continued research is needed to determine if establishing on-site professional development schools results in an improved field experience.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

(37) Title: USING COOPERATIVE BASE GROUPS IN MAINSTREAMED CLASSROOMS

Author: UNGER, CONNIE SUZANNE

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 210

Advisor: WILLIAMS, LESLIE

Research Problem: The purpose of this study was to investigate the

development of positive interpersonal relationships between children with and without disabilities using cooperative base groups in mainstreamed classrooms. The term "children with disabilities," as used in this study, refers to children who, for various reasons, have specific learning disabilities and who require special education and related services.

The population sample consisted of 67 children from two second grade classrooms with a total of 38 children (control = 17; experimental = 21) and one fifth grade group of 29 children. Special focus was given to the interpersonal relationships of the population with disabilities, eight second graders and nine fifth graders. All children attended the same elementary school.

The methods used to collect the data consisted of three sociometric tests, classroom observations, interviews, and journals. T-test were used to measure the amount of change between the two groups of children in second grade and the one fifth grade's pre and post-intervention scores.

At least ten classroom observations were done in each classroom during an eight-week period. The observations took place in the time before opening announcements, at the end of the day, and during special area classes. At these times, children with disabilities were integrated into the age appropriate population. All children with disabilities and five children without disabilities were interviewed. The interviews along with the observations, the journals and the sociometric measures were the basis for the conclusions. The quantitative analysis revealed a significant difference in second and fifth grade for the composite score in the Classroom Life Survey, especially for the variable of cooperation. For second grade, self-esteem and lack of alienation indicated significant differences. For fifth grade, academic support also showed a significant difference. Qualitative measures supported the sociometric findings, but revealed additional changes in fifth grade for the variables of self-esteem, lack of alienation and personal support. This study suggests that cooperative base groups could help facilitate the two non-academic goals of mainstreaming (P.L. 94-142), developing interpersonal relationships and fostering needed social skills.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic-naturalistic.

(38) Title: INTRODUCING DYNAMICAL SYSTEMS IN THE UNDERGRADUATE CURRICULUM (COMPUTER INSTRUCTION)

Author: TIFFANY, PATRICE GEARY

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 155

Advisor: EVERED, LISA

Research Problem: The purpose of this study was to develop curricular materials on nonlinear dynamical systems for use in a mini-course included within an undergraduate course entitled Introduction to Computers and their Uses. A "field trial" of the curricular materials was conducted with a sample drawn from the target population following administration of a pre-test to determine the subjects' prior knowledge of dynamical systems.

Topics included in the mini-course were iteration, graphical analysis, orbit diagrams, self similarity, the Mandelbrot set and fractals. These topics were selected because they were thought to be lively, invigorating, interdisciplinary, sensitive to recent developments and were facilitated by the use of the computer as an investigative tool. A guided discovery approach was used in the mini-course to introduce iteration utilizing a spreadsheet package. Additional software was used to introduce other topics in the mini-course.

The pre-test showed no prior knowledge of dynamical systems. Survey results indicated that laboratory units contributed to student understanding of the topics covered. Gains from pre to post-survey suggested that the curricular units: (1) enhanced students' mathematics vocabulary; (2) contributed to understanding and interpretation of orbit diagrams and graphical analysis; (3) provided opportunities for students to use the computer as an investigative tool, some for the first time. It is recommended that further investigation could be undertaken to determine what other topics from the field of dynamical systems are appropriate for similar treatment. The laboratory units of this study could be expanded by subsequent investigators and offered to different student populations including a population of lower-division mathematics majors and advanced high school students.

Forms of Curriculum Inquiry employed in this dissertation: action research.

(39) Title: THE ETHNOMATHEMATICS OF SOUTHERN AFRICA: APPLICATION IN THE MIDDLE SCHOOL MATHEMATICS CLASSROOM (INTERCULTURALISM)

Author: VOGELI, ERICH DANIEL

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 200

Advisor: SMITH, J. PHILIP

Research Problem: This study of the ethnomathematics of southern Africa and its application in the middle school mathematics classroom was based upon examination of ethnomathematical literature and field investigations and interviews conducted by the investigator in southern Africa. The purpose of the study was to review and to supplement the existing knowledge of traditional mathematics in Botswana, Lesotho, Swaziland, and Zimbabwe with new information that could form the basis for lesson plans to support multicultural mathematics instruction in North American middle schools.

Five ethnomathematical topics were selected and developed as lesson plans: (1) Numeration and numeral classifiers; (2) Kinship relations; (c) Geometry of sand tracings; (4) Measurement of time and space; (5) Mathematical games. Lesson plans included background and resource materials, suggestions for activities, and recommendations for evaluation and extension.

Lesson plans were evaluated by a jury of mathematics and anthropology educators concerned with multi-cultural education. Jurors' responses were guided by a questionnaire prepared by the investigator and collated to suggest revision of the lesson plans.

The study revealed substantial ethnomathematical content within the traditional cultures of the respective countries. The lesson plans based upon the above topics were favorably evaluated by the jurors with content and pedagogy ratings from 5 to 9 on a scale of 1 (low) to 10 (high). Jurors described the cultural content of the lessons as "highly appropriate" for use in middle school mathematics classrooms. The field investigations and interviews confirmed that traditional African cultures remain rich sources of ethnomathematical data previously unacknowledged by Western educators.

Forms of Curriculum Inquiry employed in this dissertation: evaluative-normative.

(40) Title: TURNING A HIGH SCHOOL ENGLISH DEPARTMENT
INTO A CENTER OF INQUIRY

Author: DE VINCK, CHRISTOPHER

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 128

Advisor: ATKINS, THURSTON

Research Problem: The purpose of this dissertation was to see if improvement in high school students' reading and writing could come about by implementing a curriculum design based on thinking, knowledge, and the intellect. Its target audience are high school English supervisors who are interested in creating a covenant among teachers, students, parents, and administrators concerning shared values in the reading and writing curriculum.

Chapter One defines the values of knowledge and thinking in reference to Piaget's notions and to the 1984 report *Becoming a Nation of Readers*.

Chapter Two traces through history competing values regarding thinking and knowledge. Emphasis is placed on how and why reading has been taught in this country since the 1600's. By looking at reading instruction, a clear picture emerges concerning the intellectual and anti-intellectual strains that have carried schools to the present. Central to this chapter is the work of Charles Eliot of Harvard University, who, at the end of the 1800's, made a convincing case for placing the child's intellect at the center of what schools.

Chapter Three takes a school in New Jersey and explains how an English supervisor identified the type of department that had merged. The high school was identified as a technical school, a school run according to rules, testing results, and strict management controls. An argument is made for a needed change in the English department.

Chapter Four outlines how changes were made. A vision was established: importance of reading and writing as the central work of the department; the creation of a writing curriculum; the establishment of a reading curriculum based on novels; making the grammar text a reference tool instead of keeping it as curriculum, and shifting the anthology from the primary reading experience of the students to making anthologies secondary sources.

Chapter Five draws conclusions. Significant changes happened in the school system: students were writing and reading for a purpose, the teachers had a clear vision about why they were teaching reading and writing; the students' test results in reading and writing rose dramatically, placing their work among the top scores on the state tests.

Forms of Curriculum Inquiry employed in this dissertation: deliberative.

(41) Title: THE OPERATIONAL MEANING OF ORGANIZATIONAL CHANGE AND
SCHOOL IMPROVEMENT IN A BIG CITY MAGNET SCHOOL: AN
ETHNOGRAPHIC CASE STUDY (URBAN EDUCATION)

Author: KING, ALEXANDRA ILENE

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 184

Research Problem: This organizational study focused on the implementation of change in a computer theme magnet school, which is also an alternative, middle school. The school is located in an economically and ethnically diverse, yet predominately minority school district in a major urban city. This case study analyzes the organizational impact of a new district policy to attract upper income white students to its magnet and alternative middle schools, on the aforementioned school. Prior to the study, the school had begun to attract interest from around the district resulting from increasing student achievement levels, particularly in mathematics.

Organizational change and school improvement are operationalized by using the school's two primary missions: academic achievement through a rigorous, challenging program of study, and social support, through a warm, intimate environment. During the year of this study, the school underwent a significant gentrification of its student population. Low income minority students were being phased out of the school, as it began to attract better academically prepared middle class white and minority students.

This researcher used field research methods, including participant observation, interviews, and document analysis to gather data for this case study.

A conceptual foundation for the study was developed using three elements: a design focus, based on Miles' social architecture case studies, a political and social framework, using the Metz case studies on magnet schools, and a philosophical framework on caring using Noddings, Dewey, and Lanni. Discussions of the dimensions of school change focused on the work of McLaughlin, Lieberman, Fullan, and Darling-Hammond.

The events were analyzed using discrepancy analysis and Spradley's domain analysis. Triangulation methods were also used to analyze the data. The analyses were used to uncover the dominant cultural themes within the organization.

Among the major conclusions: the achievement mission dominated the school, and competition dominated the roles, relationships, and responsibilities of members of the organization. Several discrepancies were uncovered between the intended mission of the school, and the implemented mission. The administration of the school failed to set up processes and structures that supported the school mission and organizational members, specifically teachers and students. Teachers were negatively impacted by the competitive culture, as were, in particular, the least academically able students. Moreover, the study found the competition theme to be so pervasive, that rivalries within the inner core of the teaching staff became more prominent, as district demands on the organization became increasingly directive.

Forms of Curriculum Inquiry employed in this dissertation: deliberative-action.

(42) Title: THE EFFECTS OF A LOW TECHNOLOGY ON CLASSROOM TEACHERS
UNDER A VARIETY OF WORKPLACE CONDITIONS (PHOTOGRAPHY,
POLAROID EDUCATION PROGRAM)

Author: NANCE, BEVERLY S.

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 230

Advisor: MANN, DALE

Research Problem: Purpose. The Polaroid Education Program (PEP) provides free equipment, a training workshop, and quarterly curriculum materials to teachers to encourage their use of instant photography in the classroom, and to improve instruction using visual learning strategies. Four factors in the workplace--psychological state, school culture, collaboration and standard learning principles--are thought to influence teacher learning. This dissertation tests the effects of this two-hour workshop and its follow-up

curriculum on the instructional performance of teachers at all grade levels, in all subject areas, considering aspects of these four workplace conditions.

Research methods. This research was commissioned by the Polaroid Corporation to document the program's effects on teachers and students. The quantitative analysis of program outcomes was based on a stratified random sample of 913 recent PEP participants compared to a control group of 131 teachers who had not been through the program. Those anonymous, teacher self-report data were validated and extended by a qualitative field-based case analysis of five high- and five low-using PEP participants.

PEP effects. Prior to the workshop, 79 percent of those recruited to the program had never used Polaroid equipment or techniques in their teaching; after the workshop, 96 percent report using Polaroid in the classroom. The most common use for photos is the display of student work and activities. The biggest benefit is the motivation of student interests and the building of student self-esteem. Instant photography is most often applied to language arts, math and science, and social studies. However, the concept of visual communication as a learning strategy needs further development.

The majority of PEP members have a strong sense of professional efficacy and report teaching in collaborative elementary schools with a positive school culture. A high proportion of the most active members enter the PEP network, without a workshop, through a proof-of-purchase program. Cost is the biggest obstacle to program use.

Conclusion. PEP is a teacher-driven program, centered on teacher needs. It exemplifies business/school collaboration at its best. Consisting only of a two-hour workshop and quarterly curriculum materials, it does effect limited teacher change in positive workplace environments.

Forms of Curriculum Inquiry employed in this dissertation: evaluative-deliberative.

(43) Title: FACILITATING CHANGE: A STUDY OF THE PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION PROCESSES OF A SITE-BASED MANAGEMENT COGNITIVE EDUCATION INITIATIVE

Author: CROSS, VIVIAN ALICIA

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 251

Advisor: FRANCIS, EDITH

Research Problem: This study examines the professional development component of a corporate sponsored Site-Based Management Cognitive Education (SBMCE) initiative during the program's implementation phase. The premise of this investigation is that educational inquiry, professional development, and program implementation processes are best achieved when teachers become full participants in the process. Variables such as teacher concerns, innovation use, teacher reflections, teacher perceived change, and professional development needs were examined.

The literature on change theory and innovation adoption consistently cite problems related to program implementation once a project is placed on site. Differences in professional development needs and implementation concerns between two site applications were analyzed. Treatments included the services of a full-time on-site facilitator/coach at School A and an external (off-site) consultant/coach at School B. A teacher, who served as a full-time site-based facilitator/coach, played a critical role as a change agent in this study.

Information about the degrees of implementation and the concerns of teachers was diagnosed, analyzed, and addressed by utilizing a diagnostic prescriptive approach to professional development and program implementation.

The Concerns-Based Adoption Model (CBAM) was selected to serve as a prototypical framework to study and monitor change processes. In addition, a metacognitive decision-

making dimension instrument and a cognitive education needs assessment were utilized in a research and development protocol to assess and address both implementation and training needs.

The major findings in this research indicate that teacher perceptions of change, teacher commitment to the project, and increased innovation component use were directly related to the amount of coaching, lesson modeling, and facilitator support that teachers received during the implementation phase. This study is particularly significant since most of the research on coaching has investigated off-site mentors or coaches. The research findings in this Site-Based Management Cognitive Education study reinforce current educational theories and trends that promote decentralized site-based approaches, teacher professionalism, teacher engagement, and teacher empowerment.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological-hermeneutic

(44) Title: TURNING A HIGH SCHOOL ENGLISH DEPARTMENT INTO A CENTER OF INQUIRY

Author: DE VINCK, CHRISTOPHER

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE

Degree: EDD pp: 128

Advisor: ATKINS, THURSTON

Research Problem: The purpose of this dissertation was to see if improvement in high school students' reading and writing could come about by implementing a curriculum design based on thinking, knowledge, and the intellect. Its target audience are high school English supervisors who are interested in creating a covenant among teachers, students, parents, and administrators concerning shared values in the reading and writing curriculum.

Chapter One defines the values of knowledge and thinking in reference to Piaget's notions and to the 1984 report *Becoming a Nation of Readers*.

Chapter Two traces through history competing values regarding thinking and knowledge. Emphasis is placed on how and why reading has been taught in this country since the 1600's. By looking at reading instruction, a clear picture emerges concerning the intellectual and anti-intellectual strains that have carried schools to the present. Central to this chapter is the work of Charles Eliot of Harvard University, who, at the end of the 1800's, made a convincing case for placing the child's intellect at the center of what schools.

Chapter Three takes a school in New Jersey and explains how an English supervisor identified the type of department that had emerged. The high school was identified as a technical school, a school run according to rules, testing results, and strict management controls. An argument is made for a needed change in the English department. Chapter Four outlines how changes were made. A vision was established: importance of reading and writing as the central work of the department; the creation of a writing curriculum; the establishment of a reading curriculum based on novels; making the grammar text a reference tool instead of keeping it as curriculum, and shifting the anthology from the primary reading experience of the students to making anthologies secondary sources. Chapter Five draws conclusions. Significant changes happened in the school system: students were writing and reading for a purpose, the teachers had a clear vision about why they were teaching reading and writing; the students' test results in reading and writing rose dramatically, placing their work among the top scores on the state tests.

Forms of Curriculum Inquiry employed in this Dissertation: action research.

(13) THE UNIVERSITY OF GEORGIA
Public coed university

The University of Georgia, a land-grant and sea-grant university, is located in Athens, Georgia, approximately 70 miles northeast of Atlanta, the state's capital. It is the nation's oldest state-chartered university and celebrated its bicentennial in 1985.

The university of Georgia, chartered in 1785, is the first land-grant university in the United States. It is recognized as a leading institution of higher education with significant standing in the areas of research, teaching, and service. It has approximately 29,000 students and 2,500 faculty members. The campus stands on 3,500 acres adjoining the Oconee River in Clarke County. In 1910, the formal organization of graduate studies into a Graduate School was authorized. The Graduate School coordinates the graduate programs of the thirteen colleges and schools of the University. The traditional degrees, Master of Arts and Master of Science, are offered in 26 and 35 disciplines, respectively. The Doctor of Philosophy degree is offered in 59 disciplines. Professional Master's degrees are offered in 23 areas. Professional doctoral degrees are offered in Education, Music, and Public Administration. The University of Georgia is accredited by the Southern Association of Colleges and Schools.

The Graduate School: Unique Academic-Administrative Features:

1. **Enrollment:** 29,412 graduate, professional and undergraduate students. 6,212 matriculated graduate/professional.
2. **Graduate Students and faculty Groups:** Graduate matriculated students: 3,731 full-time (1,915 women), 1,562 part-time (998 women) includes 295 minority (207 African-Americans, 28 Asian-Americans, 48 Hispanics, 12 Native Americans, 870 internationals. faculty: 1,344 full-time (253 women) 0 part-time.
3. **Tuition:** \$ 2,250 per year full time, \$ 51 per quarter hour part-time for state residents. For non-residents: 5,940 per year full time, \$ 154 per quarter hour part-time. The estimated cost of education for a Georgia resident is \$ 9,030 for the current academic year. This estimate includes tuition and fees, books and supplies, room and board, and personal expenses for three quarters. The additional out-of-state fee assessed all non-Georgia residents increases this estimate to \$ 12,720.
4. **Programs:** This University of Georgia awards the Master of Arts, Sciences, the Doctor of Philosophy, the Doctor of Education, other professional degrees and Interdisciplinary Doctoral Programs through the following Colleges and Schools: Arts and Sciences, Agricultural and Environmental Sciences, Law, Pharmacy, Forest Resources, Education, Business, Accounting, Journalism and Mass Communication, family and Consumer sciences, Veterinary Medicine, Social work, Environmental Design. Some of the programs: Accountancy, Agricultural Economics, Agricultural Extension, Applied mathematical Science, Art Education, Arts for Teachers, Avian Medicine, Business Administration, Education, Fine Arts, Forest Resources, Historic Preservation, Home Economics, landscape Architecture, Laws, Marketing Research, Mass Communication, Music, Music Education, Plant Protection and Pest Management, Public Administration, and Certification of Professional Personnel, among others. Education Programs in Educational Leadership, Curriculum and Supervision, Educational Administration, Educational Psychology, Measurement and Educational research, Elementary education, Early Childhood Education, Middle School education, Exceptional Children, Foundations and educational Philosophy.
5. **Degrees Offered:** Master's (M.Sc, M.A, M.Ed), Specialists and Doctorates.

6. Requirements for admissions: Person's holding a bachelor's degree from any institution accredited by the proper regional accrediting association are eligible to apply for admission to the Graduate School. Applicants should have ranked in the upper half of their undergraduate class and should have completed the equivalent of an undergraduate major in the field in which they propose to study. The Office of Graduate Admissions looks for evidence that an applicant is likely to contribute to an understanding of important issues of educational practice or research. Applicants for admission to most Master's and specialist degree programs in education may offer scores on the Miller Analogies Test (MAT) in lieu of scores on the Graduate record Examinations (GRE), or the Graduate Management Admission Test (GMAT), depending of each department specific entrance test requirements.
- Graduate Admissions Office:
The University of Georgia
Boyd Graduate Students Research Center
Athens, Georgia 30602-7402
7. Requirements for graduation: To earn a Master's the minimum residence requirement is one academic year (three quarters of full-time study) and all requirements for the degree must be completed within 6 years beginning with the first registration for the graduate courses on the program of study. Upon the option of the student's major department, a reading knowledge of a modern foreign language or other research skills may be required of a candidate for the Master's. To be eligible for graduation, a student must maintain a 3.0 (B) average on all graduate courses taken and on all courses on the program of study and the student must submit a thesis which shows independent judgment in developing a problem from primary sources. The Degree of Specialist in Education is a self-contained degree program intermediate between the Master's degree and the Doctor's degree both in time and depth. It provides advanced study for those preparing for positions which call for a higher level of competence and specialization than that of the Master's degree but without the heavy emphasis on research of the Doctor's Degree. Doctorate: this degree will be granted in recognition of proficiency in research, breadth and soundness of scholarship, and thorough acquaintance with a specific field of knowledge, not upon completion of any definite amount of work prescribed in advance. Evidence of such attainment must be provided through the presentation of an acceptable dissertation based upon independent research and the passing of such written and oral examinations as may be prescribed. The granting of this degree presupposes a minimum of three full years of study. At least three consecutive quarters of full-time work (i.e., enrollment for a minimum of 45 hours of consecutive course work included on the program of study) must be spent in resident study on this campus. All requirements for this degree, except the dissertation and final oral examination, must be completed within a period of six years. To pursue research effectively a student must develop a facility with certain research skills or tools such as statistics, computer science, or foreign languages, depending of each department's requirements. A minimum of 5 hours of 930D, doctoral dissertation, must be included on the program of study. A student must pass formal, comprehensive written and oral examinations before being admitted to candidacy for the degree. The written comprehensive examination, although administered by the advisory committee of 4 members, may be prepared and graded according to the procedures and policies in effect in the student's department.
8. Doctoral degrees awarded: 601 doctorates (Jan. 1993 to June 1994).
9. Student services: free legal counseling, free psychological counseling, career counseling, disability service (students with disabilities have equal access to all programs and activities

offered at the University), international services, and American language program available to the students. The Campus Transit System, which is funded by a quarterly transportation fee paid by all students, provides bus service on a no-fare basis. University Food Services operates four food service facilities for general student use and the university Health service offers a comprehensive outpatient health care program to all students. Graduate Housing: rooms and/or apartments available to single and married students.

10. Financial aid: The Graduate School each year selects graduate non-teaching assistants and graduate research assistants based on the applicant's academic record, test scores, recommendations, etc. Pre-Doctoral assistantships are awarded on a competitive basis upon nomination of the president of the respective college. Departmental Awards: Assistantships, scholarships, fellowships and other awards according to the merits of the applicants: tuition waivers, etc.
11. Research and facilities: Irlah Dunlap Little Memorial Library: total holdings of 2,7 million volumes; 4,518,130 microforms; 55,954 current periodical subscribers. A total of 98 personal computers in all libraries. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic retrieval services.
12. Computer facilities: CDC CYBER 205, IBM 3090/400. Apple Macintosh SE, Zenith 286. Personal computers on campus linked to NOVANET.

Graduate School of education and Program in Curriculum Studies: Unique Features

1. Enrollment: Graduate students in the College of Education: 984 full-time (658 women), 966 part-time (701 women); includes 109 minority (83 African-Americans, 8 Asian-America, 13 Hispanics, 5 Native-Americans). 117 internationals. In 1994 the Graduate Curriculum Program : 15 Doctoral new matriculated students. Faculty: 185 full-time (61 women), 0 part-time. Department faculty: 17 full-time (1 woman), 0 part-time. Years of experience as Curriculum Professors range between: 8 to more than 20 years.
2. Name of the Unit: College of Education, Department of Educational Leadership. Offerings include curriculum and instruction (M.A, M.Ed., Ed.D, Ed.S). Accredited by NCATE.
3. Graduate Coordination: Edward F. Pajak, Head (Ph.D, 2 years as Dept. Head)
Educational Leadership - Curriculum and Supervision,
Aderhold Hall,
The University of Georgia,
Athens, Georgia 30602. USA.
Phone: 562-0913; 542-4146.
4. Name of the Program that focuses on Curriculum Studies: Educational Leadership - Curriculum and Instruction, Curriculum and Supervision (ECS).
5. Requirements: Entrance: for master's, GRE, General Test (MA), GRE general test or MAT (M.Ed); for Doctorate, GRE general test; for ED.S., GRE general test or MAT. Degree: The College of education offers graduate degree programs at three levels in a variety of fields. These include: master of Arts in Education, Master of Education, Master of Art Education, Master of Music Education, Specialist in Education, Doctor of Education, and Doctor of Philosophy. Beyond the general graduate school requirements, details about specific requirements and options are provided by the appropriate department or division graduate coordinator. Six- and 700-level courses are generally designed for students enrolled in a Master's Degree program. Eight-and 900-level courses are generally designed

for students pursuing specialist or doctoral degrees. However, due to differences in background, many students may have a mixture of courses. For Master's degree a thesis is required, for doctoral students a dissertation is required. Foreign language not required.

6. Doctoral degrees awarded: 120 doctorates in Education ; 35 doctorates in Curriculum & Supervision in 1992; 43 doctorates in Curriculum and Instruction (1993-94).
7. Primary Goals of the Graduate Program in Curriculum are: The graduate degree programs (Master's, Specialist and Doctorates) are designed to meet Georgia Department of Education certification requirements. Although there are common elements in each of the degree programs, there is considerable flexibility to meet individuals students' interests and backgrounds.
8. Graduate Program in Curriculum is among the leading Programs in the United States mainly because of: the quality of graduates and the participation of faculty and students in professional groups. The total graduate enrollment comes from the fifty states, the District of Columbia, and more than eighty foreign countries. In addition to that, the University of Georgia library is the largest university library in the state of Georgia and is a member of the Association of Research libraries, which comprises the top 100 research libraries in the United States
9. Unique strengths of the graduate Program in Curriculum: This department is nationally recognized for (1)the quality of graduate students (placement, national and international recruitment), (2)research facilities (environment, academic life, resources, libraries), faculty (wide number of publications, (3) diverse interests and backgrounds), (4) research (emphasis on inquiry, national visibility) and (5)the curriculum (a core of required course, interdisciplinary).
10. Faculty research: diverse forms of curriculum inquiry

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:
Research courses available to students during 1993-94 are the following: (960) Educational Research in Curriculum and Supervision (independent study, exploration of possible forms of curriculum inquiry and topics for dissertation research), (963) Critique of Educational Literature in Curriculum and Supervision (evaluative/normative; deliberative research); (765) Applied Project in Curriculum, Instruction and Supervision (selecting a topic or problem in curriculum, instruction or supervision related to student professional task); (899) Research Seminar in Curriculum and Supervision (analysis of possible areas of investigation for doctoral dissertations, description of research proposals and criticism); (700M-730M) Master's research-thesis; (900D) and (930D) Doctoral research and Dissertation (all these courses focused in one or different forms of curriculum inquiry: evaluative/normative, integrative-review-synthesis, deliberative, scientific, action research, among others, depending on the students' interests).
2. Ways to prepare Graduate students as Curriculum Researchers: (1) The School offers an interlinked sequence of methodology courses in different forms of research; (2) initiate graduate students into research methods of the professors while they are engaged in a specific kind of research. Each student should demonstrate competence in several approaches to inquiry. The purpose of this requirement is to encourage an appreciation of diverse approaches and to help students to identify, early in the program, methodologies appropriate for their dissertation research.

DOCTORAL DISSERTATIONS

Research Problems and Forms of Curriculum Inquiry in Doctoral Dissertations at the University of Georgia, January 1993 - June 1994.

(1) Title: A JOB ANALYSIS OF GEORGIA CURRICULUM DIRECTORS

Author: ARTHUR, LINDA MCLAURIN

School: UNIVERSITY OF GEORGIA

Degree: EDD pp: 87

Advisor: BROWN, CARVIN

Research Problem: The purpose of the study was to determine what the responsibilities and assigned duties of curriculum directors in Georgia school systems are. Responses of curriculum directors from school systems with Full-time Equivalent (FTE) base of 3300 or more with responses of curriculum directors from school systems with FTE base of less than 3300 were compared. The study surveyed Georgia curriculum directors and asked them to respond on a scale from 0 to 5 to their degree of involvement with 28 tasks which curriculum directors might be assigned in local school systems. They were also asked to indicate the amount of time they actually spend on specific curriculum oriented tasks in their jobs as opposed to how much time they feel that they should be spending on those specific curriculum oriented tasks. The overall question was whether Georgia curriculum directors are actually directors of curriculum, or whether they are really simply an administrative person dealing primarily with matters other than curriculum. Curriculum directors throughout the state are involved with a multitude of tasks ranging from coordinating the selection and purchase of textbooks and ancillary materials to coordinating community services. Georgia curriculum directors in smaller school systems report having significantly greater responsibility for more tasks than do curriculum directors in the larger school systems. The curriculum directors from the larger school systems report that they are not required to assume as much responsibility for such a wide variety of tasks as the curriculum directors of the smaller school systems. The curriculum directors are frequently assigned either full or part responsibility for tasks far from the curriculum arena—tasks such as managing the school system budget, monitoring staff certification, coordination community services, coordinating the QBE comprehensive evaluation program, managing personnel services, directing staff development activities, coordinating personnel recruitment activities, and grant writing for innovative programs. Not surprising, Georgia curriculum directors report a significant difference on the amount of time that they actually spend on curriculum oriented tasks compared with the amount of time that they feel they should spend on that curriculum oriented task. They find themselves diverted from curriculum and instructional supervision to other administrative tasks that too often gets assigned to them.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-action research

(2) Title: LEADERSHIP STYLES AND RESPONSIBILITIES OF THE ASSISTANT PRINCIPAL FOR INSTRUCTION AS PERCEIVED BY PRINCIPALS AND ASSISTANT PRINCIPALS

Author: DENNARD, VIVIAN RUTH

School: UNIVERSITY OF GEORGIA

Degree: EDD pp: 141

Advisor: TANNER, C. KENNETH

Research Problem: This study investigated the responsibilities of the assistant principal for instruction and determined the leadership styles of the principal and assistant principal. Secondly, the study determined if ambiguity existed between the

perceptions of the leadership styles and the responsibilities of the assistant principals viewed by the two groups.

A three part questionnaire was used to gather data from a randomly selected, national sample of 1000 secondary principals and assistant principals. The first section collected personal and professional data. Section two consisted of two questions on the leadership styles of the administrators. The statements describing leadership style as task or relationship-oriented were placed on a continuum from one to eight. The principals rated their leadership style and their assistant's leadership style. The assistant principal did the same. The third section of the questionnaire included a checklist of 18 questions regarding the responsibilities of the assistant principal.

Null hypotheses were tested for statistically significant differences. However, there was no significant difference in the perceptions of the two groups in their own leadership style. There was disagreement in how they perceived each other. Both groups, individually, rated themselves higher in relationship-oriented leadership than they rated each other. Age and gender significantly effected the responses. Females rated themselves higher in task-oriented leadership style than males. Older individuals rated themselves higher relationship-oriented than did their younger counterparts. The two groups were significantly different in their responses to questions about who supervised the preparation of curriculum guides, who presented information to new staff members about their positions, and who evaluated teachers.

The study confirms the literature reports that self-perception of an individual is not in agreement with how others perceive the individual. Also, the study found that principals and assistant principals do not agree on the responsibilities performed by the assistant principal.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological

(3) Title: THE RELATIONSHIP BETWEEN SUPERINTENDENT
PERSONALITY TYPE AND PERCEIVED ORGANIZATIONAL
EFFECTIVENESS

Author: HARTLEY, SYLVIA HYDE

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 193

Advisor: WELLER, L. DAVID JR.

Research Problem: The purpose of this study was to determine if there were statistically significant differences in the responses of secondary curriculum directors and high school principals on perceptions of the overall organizational effectiveness of their school systems when categorized by superintendent personality preferences. The study considered personality preferences of Georgia public school superintendents as measured by the Myers-Briggs Type Indicator (MBTI) and organizational effectiveness as perceived by secondary curriculum directors and high school principals and measured by the Index of Perceived Organizational Effectiveness (IPOE).

The MBTI was mailed to superintendents of all Georgia public school systems which contained a twelfth grade. Each secondary curriculum director whose superintendent completed and returned the MBTI was mailed a copy of the IPOE. High school principals in these systems were either selected or randomly chosen for participation on the basis of the number of high schools in each system. Each high school principal whose superintendent completed and returned the MBTI was mailed a copy of the IPOE. In order for the data from each of the school systems to be included in the study, the curriculum director and all principals designated as participants in the system had to complete and return the IPOE. Data were analyzed by dependent and independent t-tests.

Means of organizational effectiveness scores as rated by secondary curriculum directors and high school principals collectively and high school principals separately proved to be statistically significant for subgroups determined by the extroversion/introversion preference of the superintendent, with higher scores reported in those systems with

introvertedsuperintendents. No statistical significance was found for secondarycurriculum directors considered separately. No statisticalsignificance was found in the means of scores as rated by secondarycurriculum directors and high school principals collectively orseparately for subgroups determined by the sensing/intuition,thinking/feeling, or judgment/perception preferences. No statisticalsignificance was found in the means of scores as rated by secondarycurriculum directors and those of high school principals for each ofthe personality preferences considered separately.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological/hermeneutic.

(4) Title: PARADIGMATIC LANGUAGE TRAINING AND ITS EFFECT ON THE
READING AND WRITING PERFORMANCE OF LOW-LITERATE ADULTS
(ADULT LITERACY)

Author: CONLAN, SEAN GERARD

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 104

Advisor: MOORE, ALLEN B.

Research Problem: This study, carried out in Ireland, examined the effects

of a special training program in paradigmatic language structures onthe paradigmatic language responses of a group of low literateadults. In addition it also assessed the transfer effects of thistraining on the reading and writing performance of these adults.

The reading program under study is based on a century of researchinto word association. From this research has come the termsparadigmatic and syntagmatic. Paradigmatic refers to word associationresponses from the same form class as the stimulus word and whichcould serve as a replacement for the stimulus word. Syntagmaticrefers to word association responses that merely fit within asyntactic structure. A relationship has been established in theliterature between paradigmatic responding and reading success.

The special training began with the establishment of oralreadiness in the students. The core of the language was then taughtin terms of contrasting word pairs. Development to higher levels oforganisation gradually took place, with students manipulating wordsand sentences and finally writing paragraphs and themes.

A group of low literate adults completed the 35 hour trainingprogram. Subjects were tested at the beginning, at the end and sixweeks after the program finished. Participants were measured on theOral Paradigmatic/Syntagmatic Inventory, the Tests of Adult BasicEducation (TABE) and completed three writing tests.

Due to the lack of a control group the results of the specialtraining program are inconclusive. However, on theparadigmatic/syntagmatic test, the TABE and the writing tests allsubjects made substantial gains when compared with research ontypical adult reading methodologies over similar time periods.

The main conclusions are that paradigmatic language structurescan be taught to adults and that both reading and writing performancesubstantially increased after the training. It is highly likely thatthe special training produced the growth though there is no way to becertain that all the gains resulted from the program. Additionalobservations relate to gains in self confidence made by individuals,interaction between students, the need for further curriculumdevelopment and the need to design a teacher training module.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-action research

(5) Title: A CASE STUDY OF THE CLAIM FOR INTERDISCIPLINARITY
OF THE ENVIRONMENTAL ETHICS CERTIFICATE PROGRAM AT
THE UNIVERSITY OF GEORGIA (GEORGIA)

Author: ASKEW, WALLACE JACKSON, JR.

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 221

Advisor: HESLEP, ROBERT D.

Research Problem: The curriculum of the Environmental Ethics Certificate

Program (EECP) at the University of Georgia is purported to be interdisciplinary. The purpose of this study was to determine if the curriculum of EECP is interdisciplinary. Three research questions guided this investigation: (1) What are the perceptions of the participants in the EECP of an interdisciplinary curriculum? (2) In what ways is the curriculum of the EECP interdisciplinary? (3) In what ways may the curriculum of the EECP be made more interdisciplinary?

The literature reviewed was divided into three sections: Interdisciplinarity in historical perspective, the study of environmental ethics, and qualitative case study as the most appropriate means of addressing the problems of meaning, interdisciplinarity, and environmental ethics. Qualitative methods of investigation were interviews with faculty and student affiliates of EECP; field observations of selected program classes, seminars, and meetings; and collection of documents generated by the program's staff and participants. Interview questions were standardized and open-ended. Data were analyzed systematically and continuously throughout the study. Thematic categories were assigned to those data that pertained to the inter-disciplinarity of the program. Findings were reported by engaging the three aforementioned research questions. Faculty and student perspectives of interdisciplinary curriculum were categorized on a continuum that reflected Piaget's three levels of interdisciplinary relationship: multidisciplinary, interdisciplinarity, and transdisciplinarity. The program was found to have interdisciplinary intentions, however, interviews revealed serious gaps between participant experiences and program intentions. Faculty perceived the program as a beginning of what interdisciplinary curriculum should be but indicated a shortfall due to University administrative constraints. Students pointed out the gulf between theory and praxis of interdisciplinary curriculum. Recommendations included: a better fit between stated purposes and manifest outcomes be attempted by the EECP through an overall reevaluation by faculty, students, and environmental ethics and curriculum experts; implementation of interdisciplinary core requirements and elective courses more focused on ethics; publication of a handbook including program requirements, lists of faculty and their interests, and a bibliography of environmental ethics literature; planning more opportunities for faculty and student interaction; and creation of an administrative home for the program.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(6) Title: THE EFFECTS OF CONTINUOUS PROGRESS, NON-GRADED PRIMARY SCHOOL PROGRAMS ON STUDENT PERFORMANCE AND ATTITUDES TOWARD LEARNING (LEARNING ATTITUDES)

Author: DECOTIS, JOHN DECIO

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 147

Advisor: TANNER, C. KENNETH

Research Problem: The purpose of this study was to determine the effects of

an innovative, continuous progress, non-graded, early childhood program on students' academic achievement and attitude toward mathematics, reading, language arts, social studies, and science. Previous research has demonstrated that students in non-graded continuous progress programs have, in many cases, outperformed those in traditional programs in achievement and show a more positive attitude toward school.

Comparisons between the non-graded continuous progress cluster and traditional classrooms were made using the independent variables of student's age and gender. These program and student variables were then compared to student results on the dependent variables of student attitudes toward reading (language arts), science, social studies and mathematics. Additionally, the dependent variable of students' achievement as measured on the Georgia Kindergarten Assessment Program and the new student report card were

compared against the independent variables. All of the students in the sample completed the Survey of School Attitudes (SSA) by the Psychological Corporation. Additionally, student measures on the Georgia Kindergarten Assessment Program (GKAP) and the locally developed report cards were used. Eight continuous progress, non-graded classes were involved and eight traditional kindergarten and first grade classes were used as a control group. First year students in the non-graded classes were compared to kindergarten student data in traditional classes. Data on the second year students in the non-graded classes were compared to identical information for first grade students in traditional classes. Students in the continuous progress, non-graded classes showed a more positive attitude toward school work than those in traditional classes on language arts and science. Student attitudes toward school in traditional classes were more positive for mathematics and social studies. Additionally, the achievement level of non-graded classes was higher than that of traditional classes on 5 of 8 report card measures. These measures were mathematics, problem solving, listening skills, writing and social studies. Finally, student citizenship measures in the non-graded classes were higher than those in traditional classes.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-evaluative

(7) Title: INTEGRATED CURRICULUM, THEORETICAL ADVOCACY, AND POLITICAL REALITY: CURRICULUM REFORM IN SOUTH CAROLINA DURING THE EARLY 1980S

Author: MANCINO, JULIA SPEARES

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 379

Advisor: HESLEP, ROBERT D.

Research Problem: Throughout the 20th century, as the history of educational research attests, the notion of an integrated curriculum organized around scientific inquiry as a more intellectual, personally meaningful, and socially valuable approach to learning has been offered as an alternative to problems emanating from the traditional disparate-subject curriculum. In practice, however, tradition has persisted. This historical case study aimed to inform the anomaly by investigating curriculum policymaking in South Carolina, a state undergoing extensive educational reform, yet maintaining a traditional curriculum, during the education reform movement of the early 1980s. Primary data sources included personal interviews with 34 state political actors representing government, business, and education as well as former U.S. Secretary of Education Terrel Bell. Primary documents included Governor Richard Riley's personal papers and other state archival collections. Framed by corporate ideology and political motivations, policy actions were incompatible with economic imperatives, educational deficiencies, and rhetoric calling for "education for economic growth" and "no more of the same." Two major findings accounted for these discrepancies and, consequently, perpetuation of the traditional paradigm. First was the impact of testing. Concerns among policy makers about educator competency provoked high-stakes accountability primarily dependent on student test scores. Separate test curricula aligned with standardized tests and teaching to tests resulted in greater curricular fragmentation. Second, policy makers failed to exercise reflective action. Conservatism pervading national and state politics reinforced traditional inertia in social practice. Lack of understanding of the concept curriculum among key policymakers and lack of curriculum expertise at the policy table precluded examination of the nature of the emerging high-technology economy and the inquiry-focused integrated curriculum it required. The insensitive, divisive view of human nature assumed by traditional curricular practice was exacerbated. Throughout the political process, business influence was salient. South Carolina's case, according to comparative studies of state curriculum reform, was representative of the early 1980s national posture. As protraction of the earlier back-to-

basics movement and reflection of current national reform efforts toward curriculum standards (separate subjects), testing, and accountability, attempts to unify state curriculum policy in the early 1980s seemed to be the precursor of a national curriculum.

Form(s) of Curriculum Inquiry employed in this Dissertation: historical- evaluative

(8) Title: GIDDENS' CRITICAL ONTOLOGY AND ENVIRONMENTAL EDUCATION
(GIDDENS' THEORIES)

Author: PAYNE, PHILLIP GARTH

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 279

Advisor: HESLEP, ROBERT D.

Research Problem: Ten questions are formulated and presented to environmental educators for critical inquiry into existing curriculum practices. Their purpose is to mediate dualisms that are hampering the field as a viable response to the ecological crisis.

Four movements of thought interpreted in the environmental education literature constitute two dualisms. One dualism is found in indifferent orientations to curriculum. Some scholars are interested in an instrumental perspective of improving pedagogy. Others are committed to a phenomenological perspective. This procedural dualism reconstitutes the theory--practice dichotomy. The second dualism occurs within the phenomenological orientation. Cultural and political movements of thought represent substantively different scholarly interests.

The twofold mediating function of this study is procedural and substantive at the same time. Giddens' "theory of structuration" as validated by Fay's "metatheory of the critical social sciences," provides one explanatory basis from which mediation can proceed. The problem of this study is to properly derive questions from Giddens' structuration theory while correctly identifying and maintaining any existing interests in environmental education. An intellectual mood is required for formulating the questions and their ultimate reception by environmental educators. The mood is gleaned from Bernstein's and Dallmayr's response to the question of commensurability of ideas in the modern-postmodern debate.

Giddens' contribution to mediation is exemplified when the questions are used to test Bowers' cultural commitments and Robottom's political interests in environmental education. Issues emerge whose further mediation occurs according to practical implications for curriculum and conceptually against Giddens' project. There is an indeterminate problem of mediating social justice and environmental justice imperatives.

Giddens' contribution to curriculum inquiry is reflexively assessed against the most recent scholarly contributions in curriculum theory. Giddens' view of the connection between inquiry, criticism, and practice advances the solutions proposed by S' rt, Schon, and Reid. The final re-presentation of the questions is accompanied by a description of the contours of a Giddens' mediated approach to environmental education curriculum inquiry.

Dewey's theory of logic provides the epistemological method underpinning the application of Giddens, and each contributor identified above, to the continual reconstruction of the problem of this study according to the end-in-view of mediation.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical

(9) Title: A QUALITATIVE STUDY OF WALK WITH NATURE: AN OUTDOOR,
ENVIRONMENTAL, EXPERIENTIAL EDUCATION PROGRAM (OUTDOOR
EDUCATION, ENVIRONMENTAL EDUCATION)

Author: REEVES, JAMES LEYMAN

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 216

Advisor: HART, LAURIE E.

Research Problem: This study was a heuristic inquiry of middle grades students' perceptions of Walk With Nature (WWN). WWN was developed as a middle school exploratory curriculum that combines outdoor, environmental, and experiential education in which sixth and seventh grade students learned camping and backpacking skills. Camping and backpacking trips served as a classroom relocation by integrating the science and mathematics curriculum while in the field. The primary purpose of WWN was to learn about the environment through direct experience while outdoors.

The main question under investigation was: What are students' perceptions of their experiences as participants in the Walk With Nature Program? The eighth grade students with whom I worked were co-researchers. As co-researchers, students shared the inquiry about their experiences in this experiential education program. The co-researchers' roles were those of WWN students, novice campers/backpackers, leaders, data collectors, and data analyzers. They maintained journals to document their perceptions, participated in interviews, and investigated their perceptions and experiences in WWN. The middle school in which this study took place is located in a rural town near a major southeastern university. The school has a large population; it is the only middle school in the county. Twenty-four eighth grade students participated in WWN which met for 1 hour daily for 8 weeks. The main setting was the eighth grade classroom and school campus. Other settings included an environmental forest owned and operated by the school system, Mount Yonah, Georgia, and the Appalachian Trail. As their perceptions of WWN evolved seven major themes emerged. These themes were: (1) valuing relationships, (2) experiencing outdoors, (3) enhancing learning, (4) increasing/reinforcing positive self-esteem, (5) WWN as a program, (6) being away from home, and (7) evolution of my role. "My role" refers to the researcher's role. The co-researchers learned: (a) the importance and value of relationships, (b) the challenges and enjoyment of being outdoors, (c) real world experiences could enhance learning, (d) self-esteem could be positively influenced by physical challenges. The themes experiencing outdoors and enhancing learning were combined in the co-researchers' discussions. Several co-researchers felt learning was easier while outdoors.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(10) Title: THE IMPACT OF EMERGING TECHNOLOGIES ON ELECTRONICS
TECHNOLOGY CURRICULUM

Author: DUCOTE, PHILIP JUDE

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 104

Advisor: FOELL, NELSON A.

Research Problem: The purpose of this study was to decide, with a futuristic point of view, the curriculum content of electronics technicians programs that would best prepare students for a career in electronics. From a review of current literature, 58 emerging technology topics were identified. These topics were combined with demographic and related curriculum preference questions to form a survey instrument. The sample chosen was randomly selected members of the Institute of Electrical and Electronic Engineers' education society. The main objective was to determine the respondents' curriculum preferences in terms of content, position in program, length of program, and entry-level education required. An ANOVA analysis supplemented by a Tukey HSD test was used to analyze the data. Major conclusions of the study included: (a) thirty-seven of the 58 emerging technology topics received a sufficiently high importance rating to be recommended as additions to the curriculum, (b) the respondents had a preference for adding the topics into the required curriculum, (c) the respondents had a preference for the hiring of electronics technicians with an associate's degree, (d) most of the responding members supported extending the program length of electronics technology beyond the

typical six quarters and, (e) there were some significant variations in the importance ratings (for including the emerging technology topics in the curriculum) of the respondents based on demographic/preference data.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific -evaluative

(11) Title: A HISTORY OF THE GEORGIA MUSIC EDUCATORS ASSOCIATION,
1922-1993 (MUSIC EDUCATORS)

Author: MCRANEY, JAMES THOMAS

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 363

Advisor: HAIR, HARRIET I.

Research Problem: The purpose of this study was to provide a recorded history of the Georgia Music Educators Association and to analyze the contributions of that association to music education in Georgia.

Sources of data included (a) GMEA archives and publications, (b) national and state education association records, and (c) interviews with past GMEA Presidents and Executive Secretary-Treasurers. The information was evaluated and categorized according to (a) affiliations and relationships with other professional associations, (b) organization and development of GMEA, (c) major issues and advocacy positions, (d) professional activities, and (e) GMEA activities for students. These categories provided the basis for writing the history of GMEA and the analysis of its contributions.

The Georgia Education Association (GEA) formed a Department of Public School Music in 1922. In 1930, these educators organized the Association of Public School Music Teachers, but continued to function as the GEA Department of Music. This group promoted music education in the school curriculum and provided resource training for classroom teachers. This association changed its name to the Georgia Music Education (later Educators) Association and affiliated with the Music Educators National Conference (MENC) in 1938. Throughout its history, GMEA (a) promoted music instruction at all levels, (b) conducted public relations efforts, (c) provided leadership for advocacy campaigns, (d) provided assistance to several state education organizations, and (e) cooperated with other state arts agencies. Leadership development and service opportunities have been provided through subject area divisions, geographic districts and committee operations. State conferences and professional publications served as focal points for member growth and development. As the primary proponent for the advancement of music education in Georgia, GMEA developed a multi-faceted program of activities for students. Statewide student activities, which were begun in the 1930s, have been expanded to include numerous all-state events and festivals. Beginning in the early 1950s, GMEA promoted Collegiate music educator activities statewide and through local college chapters. GMEA's members have maintained an apparently unique commitment to professional unity, thus allowing the association to fulfill its constitutional objectives for music education.

Form(s) of Curriculum Inquiry employed in this Dissertation: historical

(12) Title: HOUSE MUSEUM EDUCATION PROGRAMS: REINFORCING SCHOOL
SUBJECTS THROUGH A VISUAL EXPERIENCE

Author: STRICKLAND, TIFFANY TULEY

School: UNIVERSITY OF GEORGIA Degree: MHP pp: 190

Advisor: WATERS, JOHN

Research Problem: A methodology, or general model, was developed to assist house museums implement house museum education programs. House museum education programs are defined as a program between house museums and local schools, where school classes visit the house museum in conjunction with a subject they are learning in schools. These components are designed to correlate with state curriculum goals.

The house museum visit is designed to use the student's observations skills to reinforce their school subject. An example program, based on the general model, is provided that uses a specific house museum. The site corresponds to the eighth grade Georgia Studies social studies class.

The methodology on how to develop a house museum education program evolved from research on: the history of house museums, interpretive methods for historic sites, a review of museum education literature, and a survey of house museums from around the United States.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(13) Title: SKILL ACQUISITION IN INSERVICE TEACHERS OF STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISABILITIES (EMOTIONAL DISABILITIES, TEACHER SKILLS)

Author: QUIRK, CONSTANCE ANN

School: UNIVERSITY OF GEORGIA Degree: PHD pp: 184

Advisor: HOY, CHERI

Research Problem: Much research has dealt with defining teacher skills and strategies; however, less effort has been focused on determining how these skills are learned and/or whether there is an order to their development. This study investigated skill acquisition of in-service teachers of emotionally and behaviorally disabled preschool students during an academic year of periodic in-service training. The study examined the order of development of 63 previously identified teaching skills contained in the teaching performance observational rating instrument--the Developmental Therapy Rating Inventory of Teacher Skills (DT/RITS), Stage Two form. Information was acquired about which teaching behaviors teachers learn quickly and those which are more difficult to acquire. The study also examined the role of supervisors and their feedback in shaping training.

A combination of quantitative and qualitative methodologies was used to study data drawn from three sources: observational performance measures, instructors' written feedback, and transcripts of interviews with instructors. The study was organized into three phases. Phase one employed quantitative methods of data analysis to generate five definitive categories: Already mastered, responsive to training, difficult to master, volatile, and residual. Phase Two subjected instructors' written feedback to qualitative content analysis as a means of investigating the relationship between skill acquisition and written feedback. In Phase Three qualitative strategies were used to analyze transcripts from interviews with instructors for their perceptions of in-service training issues involving skill acquisition. The study generated a sequence of groups of items according to difficulty of acquisition and identified preliminary sequences to skill items within groups. Skills were shown to increase in difficulty from those characterized as survival skills to those which focus on effectively and therapeutically addressing students' needs. The findings showed written feedback as an important component of in-service training. Four principles emerged from the findings as guidelines for designing in-service training programs: (a) A continuum of difficulty among groups of items, (b) targeting written feedback for acquisition of skills that have reasonable expectations of acquisition, (c) selectively choosing direct or indirect written feedback for specific categories of skills, and (d) high attention applied selectively to targeted skills.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-scientific research

(14) Title: PROFESSIONAL ATTRIBUTES OF MEDICAL TECHNOLOGISTS

Author: MARTIN, SHARON MOOREFIELD

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 230

Advisor: HOLT, MARGARET E.

Research Problem: The purpose of this study was to identify professional attributes appropriate for Medical Technologists. The identification of professional attributes is important for accountability issues concerned with providing quality patient care and for educational program outcomes. Identification is important as a first step toward incorporating the teaching of these attributes in undergraduate curricula and the measurement of these attributes in new graduates as well as current practitioners. Similar studies which identify professional characteristics have been performed for medicine, nursing and other allied health professions, but no studies of this type have been conducted for Medical Technology.

The Delphi technique was used for this descriptive study because the method was well adapted for soliciting subjective opinions from a heterogeneous national group. Round Zero was utilized to derive an initial listing of 82 attributes and organization of attributes into five categories: psychological maturity, critical thinking, interpersonal skills, work habits, and physical appearance. In Rounds One and Two participants were given the opportunity to rate each attribute. Forty attributes remained at the end of Round Two. Overall, the use of the Delphi permitted the identification, categorization, and narrowing of a large listing of attributes into smaller, more usable data.

The most highly rated attributes, shared by most other medical professions were honest, accountable, and truthful. There exist for Medical Technology, however, some unique differences from other health professions. Attributes such as patient advocate, caring, and empathy which may be considered important for medical professionals having direct patient contact, do not appear to be essential for Medical Technologists. Some attributes which seem to relate to analytical investigations, such as thorough, careful, and inquisitive appear to be unique for Medical Technologists.

The most important implications for this study are involved with student curriculum and recruitment issues, the practice profiles developed by professional organizations, and the expansion of the knowledge base of professional attributes. Further study is needed for determining the most effective methods for incorporation of the teaching and evaluation of professional behaviors in educational settings.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative-action.

(15) Title: ADVANCED STANDING AND REGULAR STANDING MSW STUDENTS: A COMPARISON OF FOUNDATION INTERVIEW SKILLS

Author: CARRILLO, DOROTHY FIERMAN

School: UNIVERSITY OF GEORGIA Degree: PHD pp: 109

Advisor: THYER, BRUCE A.

Research Problem: The Council on Social Work Education (CSWE) mandates that Master of Social Work (MSW) students who hold the Bachelor of Social Work (BSW) degree should not repeat graduate foundation course content mastered in the BSW program. At many graduate schools of social work, this policy is implemented by granting advanced standing, exempting these students from the foundation course work (i.e. first two quarters or one semester of graduate study) required for regular standing students (those with bachelor's degrees in other disciplines). This CSWE policy is based on an assumption that graduate students have at least comparable knowledge and skill of foundation content whether it was acquired in an accredited BSW or MSW program. The enactment of this policy and the implementation of advanced standing practice remain controversial among social work educators for several reasons. First, advanced standing emerged out of a need to meet the employment demands of the 1960s and 1970s rather than from educational research and planning. Second, the practice is unique in graduate education. Third, the perception of many educators is that advanced standing students do not appear as capable as regular standing students. This study addressed the question of whether advanced standing and regular standing students have equivalent knowledge of

foundation content. It was hypothesized that both groups would display equivalent use of the foundation interview skills of facilitation, questioning/clarification, and support/empathy. This study employed a pre-experimental static-group research design to compare the skills of both groups at the point they typically converge in the curriculum. Fifteen advanced standing and 23 regular standing students participated in the study. The outcome measure consisted of objective ratings of observers trained to code the presence or absence of each skill displayed during 10-second intervals of a 10-minute simulated interview recorded on video tape. Results indicated no statistically significant differences between groups for any of the three skills. These findings lend modest support to advanced standing policy and practice.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific research

(16) Title: THE RELATIONSHIP BETWEEN TEACHER EVALUATION AND STUDENT ACHIEVEMENT IN SELECTED ELEMENTARY SCHOOLS IN GEORGIA

Author: BURKHALTER, BECKY ANN

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 134

Advisor: KIMBROUGH, RALPH B.

Research Problem: This study examined the relationship between teacher evaluation and student achievement. The sample included second and fourth grade classes in selected schools in southeast Georgia. Teachers were varied in terms of experience; both beginning and experienced teachers were included in the sample. The classes were heterogeneously grouped.

Administrators' ratings of teachers on the Georgia Teacher Observation Instrument (GTOI) were correlated with students' class group mean achievement scores on the Iowa Test of Basic Skills (ITBS). In addition, the administrators ranked the teachers as either "superior" or "not superior" in order to establish the administrators' opinions of teachers.

Major findings of the study were that there was a correlation between administrators' ratings of teachers on the GTOI and students' ITBS scores. Teachers who received more satisfactory scores and/or more positive comments on the GTOI taught classes which had higher ITBS scores. Additionally, one of the three GTOI observation task areas had an individual subdimension which correlated with ITBS scores: Subdimension A of Task Area II, Promoting Engagement of area "Assesses and Encourages Student Progress." Items not found to be related to student achievement were remaining individual task area subdimensions of the GTOI and administrators' opinions of teachers as being superior.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific research

(17) Title: PERCEPTIONS OF GEORGIA HIGH SCHOOL PRINCIPALS ABOUT THEIR ROLE IN AND ADEQUACY OF PREPARATION FOR INSTRUCTIONAL LEADERSHIP (PRINCIPAL PREPARATION)

Author: GRAY, LYNNE BAKER

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 157

Advisor: PHILLIPS, J. ARCH JR.

Research Problem: The purpose of this descriptive study was to examine high school principals' commitment to instructional leadership and their perceptions of the competencies necessary to fulfill that role. Participants selected for this study were all public high school principals in Georgia under contract for the 1991-92 school year. The first data collection method was a three part survey instrument designed by the researcher. Section A requested biographical data related to levels of professional preparation and experience. Section B consisted of twenty statements drawn from the literature related to effective schools research and principals' commitment to instructional leadership. The statements also investigated principals' perceptions regarding the delegation of instructional leadership responsibilities to local school leaders, central

office leaders, and teachers. Part C contained twenty-two statements related to principals' perceptions of competencies necessary to fulfill an instructional leadership role. A numerical response Likert Scale was used to indicate the level of agreement or disagreement for each statement in Sections B and C. The second method utilized was a telephone interview with twenty randomly selected principals in Georgia. The open ended interview questions were related to the research questions developed for this study. Principals were asked to provide information describing their instructional leadership role in their schools. The study found that high school principals were committed to an instructional leadership role, both through direct action and overseeing the delegation of tasks to local school leaders, central office leaders, and local school teachers. Low correlations were found to exist between the commitment to instructional leadership and the variables of levels of professional preparation and years of principalship experience. The study further found that principals expressed a commitment to curriculum leadership as well. The respondents indicated agreement that while they had opportunities during professional preparation to acquire twelve instructional leadership competencies, twelve additional competencies were not obtained. Levels of professional preparation and years of principalship experience were reported to have a low correlation with principals' perceptions of instructional leadership competencies.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological research

(18) Title: A SURVEY OF STRATEGIES AND HUMAN RESOURCES USED BY
ELEMENTARY ADMINISTRATORS FOR IMPROVING INSTRUCTION IN
GEORGIA PUBLIC SCHOOLS (STAFF DEVELOPMENT)

Author: HUTCHINSON, SHEILA ELIZABETH MURRAY

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 279

Advisor: PAJAK, EDWARD F.

Research Problem: The purpose of this study was to determine the extent to which Georgia elementary principals use or recommend strategies and human resources that are advocated by researchers and experts in supervision to assist teachers with the improvement of instruction.

To pursue the purpose, a survey instrument was developed comprised of thirteen strategies and seven human resources strongly supported in the literature as "effective" supervisory practices for improving classroom instruction. Five hundred seventeen (517) questionnaires were mailed to elementary principals from eighty-eight (88) participating school districts. Two mailings were conducted to increase the sample size and response rate. The respondents were asked to do the following: check the strategies and human resources used or recommended during the 1990-91 academic year to assist teachers with their instruction; rate the "level of success" of each strategy and human resource checked with "Not Effective," "Somewhat Effective," or "Effective"; check the condition under which the strategies and human resources used or recommended were successful.

The responses of the participants were tabulated, converted into percentages, and rank ordered. Chi-square tests were run to determine if the differences in the reported frequency of use of strategies and human resources surveyed in this study were related to the personal characteristics of the respondents. A probability significance level of .05 or less was considered acceptable.

Findings indicated that Georgia elementary principals are currently using or recommending strategies and human resources advocated by researchers and experts in supervision to assist their teachers with the improvement of instruction. The extent of use of research-based strategies and human resources among Georgia elementary principals is limited. There is evidence of an overuse of classroom observation as a strategy. Female elementary principals used or recommended a greater variety of strategies and human resources to

assist teachers with the improvement of instruction than male elementary principals. Strategies and human resources verified by Georgia elementary principals as supervisory practices for improving instruction included: classroom observation, conferences with teachers, staff development, reviewing lesson plans, faculty meetings, in-service sessions, professional activities and conferences (workshops), providing books, literature, and appropriate instructional materials, interschool visitations, demonstration teaching, central office staff, consultants, mentor teachers, lead teachers, and R.E.S.A. (regional) consultants.

Form(s) of Curriculum Inquiry employed in this Dissertation: action research

(19) Title: AN EVALUATION OF AN IMPLEMENTED TEACHER SUPPORT SPECIALIST PROGRAM IN SELECTED GEORGIA PUBLIC SCHOOLS (MENTORING)

Author: MURPHY, HERBERT LYNN

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 166

Advisor: PAJAK, EDWARD F.

Research Problem: The purpose of this study was to evaluate the implementation of Georgia's Teacher Support Specialist Mentoring Program as perceived by mentors and proteges in the North Georgia Regional Educational Service Agency (RESA) geographical area. The population consisted of 76 elementary and secondary school mentors and their 86 beginning teacher proteges in 5 school districts in the North Georgia RESA area.

Fifty-seven mentors and sixty proteges responded, after a yearlong association, to a researcher-designed survey instrument regarding mentoring behaviors resulting from a state designed mentor training program. An additional survey section surveyed proteges' future career intentions.

Mean scores, t tests, and a correlation coefficient were used to analyze the data. Mentors perceived "providing genuine friendship" and "verbalizing positive aspects of teaching" as their strongest demonstrated behaviors. Proteges perceived "providing genuine friendship" and "maintaining confidentiality about the protege's performance" as their mentors' strongest behaviors. Both groups perceived the mentors' "acclimating the protege to the community" and "assistance with test development" as lesser demonstrated behaviors.

Study conclusions include the following: (1) mentors and proteges both view the mentor as having implemented the behaviors of the Teacher Support Specialist Mentoring Program as specified in the program's training objectives; (2) a relationship appears to exist between having had a successful beginning teacher mentoring experience and making future career plans to remain in teaching; (3) age, school level, years experience, and degree level made no difference in the perception of the mentors' behaviors; (4) mentors viewed themselves as demonstrators of reflective teaching activities to a significantly greater extent than did their proteges; and (5) the Georgia Teacher Support Specialist Training Program appears to be an effective mentor training program as demonstrated by the implemented behaviors as perceived by mentors and proteges.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative research.

(20) Title: CLIMATE IN GEORGIA MIDDLE SCHOOLS AND COMPUTER USE BY PRINCIPALS (SCHOOL CLIMATE)

Author: TOUCHTON, DEBORAH ANN FOUNTAIN

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 174

Advisor: HOLMES, CHARLES THOMAS

Research Problem: The purpose of this study was to compare the climate in

Georgia middle schools for principals who were low in computer use, moderate in computer use, and high in computer use based on responses to the Computer Uses and School Climate (CUSC) survey. School climate included the following eight factors: (1) clear school mission and instruction, (2) safe and well-ordered learning environment, (3) expectations for success, (4) high morale, (5) effective instructional leadership, (6) quality classroom instruction, (7) monitoring student progress, and (8) positive home-school relations. In addition, nine biographic characteristics (age, years of experience, school size, system size, computer availability, computer experience, sex, race, and highest degree earned) for the three categories of principals were compared.

There were 129 principals, from a sample of 197 Georgia middle school principals, who responded to this survey. From analyses of the data generated by CUSC, three null hypotheses were tested at the .05 level of significance using ANOVA and chi-square.

In regard to the influence of principals' computer use on the school climate, the data indicated statistically significant differences for (1) clear school mission and instruction and (2) positive home-school relations. The null hypotheses for the other six school climate factors were accepted.

This research also indicated that age, years of experience, school size, system size, sex, race, and highest degree earned, had no statistically significant differences based on computer use. However, statistically significant differences were found for computer availability and computer experience.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific research.

(2 1) Title: THE ROLE OF THE SUPERINTENDENT IN INSTRUCTIONAL LEADERSHIP

Author: WATTS, GEORGE WAYNE

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 102

Advisor: BROWN, CARVIN L.

Research Problem: This study examined the instructional leadership of 148 of the 184 Georgia school superintendents through their degree of personal involvement in 12 instructional leadership behavior tasks. These 12 tasks were (1) collaboratively developing goals, (2) evaluating instructional effectiveness, (3) facilitating instruction through budget, (4) planning for instruction, (5) supervising instruction, (6) monitoring instructional programs, (7) developing principals as instructional leaders, (8) developing instructional policies, (9) reviewing research, (10) selecting personnel, (11) facilitating staff development, and (12) communicating system expectations. Responses to Likert-type survey items for each of the 12 tasks were the dependent variables in this study. The independent variables were (1) sex of the superintendent, (2) overall years of experience as a superintendent, (3) years of experience as a superintendent within their current system, (4) the ratio of system curriculum and instruction staff to system FTE, and (5) the ratio of system business management staff to system FTE.

With one exception, there was no difference in instructional leadership behaviors of female and male superintendents. The exception was that females showed a slight tendency to do more instructional planning.

Overall experience was found to have a negative correlation to instructional leadership behaviors when taken as a whole, suggesting that superintendents with more experience are less involved in instructionally related leadership behaviors. Specifically, a negative correlation was found between overall experience and facilitating staff development. Statistically significant negative correlations were found between the experience of superintendents in their current position and the instructional leadership behaviors of collaboratively developing goals and communicating system expectations. No significant correlation was found between the ratio of system curriculum and instructional staff to system FTE and superintendent instructional leadership behaviors. No significant

correlation was found between the ratio of system business management staff to system FTE and superintendent instructional leadership behaviors.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific research

(2) Title: CHARACTERISTICS OF SUCCESSFUL LONG-TERM ELDERHOSTEL PROGRAMS ACROSS DIVERSE SITES (NONTRADITIONAL PROGRAMS)

Author: REED, NORMA JEAN QUINTERN

School: UNIVERSITY OF GEORGIA (0077) Degree: EDD pp: 177

Advisor: MERRIAM, SHARAN B.

Research Problem: The purpose of this study was to identify characteristics of successful long-term Elderhostel programs across diverse sites. In addition, the interaction of identified characteristics was explored. Four Elderhostel sites within a single state formed the multi-site case for qualitative analysis. The sites were selected using a purposive sampling approach based on criteria for success, longevity, and institutional and geographic diversity. The final sample consisted of four Elderhostel programs: one each at a public and private college, and two at nontraditional sites. The primary data collection techniques used in this qualitative case study research were interviewing, observation, and document analysis. Data were analyzed using the constant comparative method. Cross-case analysis of the data revealed that these four Elderhostel programs exhibited high program quality in three dimensions: (1) curriculum, (2) coordinator responsiveness, and (3) institutional support. Curriculum issues center around both course content and teaching faculty. In both aspects, successful sites consistently deliver sound, stimulating content by well-prepared and capable instructors. Careful attention is paid to diversity and balance of both topics and presenters within each program week. Coordinator responsiveness is expressed in both content-specific and people-specific ways. Content-specific awareness ties together institutional strengths and national office requirements. Sensitivity to institutional strengths is exhibited, for example, when choosing courses and optional activities. Yet at the same time, national requirements regarding hours of instruction and program implementation must be met. People-specific attention relates to anticipating perceived needs and reacting to expressed needs of both participants and staff. Institutional support is philosophical when the sponsoring entity sees benefits in offering Elderhostel, and operational when the administrative structure allows for coordinator autonomy, administrative visibility, and inter-departmental cooperation. The three factors are interrelated both in terms of the interplay of the dimensions within each factor, and also between and among the factors themselves. Curriculum and responsiveness factors were particularly interdependent. It was concluded that although there are many additional elements which can enhance an Elderhostel program, these three elements alone are critical to on-going success. Taken together, the three elements comprise a high quality program.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-deliberative.

(2) Title: DETERMINING CHARACTERISTICS OF THE FOREST INDUSTRY IN THE 21ST CENTURY: A DELPHI STUDY WITH IMPLICATIONS FOR AGRICULTURAL EDUCATION PROGRAMS (TWENTY FIRST CENTURY)

Author: MCALLISTER, ALAN DALE

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 280

Advisor: IVERSON, MAYNARD J.

Research Problem: The primary purpose of this study was to determine the characteristics of the forest industry in the year 2000 in order to recommend curriculum content for agricultural education programs of the future. Specific objectives were to determine: the general characteristics of the forest industry in the year 2000,

demographic profile of opinion leaders in the forest industry, if the Delphi technique could be used to achieve consensus among forestry experts, the work force requirements of the forest industry, and the educational requirements of those employed in the forest industry in the year 2000.

This was a national study using a two-round modified Delphi technique. The panel of experts were nominated by the participants of the 1990 Society of American Foresters Annual Meeting, the executive secretaries of the private state forestry associations; and the directors of the public state forestry agencies. The 33 most frequently nominated experts were invited to participate in the study. A structured Delphi instrument consisting of 85 items on a Likert-type scale was developed from the literature. The instrument was reviewed for content and face validity by an 11-member panel.

Consensus was achieved on an item if at least 60% of the respondents were in agreement and the composite score fell in the agree or disagree range. The standard deviations and interquartile ranges indicated that the central tendency was a movement toward consensus. The responses were found to be very stable from round 1 to round 2 as indicated by the Pearson product-moment correlation coefficient procedure, the Wilcoxon matched-pairs signed-ranks test, and the tenacity rates. It was concluded that: (1) The forest industry will grow and change rapidly into the 21st century with increasing emphasis on protecting the environment through ecosystem management. (2) Opinion leaders in the forest industry can best determine curriculum content for forestry programs of the future. (3) The Delphi technique was effective in determining consensus among forestry experts regarding future characteristics of the industry. (4) There will be increased employment opportunities and a corresponding need for training programs in forestry. (5) There is a need to continually update the forestry curriculum in agricultural education programs. Thirty-one content items were identified as essential for inclusion in the agricultural education curriculum.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative.

(24) Title: TEACHER PERCEPTIONS OF THE EFFECT OF STATE LEGISLATION AND FUNDING ON THE ADVANCED PLACEMENT STUDIO ART PROGRAM AND ON THE HIGH SCHOOL ART CURRICULUM IN SOUTH CAROLINA

Author: DAVIS, CHRISTINE J.

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 191

Advisor: JOHNSON, ANDRA

Research Problem: The purpose of this study was to investigate the perceptions of Advanced Placement Studio Art teachers of the effect of state legislation and funding on the Advanced Placement Studio Art Program (APSAP) and high school art curriculum in South Carolina schools. Descriptive and qualitative data was analyzed to determine the actual status of high school studio art curriculum practices and teacher training in light of recent legislation mandating the initiation of quality education programs in the schools.

The procedure of this study involved the compilation of (1) responses to questions concerning the regulations and funding for the APSAP and actual classroom practices, (2) information about teacher training for the APSAP, and (3) statistical data concerning the possible growth and/or attrition of student participation and scores in the APSAP due to state legislation and funding.

The population of this study included 30 APSAP teachers from across the state of South Carolina who participated in the APSAP during the years 1988, 1989 and 1990. The findings of the study showed a marked increase in the APSAP within two years after the 1984 legislation with even greater growth occurring with subsequent state funded AP teacher training institutes. All members of the population received state funding for APSAP, although 52% believed that funding needed to be changed due to the increasing cost of

supplies. The study also found that with the presence of the APSAP, more attention was given to all levels of art courses offered in the schools, with special emphasis on fundamental skills. Students at all levels were given more responsibility in the total art process. The result of 1989 legislation aimed at incorporating the four components of discipline-based arts education into the total art program also was found to be highly successful. In conclusion, the effect of changes in state legislation and funding policies for high school art education programs in South Carolina have had a positive effect because of direct teacher participation in establishing education policy, funding and teacher training.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-naturalistic

(25) Title: THE ROLE OF THE ART SUPERVISOR/COORDINATOR: PERCEPTIONS OF ART TEACHERS, ARTS SUPERVISORS, AND ADMINISTRATORS

Author: RUSHLOW, BONNIE BOND

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 241

Advisor: JOHNSON, ANDRA N.

Research Problem: This study investigated the role and responsibilities of the art supervisor/coordinator at the district level as perceived by art teachers, arts supervisors, principals, and district administrators in South Carolina. Interviews conducted with arts supervisors/coordinators served as a basis for the development of a questionnaire which included 41 tasks grouped into five overall categories of responsibility: Curriculum and Instruction; Professional Development; Scheduling, Facilities, and Financial Support; Public Relations, and Other Responsibilities. Participants were asked to rate the importance of each task on the basis of a five-point Likert Scale and to respond to open-ended questions. 135 questionnaires were returned by the art teachers, arts supervisors, principals, and district administrators.

Null hypotheses were tested using Analysis of Variance (ANOVA) at the .05 level in all five categories for each of the pairwise groups. In addition, each of the individual tasks was analyzed. Significant differences in the overall categories were found between the groups concerning their perceptions of the district art supervisor's role. Although no consensus was noted concerning what constitutes the role of the art supervisor, there was agreement on the importance of many of the individual tasks. All four groups rated curriculum development and implementation as one of the most important roles of the arts supervisor. This research provided the basis for the development of role descriptors which may help to delineate the responsibilities of the supervisor/coordinator as leader. These descriptors include: developer, advocator, provider, supporter, motivator, recruiter, evaluator, and facilitator. It is recommended that art supervisors develop strong leadership roles in the areas of curriculum and instruction; professional development; scheduling, facilities, and financial support; and public relations.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-hermeneutic

(26) Title: EFFECTS OF TEXTUAL FORMATS ON RECALL AND RETENTION OF INFORMATION BY SUBJECTS CLASSIFIED AS FIELD DEPENDENT/INDEPENDENT

Author: CONN, LINDA MARIE

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 136

Advisor: TILLMAN, MURRAY H.

Research Problem: The purpose of this study was to examine whether students with different cognitive styles (field dependent/neutral/field independent) utilizing different text formats (one using selected features of Information Mapping and another written in prose) to learn copyright laws for educators would score comparably on recall and retention tests.

The sample consisted of 109 undergraduate students and 14 graduate students majoring in 14 areas of study. Participants were classified as field dependent/neutral/field independent individuals according to the Group-Embedded-Figures Test, then randomly assigned to one of two treatment groups. The treatments varied only in format: one version was written in Information Mapping and the other in prose.

Six research questions were examined. Data were analyzed using analysis of variance and the Scheffe test. Results indicated no significant differences. However, in a post hoc analysis two significant differences were noted: (1) female subjects scored significantly higher than males on the retention test, and (2) subjects using the average or longest periods of time to complete the modules scored significantly higher on the posttests and retention tests than those who took the minimal amount of time. These results did not support the conclusion that text format of print information would affect the recall and retention scores of subjects classified according to their cognitive style (field dependent/independent). However, further studies investigating the area of cognitive styles and learning from text are needed and could have implications for the design and development of print instruction.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific research

(27) Title: AN ANALYSIS OF PRE-PRACTICE AND PRACTICE READING DEMANDS
ON ASSOCIATE DEGREE REGISTERED NURSES (NURSING
STUDENTS, TEXT READABILITY, ASSOCIATE DEGREE NURSES)

Author: HALASKA, MARILYN WALENTA

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 199

Advisor: PHILLIPS, J. ARCH JR.

Research Problem: This study responded to the lack of information about

reading demands on pre-practice and practice associate degree nurses. Increasing numbers of nursing students have low verbal skills, pre-practice attrition rates are high and the range of pre-practice and practice reading demands was unknown. Reading demand was defined as text-based predictors of the range and concentration of reading difficulty of written materials.

The sample consisted of 500 documents and document segments used by associate degree nursing students (pre-practice) and hospital staff nurses (practice). The setting was a rural Southern community college and an acute care community hospital. Pre-practice published and teacher-made documents and practice materials used directly and indirectly by nurses in practice were analyzed. Content was limited to the health care categories of respiratory and cardiovascular disease, cancer and diabetes.

The method used was descriptive analysis of reading demands of documents used by associate degree nurses. Reading demand was measured by Flesch, Flesch-Kincaid and Fog readability formulas using the computer program Rightwriter to analyze word-processed whole text or text excerpts. Published text excerpts were content-specific purposeful selections.

The most significant result was the wide range of reading demands in pre-practice and practice. As expected, practice reading demand was less than pre-practice. Published documents demonstrated higher, more consistent reading demands than teacher-made. Practice direct documents, specifically patient records, had low yet consistent reading demands, reflecting the repetitive and standardized nature of many documentation systems. Within the health care categories, pre-practice cancer had the highest mean and widest range of reading demands, reflecting the concentration of pathophysiological and pharmacological terms and teacher attempts to improve student comprehension. Teacher-made documents ranged widely, reflecting document purpose. Explanatory documents had low reading demands. Summary references had high demands. The practice diabetes

Student responses were categorized by area of extracurricular activity participation (Fine/Performing Arts, Athletics, Academics, Social/Service, or Career/Work Program) or non-participant in extracurricular activity. To test the research hypotheses, statistical analyses included Analysis of Variance (ANOVA), Pearson product-moment coefficient of correlation (r), and Chi square.

Results from the data analyses revealed student perceptions of teacher influence to be related to student participation in extracurricular activities. Students participating in the area of Fine/Performing Arts were more significantly influenced by teachers than were students in the work program. Students who reported no participation in any extracurricular activity perceived significantly less influence than any of the extracurricular activity participation areas. A positive correlation was obtained between the variables of teacher influence and the number of activities in which students participated. No relationship was found between sensation-seeking and teacher influence or between sensation-seeking and student participation in extracurricular activities.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(28) Title: THE AESTHETIC DIMENSION IN THE PREPARATION OF MUSIC EDUCATION MAJORS AT THE UNDERGRADUATE LEVEL (AESTHETICS EDUCATION)

Author: KAHRS, SHEILA O'SHEA

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 200

Advisor: PHILLIPS, J. ARCH JR.

Research Problem: The purpose of this study was to examine the aesthetic dimension in a preparation program for music education majors at the undergraduate level. The review of the literature on the aesthetic dimension guided the investigator in structuring interviews for Phase I of the study. Interviews were conducted with scholars in the fields of aesthetics, aesthetic education, and music education to gather their opinions concerning the aesthetic dimension of the preparation program. Themes emerging from analysis of the data gathered in Phase I were organized into a questionnaire used in Phase II.

The interview data gathered in Phase I were analyzed using a qualitative method and six main themes and several subcategories were identified: Aesthetics as an Area of Study; The Problem/Why Aesthetics is Not Deliberately Attended to in Music Teacher Preparation Programs; Appropriateness of Undergraduate Level; Who Should Teach Aesthetics; What Should be Taught in Aesthetics; and How Should Aesthetics be Taught. Consideration of these themes suggested items to be used in the instrument, Aesthetics in Music Teacher Preparation Questionnaire, used in Phase II of the study. Twenty-eight questionnaires were returned from the Deans of Schools of Music at 53 selected institutions. Analysis of the responses to the questionnaires revealed several insights concerning aesthetic education and its interaction with music teacher preparation at the undergraduate level. The more important of those insights are: difficulty in researching and teaching aesthetics is related to the Research Problemness and difficulty of the topic; in addition to the difficulty of the topic, there are practical constraints and institutional barriers at the elementary, secondary and college level that dictate program choices; current teacher preparation programs are driven by state certification requirements and a curricular emphasis on courses leading to skill acquisition; there are few instructional materials available for college teachers to use in teaching aesthetics; and many music professors have themselves not studied aesthetics. The undergraduate level is the appropriate level for teaching aesthetics by integrating it within the curriculum. This program must be balanced and infused with teaching the philosophy of music and emphasizing the richness and depth of experience with music.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-hermeneutic

(29) Title: IMPACT OF GEORGIA'S COLLEGE PREPARATORY CURRICULUM ON
ACADEMIC SUCCESS AT GAINESVILLE COLLEGE

Author: HAMILTON, JOHN MICHAEL

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 193

Advisor: HEARN, JAMES C.

Research Problem: Too many students graduate from high school and arrive at college without adequate preparation to undertake the rigors of college-level work. Georgia, like some other states, has responded to this problem by promoting policies designed to improve the academic readiness and quality of students as they enter higher education. In 1984, the Georgia Board of Regents mandated that all high-school seniors graduating in the spring of 1988 or later complete a prescribed college preparatory curriculum (CPC) before they enter a University System institution as regular placement freshmen. Incoming students with deficiencies in one or more of the five CPC areas (English, foreign language, mathematics, science, and social sciences) must make them up by completing the appropriate institutional credit course work, thus increasing the number of hurdles they must overcome as they pursue their higher education. This study attempts to assess the impact of the CPC, independent of high-school grade-point average and SAT scores, on the academic success of full-time first-time freshmen students at a two-year unit of the University System. Several outcome measurements compare CPC-completers versus students with CPC-deficiencies: persistence, grade point average, and credit hour completion. In addition, the transfer activity to a senior college or university within the System is investigated over a three year period for those students who entered the two-year college during the fall of 1988. Data indicate that completing Georgia's CPC in high school lends matriculating students a moderate academic edge in terms of earned credits over the first academic year, one-year persistence, and transfer activity. College advisement is enhanced to some degree by identifying CPC-noncompleters as potentially high-risk students. Moreover, the CPC guidelines provide high-school counselors and faculty with a means to encourage students to make curricular choices more consistent with a prescribed set of pre-college courses. It is also likely that the CPC contributes to higher SAT scores and high-school grade averages which in turn serve as good predictors of academic success in college. Lastly, the CPC, however imperfect, provides a tool that can be manipulated to best serve the educational needs and aspirations of those bound for college. Findings from the study should help policy-makers discern whether the CPC policy is achieving its desired goals in a cost-effective manner and how to better articulate high-school curricula with college expectations.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative

(30) Title: A MODEL CLASSICS CURRICULUM: A DESCRIPTIVE CASE STUDY
(GREEK, LATIN, PERENNIALISM)

Author: HAMILTON, RICHARD FRANK

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 659

Advisor: MORAIN, GENELLE

Research Problem: This dissertation presents a descriptive case study of a four year curriculum experiment carried out at a small secondary school in central Texas. The curriculum described offers a comprehensive program of Greek and Latin language study integrated within year long Greek history, Roman history, and classical mythology courses. The philosophical orientation of the curriculum is fully embedded in the perennialist tradition and stresses the importance of a careful review of the philosophical foundations upon which curriculum decisions are based. The goals of this curriculum are: (1) to give students and teachers an opportunity of philosophical self-reflection; (2) to offer students

a sense of orderliness; (3) to foster an appreciation of rationality; (4) to acquaint students with the basic foundations of the Western intellectual tradition; and (5) to emphasize the use and appreciation of language.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(31) Title: BEYOND POSITIVIST SPORT PEDAGOGY: DEVELOPING A
MULTIDIMENSIONAL, MULTIPARADIGMATIC PERSPECTIVE

Author: CHOI, EUICHANG

School: UNIVERSITY OF GEORGIA Degree: PHD pp: 177

Advisor: HARRINGTON, WILMA M.

Research Problem: The primary purpose of this study was to develop a multidimensional, multiparadigmatic view of sport pedagogy as a field of study. This purpose was pursued by reconceptualizing the nature of the subject matter and modes of inquiry in sport pedagogy. Curriculum as the subject matter was understood as a socially-constructed, family resemblance concept that involved multiple dimensions. Five curriculum dimensions were identified: the textual, the perceptual, the operational, the hidden, and the null. Multiple modes of inquiry were legitimized for sport pedagogy based on Jurgen Habermas' theory of knowledge-constitutive human interests. The empirical-analytic, the interpretive, and the critical research paradigms were identified as viable. The basic assumption underlying the alternative view was that multiple paradigms should be employed for sport pedagogues to appreciate the multiplicity of the subject matter. A review of conceptual and empirical studies by using the Paradigm-Dimension Conceptual Framework showed that the alternative view does far greater justice to the ways in which systematic inquiry is actually conducted in sport pedagogy.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical

(32) Title: DEVELOPING THE MOTOR CREATIVITY OF ELEMENTARY SCHOOL
PHYSICAL EDUCATION STUDENTS (CREATIVE MOVEMENT)

Author: HANSON, MARGARET ANNE BAUER

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 201

Advisor: JEWETT, ANN E.

Research Problem: The purpose of this study was to determine the effectiveness of instruction focused on the creative movement processes in developing the motor creativity of fourth grade physical education students. The creative movement processes of varying, improvising, and composing from the process dimension of the Purpose Process Curriculum Framework (Jewett & Mullan, 1977; Jewett & Bain, 1987) were utilized to plan instruction for developing motor creativity. A model was developed for planning instruction for the creative movement processes approach, including three steps: stating objectives, planning modifications of activity's content, and planning feedback. The performances of students who had experienced this approach were compared to those of students who had experienced the traditional approach of skills acquisition and refinement. Subjects for this study were 58 fourth-grade students who were evenly distributed in two homerooms. Each homeroom experienced learning strategies specific to their group's instructional focus (creative or traditional). As they participated in their regularly scheduled physical education classes for 16 weeks, they received lessons in ball handling, rope jumping, dancing, and rhythms. Data were collected using measures of general creativity, motor creativity, and motor skills ability. Journal observations recorded by the researcher following each lesson provided additional information. Significant differences between groups were found. The creative instruction group improved significantly in general creativity, while the traditional instruction group remained relatively the same. The creative instruction group scored significantly higher than the traditional instruction group in terms of motor creativity and motor skills ability.

General creativity, motor creativity, and motor skills ability were unrelated following traditional instruction; yet, general creativity and motor creativity were moderately related following instruction in the creative movement processes.

An analysis of the journal observations revealed three categories of student behaviors: affective, social, and skill-learning behaviors. More positive behaviors were recorded for the creative instruction group in each of the three categories. The major conclusions of the study were that instruction focused on the creative movement processes improves general creativity, results in superior performances in motor creativity and motor skills ability, and promotes positive affective, social, and skill-learning student behaviors.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative action research.

(33) Title: EDUCATIONAL VALUE ORIENTATIONS AND PHYSICAL
EDUCATION GOALS

Author: MARTIN, VEOLA LAVERNE PATTERSON

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 142

Advisor: JEWETT, ANN E.

Research Problem: The purpose of this study was to ascertain the educational value orientations of selected physical educators, their perceived value orientations, and the relationship of their stated goals for physical education to those value orientations. Value orientations were measured using the Value Orientation Inventory (Ennis & Hooper, 1988) as Part II of the Physical Education Inventory. Teacher goals in this study were identified using statements derived from the seven major purpose concepts of the Purpose Process Curriculum Framework (Physical Education Inventory, Part III and Part IV). Physical educators from a large midwest metropolitan urban school district completed the four-part Physical Education Inventory during an initial school year inservice session. Value orientation profiles were generated for each subject. Strong value orientation scores were of interest and were reported in this study. The identified strong value orientations were then used to examine teachers' assessment of goal importance through ranking of seven physical education goals. Differences in value orientations and goals were also examined in relation to gender, age, years teaching experience, and grade level assignment. While the largest percentage of strong value orientation scores was for the orientation of disciplinary mastery, the largest percentage of teachers was found to possess multiple value orientations (strong in two or more value orientations). No vast differences were found in relative positions of the three most important physical education goals. These three goals were fitness, enjoyment, and group interaction. Small differences in importance were observed between priority rankings when rating and when ranking the seven physical education goals. No meaningful differences were observed in value orientations according to gender. Differences were found in value orientations of teachers according to age, teaching experience, and grade level assignment. Although some differences were found in ranking of goals according to gender, age, teaching experience, and grade level assignment, none of these differences appeared to be major or meaningful.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative-deliberative

(34) Title: THE DEVELOPMENT OF AN INSTRUMENT TO ASSESS THE ATTITUDES
TOWARD CULTURAL DIVERSITY AND CULTURAL PLURALISM AMONG
PRESERVICE PHYSICAL EDUCATION MAJORS (PRESERVICE
TEACHERS)

Author: STANLEY, LINDA SUSAN

School: UNIVERSITY OF GEORGIA Degree: PHD pp: 177

Advisor: HARRINGTON, WILMA M.; OKEY, JAMES R.

Research Problem: The purpose of this study was to develop and validate an instrument to assess attitudes toward cultural diversity and cultural pluralism among preservice physical educators. The Cultural Diversity and Cultural Pluralism Attitude Assessment (CDCPAA) was developed using procedures for instrument development in the affective domain defined by Gable (1986). Items were developed from a review of the literature in multicultural education and physical education curriculum guides. Content validity for the items was established by a panel of experts from the areas of multicultural education and physical education. Readability of the CDCPAA was established by a panel of judges representative of the students for whom the instrument was developed. The CDCPAA consisted of 60 questions and was constructed using a six-point Likert scale. The CDCPAA was completed by 215 physical education majors enrolled in the final two years of a teacher preparation program at 11 universities. Internal consistency reliability was established for the instrument as a whole with an alpha reliability coefficient of .91. Construct validity was determined utilizing Principal Components Analysis, Image Components Analysis, and Alpha Factor Analysis. To insure robustness of the described factors, the Varimax orthogonal rotation and the Harris-Kaiser oblique rotation were employed.

The results of the factor analytic procedures defined three factors which measured the degree of positive attitudes toward cultural pluralism. This was a somewhat unexpected finding. It was hypothesized that the instrument would be able to classify respondents as either having positive attitudes or negative attitudes toward cultural pluralism. Instead, the CDCPAA placed respondents on an underlying continuum measuring the level of positive attitudes toward cultural pluralism.

For this study, cultural diversity was defined as consisting of the five components of race/ethnicity, gender, socioeconomic level, religious affiliation, and language. In addition to the three cultural pluralism factors, the factor analytic procedures defined the components language, religious affiliation, and socioeconomic level, three of the five hypothesized components of cultural diversity. These factor structures contained fewer statements than the first three factors defined, so it was recommended that the cultural diversity factors be further developed before being included as part of the instrument. A final instrument was developed from the first four factors. This instrument demonstrated both construct validity and internal consistency reliability. The final instrument, the Pluralism Assessment for Physical Educators (PAPE) consists of 19 statements. The PAPE measures the degree to which a respondent possesses positive attitudes toward cultural pluralism and whether an individual is comfortable or uncomfortable with diversity. The four scales are Appreciate Cultural Pluralism, Value Cultural Pluralism, Implement Cultural Pluralism, and Uncomfortable with Cultural Diversity.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic.

(35) Title: PERCEPTIONS OF AFRICAN STUDENTS ABOUT THEIR PRE-COLLEGE SCIENCE EDUCATION PROGRAMS IN AFRICA AND A STUDY OF THEIR ATTITUDES TOWARD SCIENCE

Author: APPIAH, NYANTAKYI KWASI

School: UNIVERSITY OF GEORGIA Degree: PHD pp: 139

Advisor: RILEY, JOSEPH P.

Research Problem: The purposes of this study were to determine African students' perceptions about their pre-college science education programs in Africa, to determine their attitudes toward science, and to find out if there was a relationship between the students' perceptions about their science education programs and their attitudes toward science. The study was also intended to determine the perception and attitude differences between male and female students; and between students from both English and French speaking African countries who went through either the English or

French system of pre-college education in Africa. Finally, it was also intended to determine any statistical interaction between male and female students within the two school systems regarding their perceptions and attitudes.

The sample population for the study consisted of forty African students, all of whom had their pre-college education in Africa, but at the time of the study, were residents in Southeastern United States. An instrument was developed to measure the students' perceptions about their science education programs and their attitudes toward science. It consisted of statements about science curriculum, science instruction, and science resources, which, for the purpose of this study, constituted the main components of science education. It also consisted of statements about attitudes toward physics, chemistry, and biology which were considered the basic sciences. The results indicated that the African students who participated in the study did not have positive perceptions about their science education programs in Africa, but they seemed to demonstrate relatively very positive attitudes toward science. In general, no significant differences were found between males and females, nor between students from the English and French systems of education in Africa; and there was no interaction. However, there was a significant relationship between the students' perceptions about their pre-college science education programs and their attitudes toward science.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(36) Title: INFLUENCES ON ATTITUDES TOWARD SCIENCE OF NONTRADITIONAL STUDENTS (SCIENCE ATTITUDES)

Author: GARDNER, CATHERINE MCDANIEL

School: UNIVERSITY OF GEORGIA Degree: PHD pp: 166

Advisor: ATWATER, MARY; SIMPSON, RONALD D.

Research Problem: An increasing proportion of students pursuing higher

education are nontraditional students in that they are over the age of 25, have been or are employed, and have spouses and/or children. Educators must understand this population of students to design programs to meet their specific curriculum needs. The purpose of this study, therefore, was to develop a model of major influences and decision-making factors that affect involvement of nontraditional students in science. This research extended the Simpson-Oliver model that originally identified those factors influencing involvement in science through the high school years.

The study was conducted in three phases. The first phase was a qualitative survey which was used to revise the Simpson-Troost Inventory for nontraditional students. The second phase developed the reliability and validity of the revised Simpson-Troost Inventory. In the third phase, information obtained from the administration of the revised and validated Simpson-Troost Inventory was used to develop a component of the Simpson-Oliver model identifying the major influences and decision-making factors affecting the involvement of nontraditional college students in science.

The results from the qualitative phase presented clear areas of concern relative to the nontraditional student. Areas of concern were school, science, family, and self. The nontraditional student was found to be proud, pragmatic, stressed, supported by the family, and master manipulator of a multitude of responsibilities. Analysis of the results from the administration of the revised Simpson-Troost Inventory demonstrated several subscales significantly influenced the attitudes of nontraditional students toward science. The self variables of science anxiety and achievement motivation accounted for 10% and 40% of the variance in attitudes toward science, respectively. The school variables of attitudes toward science curriculum and attitudes toward other students accounted for 57% and 2% of the variance in attitudes toward science, respectively. The family variables of general family attitudes toward science and family attitudes toward science when regressed on the variable attitude toward science accounted for 2% and

17% of the variance, respectively. Due to the low proportion of variance accounted for by family variables and the high correlations between the independent variables school and self, it was decided to delete the family variable from the final model. Results demonstrated that self and school variables accounted for the largest variance in attitudes toward science among nontraditional students. These variables should be included in designing curriculum and instruction to foster positive attitudes toward science in this emerging student population. Adults with positive attitudes toward science are more likely to make the commitment to science which could yield increased scientific literacy.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-scientific research

(37) Title: SOCIAL STUDIES AND NATIONAL DEVELOPMENT IN BOTSWANA,
ZAMBIA, AND ZIMBABWE

Author: BROOK, DIANE LORRAINE

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 407

Advisor: PREISSELE-GOETZ, JUDITH

Research Problem: This study examined the relationship between social studies and national development in Botswana, Zambia, and Zimbabwe and compared the educational experiences of these former British colonies in southern Africa. Employing naturalistic inquiry and an eclectic theoretical perspective, case studies were constructed on the three countries with data obtained during fieldwork. Qualitative research methods included interviewing of educators and policymakers; analysis of national development and education policy; and analysis of curricula, instructional materials, examinations, and related materials.

The case studies documented the intimate relationship between education and national development, a network of regional relationships, historical development of the three educational systems, and the role of contextual factors in shaping national development policy, educational reform, and social studies. Social studies and geography curricula were examined for reflections of national development and contextual factors, content, objectives, rationale, approaches, curricular traditions, and degree of localization. Problems and constraints affecting their implementation were documented. Social studies was considered for its relative importance among priority subjects for national development.

The study revealed differences in the countries' affluence, development, and progress in implementing educational reform. Botswana, the most affluent, was least developed; Zimbabwe was the most developed, and Zambia was at an intermediary stage. Despite differences in national development philosophy, socialism in Zambia and Zimbabwe and capitalism in Botswana, the three countries had similar development thrusts and educational reform policies. Zimbabwe has made the most progress in educational expansion, and Zambia has made the least. Botswana has made the most progress in developing and implementing indigenous social studies curricula relevant to national development. Sociocultural, economic, political, historical, environmental, and regional context factors were important determinants of educational policy and implementation. Comparisons across the three countries revealed similarities: retention of links to British education, conservative curricular reform efforts, social studies as important for decolonization and establishing a national identity, and constraints on reform and progress related to the broader national development context. The three countries were participating in global convergence of education systems through their development policies, at the same time as focusing on decolonization and localization within.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-deliberative

(38) Title: A RHETORICAL ANALYSIS OF THE PERPETUATION OF AN
EDUCATIONAL CRISIS: 1980-1989 (CRISIS PERPETUATION)

Author: DEHART, JEAN LAURA

School: UNIVERSITY OF GEORGIA Degree: PHD pp: 201

Advisor: LOGUE, CALVIN M.

Research Problem: During the 1980s, United States' elementary and secondary public education was frequently characterized as being in a state of crisis. This dissertation examines rhetorical strategies used in public discourse to depict a crisis in education. Proceeding on the theory that reality can be socially constructed, I conclude that the educational crisis was rhetorically constructed and perpetuated. The genesis of the 1980s crisis is often dated to 1983, when *A Nation At Risk* was published. This dissertation contends that the tradition of educational crises in the United States, the mood of the nation in the early 1980s, and the state of the newly formed Department of Education contributed to the development of the crisis. The nature of the rhetorical situation prior to publication of *A Nation At Risk* is examined. Public discourse on education constituted a rhetorical blitz. Widespread harms that demanded a comprehensive effort by citizens were identified, but constraints that would allow effective implementation of solutions were lacking. *A Nation At Risk* used internal and external exigences to depict problems with schools, and a naturalistic metaphor to create a sense of impending doom. The document was summary in nature, but suggested problems in many areas of education and diffused the responsibility of solving them to all citizens. Subsequent discourse imbued *A Nation At Risk* with authority through repetition of phrases, portrayal of conclusions as objective reality, and juxtaposition of ideas. The ensuing educational dialogue assumed the existence of a crisis and was cast in a negative tone. Rhetorical diversification occurred as rhetors discussed numerous areas of education and proposed a multitude of solutions. Major topics in the dialogue were literacy, international test scores, domestic test scores, and teaching. Curriculum and money also played important roles in the discourse. Despite the activity that occurred after *A Nation At Risk*, the 1990s found many still arguing that a crisis existed. This is not surprising, given that what was a rhetorical construction was treated as an objective entity. Study of the approaches to the educational crisis can help us understand crisis construction and the factors that contribute to successful resolution of emergency situations.

Form(s) of Curriculum Inquiry employed in this Dissertation: historical

(39) Title: TEACHER INFLUENCE AND SENSATION SEEKING AS FACTORS RELATED
TO HIGH SCHOOL STUDENT PARTICIPATION IN EXTRACURRICULAR
ACTIVITIES

Author: STANLEY, KATHY LAMBERT

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 131

Advisor: PHILLIPS, J. ARCH JR.

Research Problem: The study investigated student perceptions of the influence of teachers on student decisions to participate in extracurricular activities and examined the relationship of sensation-seeking to high school students' decisions to participate in these activities. Data were collected from 302 juniors and seniors who attended a high school in a small city in the Southeastern United States. Students completed a questionnaire consisting of four parts. The first part solicited demographic data. The second part was Form II of Zuckerman's (1979) Sensation-Seeking Scale, which gave a measure of the risk-taking tendencies of the respondents. Part three was a researcher-developed participation questionnaire used to obtain participation information and student perceptions of teacher influence on participation. The fourth part was an inventory of extracurricular activities in which students participated.

(4 0) Title: APPLYING COGNITIVE DISSONANCE WITHIN A PERSONAL HEALTH CURRICULUM TO REDUCE RISK FACTORS ASSOCIATED WITH THE DEVELOPMENT OF EATING DISORDERS IN A UNIVERSITY POPULATION

Author: WOLFE, JENNIE LYNN

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 195

Adviser: HESLEP, ROBERT D.

Research Problem: Once considered medical curiosities, eating disorders are known to pose a serious threat to the health and academic performance of students on university campuses nationwide. Indeed, if unchecked, the disorders may become psychologically and physically debilitating, and in some cases life threatening. Ironically, little research has attempted to investigate how eating disorders may be prevented. In fact, debate continues about the potential for prevention with some researchers cautioning that educational programs may "encourage" rather than "discourage" disordered eating patterns.

The purpose of this study was to investigate differences among students exposed to four mediated interventions designed to influence risk factors associated with the development of anorexia and bulimianervosa. Of interest to this study were three risk factors: drive for thinness, body dissatisfaction, and dieting intention. The treatment interventions were incorporated into a various sections of a personal course offered at a southeastern university in spring 1991.

Mediated interventions were designed such that increasing levels of cognitive dissonance were brought to bear on the variables under investigation. Drive for thinness and body dissatisfaction were measured using subscales from the EDI-2. Dieting intention was measured by student response to the question, "During the next six months do you plan to go on a diet?" Responses from 380 students were included in the data analysis. Results of one-way analysis of variance indicated statistically significant differences in body dissatisfaction mean scores for females across the four levels of dissonance. No other significant differences were observed when data were analyzed by dissonance group, by sex, and by eating disorders predisposition status. Although not statistically significant, a trend was reported among selected groups such that as dissonance increased, body dissatisfaction and drive for thinness mean scores increased. The findings from this study suggest that dissonance-based educational interventions may increase rather than decrease body dissatisfaction in female university students.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative-action

(4 1) Title: PARENT INVOLVEMENT AND ACADEMIC ACHIEVEMENT: A META-ANALYSIS

Author: CRIMM, JO ANN

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 196

Adviser: BROWN, CARVIN L.

Research Problem: The purpose of this study was to examine the existing body of literature and through the use of meta-analysis determine the effect of parent involvement on academic achievement. A collection of 57 quantitative studies was reviewed, and the meta-analysis of those studies produced an effect size which indicated that parent involvement has a positive impact upon a child's academic success.

Sorting the studies by age level of students, type of intervention, type of study, and subject matter permitted a more in-depth analysis. The analysis of the sorted studies revealed that elementary students (grades 3-5) benefit the most from parent involvement, home visits have the greatest impact, and reading improves the most as a result of parent involvement. An additional 29 studies which did not possess the data for meta-analysis were summarized and a vote score was shown. This analysis revealed a total of 17 studies which reported significant results, and 12 studies which did not report significant results.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-philosophical

(14) UNIVERSITY OF ILLINOIS AT CHICAGO
Public Coed University

The University of Illinois was founded in 1867 as the land grant institution of the state of Illinois. The University of Illinois at Chicago (UIC) is the largest institution of higher learning in the Chicago area and is ranked one of the top research universities in the United States of America. UIC supports a wide range of research centers, institutes and laboratories, as well as extensive library and computer facilities. The UIC campus is located just west of Chicago's downtown area near all major public transportation routes.

The College of Education offers a variety of degrees and certificate programs at the undergraduate and graduate levels, including two doctoral programs. The College is recognized nationally as a leading college which focuses on the issues and problems of education, particularly in metropolitan areas. Through collaborative partnerships with schools, communities and other universities, the College demonstrates its commitment to addressing the educational needs of an urban population.

Graduate Professional School-: Unique Features

1. **Enrollment:** Total enrollment exceeds 24,993 students, including more than 5,200 graduate students and 2,200 professional students. Graduate, Professional students: 5,052 full-time matriculated students, 3,678 part-time. Graduate faculty 1,411, includes 241 minority (42 African-Americans, 144 Asian-Americans, 52 Hispanics, 3 Native-Americans).
2. **Faculty and Students groups:** Graduate college enrollment: 2,900 full-time (1,371 women), 3,235 part-time (1,958 women) includes 1000 minority (404 African-Americans, 349 Asian-Americans, 226 Hispanics, 21 Native Americans), 1,196 Internationals. Average age 32. faculty 1,411.
3. **Tuition:** \$ 3018 per year full-time, \$ 523 per semester (minimum) part-time for state residents. \$8520 per year full-time, \$1460 per semester (minimum) part-time for non-residents. Fees of \$ 798 per year and \$ 336 per semester.
4. **Programs:** are provided through the College of Kinesiology, College of Liberal Arts and Sciences, College of nursing, Jane Adams College of Social Work, School of Public Health, College of Dentistry, College of Medicine, College of Pharmacy, and College of Education; among other programs in the Graduate College are: public policy analysis, including education, political science, economics, urban planning.
5. **Degrees offered:** Doctoral: Ph.D., D.Ed, and Master's Degrees.
6. **Requirements for Admission:** the TOEFL scores for non English natives is required; official transcripts for all undergraduate and graduate degrees and for other course work. Minimum grade point average: 4.0 (a B average) for the final sixty semester hours of undergraduate study, and a minimum 4.0 (B average) for all graduate work (for Ph.D applicants and post-baccalaureate study) and 3.75 for M.Ed; 3 academic recommendations; scores from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the last 5 years; and a written essay (no more than 2000 words) discussing why the applicant wish to pursue a graduate degree in a specific field (a statement of professional goals).

Office Address: Office of Graduate Admissions

University of Illinois at Chicago
Office of Admissions and Records-M/C 018
400 S. Peoria
Chicago, IL. 60612-7225

7. **Requirements for Graduation: Doctorate: Master's:** a master's thesis research is an option in many areas. Some programs require practicum course work which focuses on experiences and activities in the field. Doctoral degrees at the University of Illinois in Chicago, require a minimum of 96 semester hours of graduate work beyond the baccalaureate or 64 semester hours beyond the Masters degree. The plan of study for each student is prepared in consultation with and must be approved by the faculty advisor assigned in the student's area of specialization. All students are required to complete the core curriculum, appropriate work in the areas of specialization, a research project (leading to conference presentation or publication), and a doctoral dissertation. All students must pursue full-time course work (12 semester hours during a semester; 9 during summer session) for at least one semester or during 2 consecutive summers.
8. **Doctoral degrees awarded in 1993-94:** 370 doctorates awarded. In 1992: 1,308 master's, 202 doctorates awarded.
9. **Student Services:** Low cost health insurance, free legal counseling, free psychological counseling, career counseling, day-care facilities, emergency short-term loans, campus employment opportunities, counseling/support services for international students.
10. **Financial Aid:** Fellowships, research assistantships, teaching assistantships, full and partial tuition waivers, loans, employment and career-related internships or fieldwork available.
11. **Research Facilities:** Library facilities: University library plus 4 additional on campus libraries; total holdings of 1,6 million volumes. Access provided to on-line bibliographic retrieval services.
12. **Computer facilities:** Digital VAX-11/780, IBM 3090-120E, Apple IIe, IBM PC. IBM Personal System/2 Model 50, Zenith Z-57. Personal computers linked to BITNET.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. **Enrollment:** In education: 162 full-time (108 women), 439 part-time (336 women), includes 138 minority (71 African-Americans, 19 Asian-Americans, 47 Hispanics, 1 native-American) 13 internationals. Faculty: 39 full-time (14 women). **Students Groups in Curriculum:** 75 graduate students (Ph.D in Curriculum) enrolled during this academic year and 20 Master's in Curriculum and Instruction. **Curriculum Faculty Groups:** 15 full time with a Ph.D and 2 with a D.Ed. with a range of experience between 1 - 20 and more years. The number of part-time Curriculum Professors vary each semester and include a number of graduate assistants.
2. **Name of Department:** Curriculum and Instruction. College of Education
3. **Head:** Dr. William H. Schubert
Curriculum and Instruction Department Chair :Dr. William H. Schubert (Ph.D.; 4 years as Dept. Head; Specialty: Curriculum Theory, Theory, Inquiry, Development).
College of Education (M/C 147)
3428 Education, Communications and Social Work Building
Box 4348, Chicago, Illinois 60680

Phone: (312) 996-5628/4508

4. Name of Program that focuses on Curriculum: Curriculum and Instruction. The university offers the Ph.D in Education: Curriculum Design; M.Ed. in Instructional Leadership; Early Childhood education; Teacher Certification Options; Educational Studies; Curriculum and Instruction, and Reading.
5. Requirements: Entrance: for master's TOEFL minimum score of 550 required, minimum GPA of 3.75 on a 5.0 scale; for doctorate, GRE general test (minimum combined score of 1000 required) or Mat minimum score of 55 required, TOEFL minimum score of 550 required, minimum GPA of 3.75 on a 5.0 scale. Degree requirements: for master's, foreign language and thesis not required. In addition to the graduate school requirements, mentioned before, the course CIE 574 Foundations of Curriculum Design is required to Doctoral students as an overview of the Curriculum Design are of Specialization. The distribution of course credits (semester hours with Master's) for Doctoral students are: Core curriculum: 16, specialization requirements: 24, research project: 8 and Dissertation: 16 with a total of 64 semester hours. Without Master's the total of semester hours is 96.
6. Doctoral Degrees granted in 1993-94: 17 doctorates in Curriculum Studies (Curriculum and Instruction).
7. Primary Goals of the Graduate Programs in Curriculum are: The Ph.D in Education: Curriculum Design in its "core curriculum" provides a basis in research perspective, design and methodology for conducting and interpreting scholarly work. The area of specialization is designed to meet the needs and interests of students as they pursue an understanding of curriculum studies and related areas such as teaching and teachers, learning and students, leadership and improvement, subject matter and methods, and the contexts and cultures of educational environments. Aside from the core curriculum, the selection of courses is tailored to the students' needs and interests with the guidance of their faculty adviser. The program of Curriculum and Instruction (M.Ed) emphasizes the development of instructional leadership in curriculum and instruction based on perspectives, principles, and possibilities derived from educational history, philosophy, psychology, evaluation, research learning environments, resource management and self-selected topics. The Type 75 Supervisory Endorsement qualifies educators for a variety of central office administrative and supervisory positions in curriculum.
8. This Program is among the leading Programs in the United States because of : reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, and participation of faculty and students in professional groups, and research through collaborative partnerships which include: The Center for Urban Educational Research and Development (CUERD), the Nation of Tomorrow Project, the National Research Centers (the College of Education is a member of two national consortia which are supported by the US Department of Education: the National Center of Education in the Inner Cities (CEIC) and the National Center on Postsecondary Teaching, Learning and Assessment), and the Center for Literacy. .
9. Unique strengths of the Graduate Program in Curriculum Studies:
 (1) faculty (productivity, research-oriented, stable and fully dedicated, diverse interests & backgrounds, wide number of publications, many speeches and papers for conventions. Faculty in this area are actively engaged in scholarly work that is widely published in the research and theory journals of the highest quality, journals that influence educational policy and practice, and books published by the foremost publishers. They are leaders of scholarly associations and regularly present at the conferences of these organizations.

Members of editorial boards, of numerous journals, devoted teachers, and frequent lecturers, the faculty members are involved in a range of collaborative projects to improve the quality of teaching and learning in schools and other educational agencies; (2) Students (experience, attitude, insight. The students come from a wide variety of disciplinary, professional, cultural, and geographic backgrounds. Many are teachers or administrators in public or private schools, some are leaders in governmental and medical institutions, and they have intellectual backgrounds in diverse areas as well as in education. Students have received special recognition for their dissertations and other research by such prestigious groups as the American Educational research Association, Association for Supervision and Curriculum Development, the John Dewey foundation, The Society for the Study of Curriculum History, among others. Students also have gone on to faculty and administrative positions in universities, administrative and supervisory positions in public and private schools, as well as leadership roles in governmental and business organizations. Graduates from this Program have presented their work at major conferences nationally and internationally, as well as locally. They have published in a wide range of quality journals and books, and are sought after as consultants for the improvement of education, especially in urban areas.), (3) Curriculum (tailor making most of program; it provides a basis in research perspective, design and methodology for conducting and interpreting scholarly work. Aside from the core curriculum, the selection of courses is tailored to the students' needs and interests with the guidance of their faculty adviser); (4) research: emphasis on inquiry, reputation for research, national visibility, and variety of forms appreciated, and (5) environment: atmosphere of faculty-relations and large urban area.

10. Faculty Research: curriculum theory, curriculum inquiry, curriculum history, and curriculum development are some of the areas of interest for faculty research in this Department.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Inquiry training is to permeate all aspects of graduate programs, especially doctoral programs. Doctoral students are expected to explore different approaches to inquiry such as: ethnography, naturalistic inquiry, critical ethnography (survey research); historiography, archival work (casual modeling); experimental and quasi-experimental methods (educational criticism); phenomenological and hermeneutic approaches (action research); case studies of educators, students, settings, programs (feminist studies); biographical and autobiographical methods (imaginative and literary inquiry) and to link theory, research and practice through, for example: supervision in teacher education programs (research and publication); college level teaching (consulting arrangements); pursuing certification (participation on collaborative research teams). Required coursework: all degree candidates must successfully complete the following three courses: ED 500 Structural Foundations of Educational Research; EPSY 503 Introduction to Inferential Statistics in Education; EPSY 546 Educational Measurement, and one of the following: CIE 578 Qualitative Research in Education, EPSY 547 Multiple Regression in Educational Research and 563 Advanced Analysis of Variance in Educational Research.
2. Ways to prepare graduate students as curriculum researchers: (1) Recommend all doctoral students to take at least 4 research courses; (2) initiate graduate students into specific research methods while professors are engaged in a specific kind of research (according to the students' needs and interests with the guidance of their faculty adviser), (3) put students in an overview course on different types of research; and (4) ask students to enroll in research methods courses which includes students from the same program.

DOCTORAL DISSERTATIONS

Research Problems and Forms of Curriculum Inquiry employed in
 Doctoral Dissertations University of Illinois at Chicago, January, 1993 - June, 1994

(1) Title: TEACHERS' DESIRE TO PARTICIPATE IN BUILDING-LEVEL
 DECISION-MAKING

Author: DENNY, JACK WARREN

School: UNIVERSITY OF ILLINOIS AT CHICAGO

Degree: PHD pp: 180

Research Problem: This study identified areas of building-level decision

making in which secondary school teachers desire to participate and investigated the personal and organizational antecedent variables that influence these individual desires. Based on theory and research in social psychology, organizational culture, and work redesign, this study investigated relationships among seven conceptually distinct blocks of variables: (1) personal background characteristics, (2) individual psychological orientations, (3) life-force stressors, (4) perceptions of collegial context, (5) perceptions of well-being, (6) self-efficacy as it relates to decision making in the work environment, and (7) the institutional supports that are designed to assist individuals make transitions to new work roles.

To examine teachers' desire to participate in decision making, a causal model was proposed: background characteristics and personality orientations were hypothesized to interact with various environmental stressors and individual assessments of the normative school culture to generate individual perceptions of well being. Resulting dispositions, in combination with institutional supports present in the school environment, were viewed as antecedents to levels of efficacy and desire related to three specific decision-making domains: Student Policy Development, Resource Allocation, and Curriculum Development.

The direct, indirect and total effects of the path model were calculated using GEMINI (Wolfle & Ethington, 1985). The causal ordering of characteristics of individuals, perceptions of environmental context, and psychological states predicted 42% of the variance in desire for participating in decision making related to Student Policy Development, 58% of the variance in desire for participating in decision making related to Resource Allocation, and 39% of the variance in desire for participating in decision making related to Curriculum Development. Direct and indirect effects were determined to influence desire for participation in decision making differentially by domain. Efficacy exerted a strong positive influence across domains and mediated indirect effects on desire to participate as well.

Findings of this study have implications for staff training initiatives that may be designed to support growth and development of individuals and their schools.

Forms of Curriculum Inquiry employed in this Dissertation: Philosophical Action

(2) Title: EXPLORING POSSIBILITIES FOR PROGRESSIVE CURRICULUM AND
 TEACHING IN THREE URBAN CONTEXTS (URBAN EDUCATION)

Author: LOPEZ, ANN LYNN

School: UNIVERSITY OF ILLINOIS AT CHICAGO

Degree: PHD pp: 269

Advisor: CHOU, VICTORIA

Research Problem: The central purpose of this inquiry is to portray attempts to practice progressive organization of curriculum, as developed in the philosophical writing of John Dewey (1902, 1910ab, 1913, 1916). Special emphasis is placed on Dewey's notion of a pedagogy that moves from "the psychological" (interest and concerns of learners) to "theological" (knowledge of the disciplines). The study focuses on curriculum in three quite different urban settings: an inner city elementary school, a home education project, and a school of dance.

Narrative (Connelly and Clandinin, 1988, 1990, 1991) and story (Carter, 1993) forms of qualitative inquiry were fashioned to guide the investigation, drawing from phenomenology (van Manen, 1990), educational connoisseurship (Eisner, 1985b, 1991), critical inquiry (Apple, 1979, 1982, 1993) and educational lore (Schubert and Ayers, 1992; Schubert, 1991).

The study is designed to contribute to a better understanding of the following: (1) the possibility of practicing Deweyan pedagogy in the contexts of the three aforementioned urban education settings; (2) sources of support and resistance in the attempt to actualize a Deweyan progressive form of curricular organization; (3) the heuristic value of different positions on curriculum theory for understanding and developing curriculum in teaching and learning situations; (4) the interplay of extant theoretical positions and emergent personal values in the interpretation of educational situations; (5) the value of considering nonschool settings in the practice of an alternative form of curriculum; (6) the possibility of making learner interest, meaning, and purpose central to curriculum practice by keeping the curriculum question alive (Schubert, 1986); and (7) the benefits of actively and reflectively seeking a home for education, embodying curricula that are of, by and for children and their families. Along each of these seven lines, the study points to possibilities for further investigation.

Forms of Curriculum Inquiry employed in this Dissertation: Philosophical Theoretical

(3) Title WHEN STUDENTS CONSTRUCT CURRICULA: THE SELECTION AND ORGANIZATION OF LEARNING EXPERIENCES (CURRICULUM CONSTRUCTION, MEDICAL EDUCATION)

Author: OLESINSKI, RAYMOND LAWRENCE

School: UNIVERSITY OF ILLINOIS AT CHICAGO

Degree: PHD pp: 181

Research Problem: This study determined the bases for the selection and organization of learning experiences by students given a major role in curriculum design. Data were collected using in-depth interviews and student records on factors impacting the selection and organization of learning experiences of independent study medical students. Using grounded theory analysis, an explanation for curriculum construction was developed.

Curriculum construction was driven primarily by immediate future career concerns, i.e., graduate medical education. Curricula were used to help select a future specialty, enhance acceptance to and evaluate the suitability of training programs, and prepare for practice as graduate trainees. Students were most discriminating regarding course organization and instructional site selection for courses related directly to their graduate medical education.

Students met institutional obstacles that constrained curricular individualization by limiting access to courses. They sought knowledge about educational conditions which guided curriculum construction, and used prior clinical experiences and data from examinations to develop needs assessments for what knowledge and skills they lacked to be well-rounded physicians. Their curriculum construction was situational and most resembled a practical model of curricular development.

Forms of Curriculum Inquiry employed in this Dissertation: Deliberative Action

(4) Title: THE EXPERIENCED CURRICULUM IN TWO ELEMENTARY CLASSROOMS:
AN EXPLORATION IN STUDENT LORE

Author: WESTON, NORMAN
School: UNIVERSITY OF ILLINOIS AT CHICAGO
Degree: PHD pp: 1082

Research Problem: The purpose of this study was to inquire into student perceptions and understandings of curriculum. It was also an attempt to further define the realm of curricular inquiry known as the "experienced curriculum". Students' experiential knowledge about learning has gone relatively unacknowledged and untapped as a source for curriculum inquiry. This knowledge might be said to comprise a body of "student lore" (Schubert, 1992) about learning and schooling. By focusing on the meanings made by students as they encounter school curricula, this study also represents a preliminary investigation into student lore. The value of gaining student views is twofold: (1) to enhance classroom communication (and therefore teaching and learning); and (2) to increase understanding of how curriculum works as a totality--leading, hopefully, to more informed and responsive curricular decision making, and action.

Qualitative research methodology (Glaser & Strauss, 1967; Wolcott, 1987; Barone, 1980) was used to investigate student experiences in two elementary classrooms--one an all white, upper-middle-class suburban school; the other an all black, lower-income, inner-city school. Data were gathered from participant observation, student-produced works, school records, classroom artifacts, and extensive interviews with principals, teachers, and students. Conceptual categories (or themes) were then constructed from the students' and researcher's reflections on the meaning and significance of the curriculum, and from the interpretive power of extant curriculum theories. Schwab's (1973) categories of practical inquiry were used to frame and compare the curriculums experienced by the students in the two settings. It was found the curriculum students experienced was predicated upon cultural expectations, and on the kind and quality of the relationships they had with their teachers. Ways and means which allowed students input into the curriculum were also portrayed. Students showed less resistance, and more genuine involvement in learning when they were allowed to become co-creators of the curriculum they experienced.

Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic

(5) Title: SHARING AUTHORITY IN AN URBAN FIRST-GRADE: BECOMING
LITERATE, BECOMING BOLD (URBAN SCHOOLS, COLLABORATIVE
LEARNING)

Author: OYLER, CELIA J.
School: UNIVERSITY OF ILLINOIS AT CHICAGO
Degree: PHD pp: 248

Research Problem: This study of a first grade classroom in a Chicago Public School explores the nature of classroom work and talk when the teacher, Anne Barry, shares authority with her students. The school is located in the Pilsen neighborhood which is predominantly Mexican-American and overwhelmingly poor. Stimulated in part by a university-school teacher-researcher collaborative group, Anne made radical changes in her teaching, moving away from a traditional transmission approach, and embracing instead a more collaborative style. A large part of Anne's changes involved creating classroom routines that allowed students to initiate for both classroom process and

knowledge construction; this form of pedagogy, that Willinsky(1990) has termed "The New Literacy," is rarely implemented in urban, poor schools and offers a fundamental shift in relationships of power between teacher and students.

This study develops a framework for shared authority along two dimensions: process (who gets to do what, where, when and how) and content (what counts as knowledge). Issues of authority are explored in five different classroom routines, or curriculum genres, over the course of one school year. Classroom talk was recorded in each of these curriculum genres and excerpts from various transcriptions are analyzed for instances of sharing authority between teacher and students. Specifically explored are the ways in which students and teacher negotiated the work of the classroom for both knowledge and process.

This research was collaborative in nature, arising from joint theorizing between teacher and university researcher. Many of Anne's concerns and struggles throughout the year are highlighted in an effort to portray her thinking as she changed her teaching. Therefore, this study offers both a framework for analyzing shared authority in the classroom, and a methodology wherein authority was shared between researcher and teacher.

Forms of Curriculum Inquiry employed in this Dissertation: Deliberative Theoretical

(6) Title: URBAN AFRICAN AMERICAN STUDENTS' PERCEPTIONS OF THE PURPOSE OF SCHOOL (URBAN EDUCATION)

Author: GLEAVES, KENNETH A.

School: UNIVERSITY OF ILLINOIS AT CHICAGO

Degree: PHD

pp: 98

Research Problem: Fifty urban African-American sixth grade students (25 male and 25 female) were individually interviewed to examine their perceptions of the purpose of school. The interview consisted of six questions: (1) Why do you go to school? (2) Why do you think most people go to school? (3) What is the most important thing you learn in school? (4) What do you think school is for? (5) What do you think most people think school is for? and (6) What would things be like if there were no schools? Student responses were audiotaped and content analyzed.

Four general themes emerged from student responses: Theme I: School as an agent of social control, Theme II: Vocational functions of school, Theme III: Forms of knowledge school should develop, and Theme IV: I come to school to learn/Others come to 'play'. Sixty-eight percent (68%) of the sample related the purpose of school as to correct maladaptive behavior and to prevent social anomie. Eighty-four percent (84%) directly related their efforts in school to future labor market opportunities. Eighty-two percent (82%) defined themselves as dutiful students while contrasting themselves to peers perceived as not invested in school. The thematic categories and implications for educational reform are discussed.

Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-

(7) Title: COOPERATIVE LEARNING IN COMPUTER PROGRAMMING AT THE COLLEGE LEVEL

Author: MEHTA, JEAN IDA

School: UNIVERSITY OF ILLINOIS AT CHICAGO

Degree: DA

pp: 107

Advisor: RADFORD, DAVID

Research Problem: This thesis is the first study of cooperative learning in

an undergraduate computer programming class. A preliminary comparison of cooperative versus competitive instructional methods was conducted. Students' performance on individual tests, and on programming assignments were compared. Attitudes and suggestions of cooperatively taught students were assessed by a survey at the end of the semester.

An undergraduate programming class was taught in a competitive manner, and then in a cooperative manner. Since there was only one such course per semester, the students were unable to choose their method of instruction. In the competitive class all work was done individually. However, in the cooperative class the lab work, and programming assignments were completed cooperatively, whereas tests were done individually. The cooperative model used was a modification of Aronson's Jigsaw. This was a highly structured study, positive interdependence between group members, and individual accountability were maintained throughout.

The experimental and traditional classes were comparable for mathematical ability, prior programming experience, and gender. However, the experimental class consistently outperformed the traditional class on the tests. For each test the difference in the mean was significant, leading us to conclude that there was a greater mastery of the material by the experimental class. A significant difference between means was not found on programming assignments. In the traditional class a student having difficulty with the assignment would collaborate with the instructor. Consequently, a significant difference should not be expected on the mean score for the programming assignments.

The surveys showed that most students were happy with the group size and composition, and felt that cooperative learning was enjoyable and beneficial to them. Also, they reported that group work enabled them to fully understand the role of procedures, and that working together helped them to feel more confident of their abilities.

This study produced results which are consistent with other highly structured undergraduate studies. However, the cooperative learning model used for the programming assignments was designed by this author and is different from those described in the literature.

Limitations of the study and directions for future research are discussed.

Forms of Curriculum Inquiry employed in this Dissertation: Philosophical Deliberative

(8) Title: FACTORS AFFECTING LONG-TERM IMPLEMENTATION OF INTEGRATED LEARNING SYSTEMS IN ELEMENTARY SCHOOLS

Author: COOK, CHRISTOPHER WYATT

School: UNIVERSITY OF ILLINOIS AT CHICAGO

Degree: PHD pp: 199

Advisor: MARKLE, SUSAN M.

Research Problem: This study examines the long term factors influencing the degree to which teachers implement a particular computer-based instructional program, the integrated learning system (ILS), in elementary schools.

Ten specific variables organized into five sets of causal factors (school background, teacher background, personal teaching efficacy, training characteristics, and school climate) constituted the independent variables for the study. The two dependent variables measuring ILS implementation were teacher's level of ILS use and teacher's perceptions of ILS impact.

Data were collected using surveys and interviews with 122 of the 129 teachers (94.5% response rate) in the 10 elementary schools in the Midwest in which a particular ILS has been implemented for three to eight school years. In the first step of the analysis, zero-order correlations were computed for all of the variables in the model. Results suggested that ILS implementation is influenced by certain background factors, including

school socioeconomic status and years of ILS experience. Next, partial correlations were computed to control for the background, or fixed, variables in the model. Findings revealed that training quality, the principal's emphasis on clear goals, teacher participation in decision making, a collegial work climate, and the presence of a local "hero" were related to level of ILS implementation by teachers. The analysis also revealed significant correlations between training quality and school climate indicators. Amount of training alone was not related to degree of ILS implementation. In the final step of the analysis, hierarchical regression was used to calculate the percent of variance in level of ILS implementation associated with sets of variables. Of the two alterable variable sets, school climate had a greater influence than training in predicting level of long term ILS implementation. Findings suggest that change agents involved in the implementation of ILS's in schools must work to promote the organizational conditions that lead to effective technology use by teachers.

Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-Scientific

(9) Title: AN INQUIRY INTO THE NATURE OF WALDORF SCHOOL TEACHERS:
GAINING PERSPECTIVES THROUGH TEACHER LORE

Author: CARROLL, WAYNE MICHAEL

School: UNIVERSITY OF ILLINOIS AT CHICAGO

Degree: PHD

pp: 362

Research Problem: This study finds impetus in the emerging body of knowledge known as Teacher Lore and integrates elements of participant observation, teacher interviews, narrative inquiry, phenomenological reflection, and grounded theory using an approach modeled after the constant comparative method in an effort to gain a deeper understanding of teachers associated with the Waldorf (Rudolf Steiner) school movement. Generalizations and semi-generalizations are offered to help order commonalities of experience, educational thought, and philosophical assumptions of the Waldorf teachers. In addition, the researcher uses phenomenological analysis to reflect on the inquiry process itself.

The data were gathered from a study of literature related to Rudolf Steiner, Anthroposophy, and Waldorf school curriculum and pedagogy; from participant observation; and from naturalistic interviews conducted by the researcher during summer workshops at the Rudolf Steiner College in Fair Oaks, California.

The author includes a synthesis of the literature; a summary of his participant observation experiences; information about four Waldorf school teachers presented in narrative form; eleven generalizations, eight semi-generalizations, and three undeveloped themes; the author relates the generalizations to certain extant curriculum theorizing categories using the device of a fictionalized Waldorf guest speaker.

The researcher concludes, among other things, that Waldorf teachers are qualitatively different from public school teachers, that certain aspects of the Waldorf curriculum and methods could be adopted by the public schools to their benefit, but that the essential difference between Waldorf teachers and public school teachers is that the former's praxis is founded upon the minimal acceptance of certain Anthroposophical concepts.

Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-hermeneutic

(10) Title: THREE CASE STUDIES ON TEACHER MENTORING (MENTORING)

Author: MINOR, YVONNE SANDERS

School: UNIVERSITY OF ILLINOIS AT CHICAGO

Degree: PHD

pp: 173

Research Problem: This is a study of three neophyte teachers and their

mentors who are involved in a formal mentoring program. The purpose of the inquiry was to analyze the effects of mentoring on the teachers by relating their thoughts and reflections through self-reports, and recorded observations. The goal was to expand and enhance our understanding of the needs of neophyte teachers, characteristics of a formal mentoring program, and growth and changes of the neophyte and veteran teachers involved in the study.

The method of this study was qualitative and naturalistic, an attempt to capture descriptive accounts of teachers telling their own stories, sharing ideas, reflecting on actions. These ethnographic accounts were amplified with autobiographies of each teacher to create 'living' personalities which added depth to the pictures that were painted. The accounts were analyzed by juxtaposing them with existing sociological and critical literature on mentoring and its effects.

For all six of the teachers, mentoring is a process that never ends, is mutually beneficial, and forces them to be more intentional and aware of their actions. This study moves toward the development of a formal mentoring program that may prove useful in teacher education, teacher retention, and teacher renewal.

Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic

(11) Title: CURRICULUM, INSTRUCTION, AND EFFECTIVE TEACHING: A
PORTRAIT OF EIGHTH-GRADE MATHEMATICS

Author: SCHIDDELL, BETTY L.

School: UNIVERSITY OF ILLINOIS AT CHICAGO

Degree: PHD pp: 225

Advisor: ETHINGTON, CORINNA A.

Research Problem: This investigation presents an in-depth examination of

U.S. eighth grade mathematics in regard to curriculum, time allocations, instruction and effective teaching. The sample used in this investigation was drawn from the Second International Mathematics Study (SIMS) conducted during the 1981-1982 academic year. Of the 266 classes sampled in the SIMS Population A (eighth grade), 174 were classified as typical, 30 as remedial and 31 as enriched.

The findings revealed that the mathematics curriculum and instructional program is clearly textbook driven. The curriculum in the remedial classes was found to place a greater emphasis on arithmetic skills versus topics in the areas of algebra and geometry. Overall, teachers in all three classes are covering a vast amount of fragmented concepts. The instructional program for all three classes was found to be heavily laden with strategies that promoted rote learning and memorization along with a major emphasis on computational skills. Much of the class time was devoted to seatwork and listening to the teacher. This situation appears to present a picture of the student as a passive learner and the teacher as a transmitter of knowledge. Both normative and empirical approaches were used to study effective teaching in mathematics. The characteristics of an "effective" teacher were limited by the available variables that could be correlated with student achievement within the SIMS data. Those teachers identified as "effective" and "ineffective" were matched as closely as possible by the average pre-test score and student mastery levels within each class type. The findings from the examination of these "effective" and "ineffective" teachers across and within class types showed little consistency. However, an image of an "effective" teacher did develop from the findings of two teachers, one from the remedial class type and another from the enriched class type. Subsequent case study analyses were conducted on these two "effective" teachers. Both were found to display "effective" characteristics that were consistent with those characteristics identified in several theoretical and conceptual models on effective teaching.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific Action

(12) Title: PRACTICAL INQUIRY IN PHYSICAL EDUCATION: THE CASE OF
HELLISON'S PERSONAL AND SOCIAL RESPONSIBILITY MODEL
(SOCIAL RESPONSIBILITY, SPORT PSYCHOLOGY)

Author: GEORGIADIS, NIKOS S.

School: UNIVERSITY OF ILLINOIS AT CHICAGO

Degree: PHD

pp: 213

Research Problem: The main purpose of this study was to investigate the possibility of the existence of a new and unexplored paradigm in sport pedagogy which better explains and justifies Hellison's work within the context of existing pedagogical scholarship, and which better addresses the theory/research - practice gap. Despite the highly academic sub-disciplinary structure of physical education and sport pedagogy in recent years, the relevance and practical applicability of research based findings to the practitioner in the field has been questioned (Feingold, 1990; Lawson, 1990). Hellison's work as illustrated by his Personal and Social Responsibility Model (PSRM) comprises a reversal of the traditional educational practices. The PSRM has as a foundation Hellison's personal practical experiences integrated with reflection, personal values, and student-teacher interaction. Hellison's work is recognized as successful at the practical level (Bain, 1990a) but does not appear to fit current existing research and scholarly reviews in sport pedagogy (Bain, 1990a; 1990b; Silverman, 1991). Content analysis of Hellison's publications and narrative illustrations of the PSRM in action, provided the data for this study. Qualitative content, or document analysis, and narrative inquiry along with the autobiography of the investigator, were the methodological procedures which contributed to the hermeneutical analysis appropriate for this type of study. In pursuing the purpose of the study it was argued that the development of Hellison's PSRM is a case of practical inquiry as developed by John Dewey, Joseph Schwab, and others in the curriculum literature (Schubert, 1980a; 1986). The interpretation of the data revealed a close relationship between Hellison's work and the multiple components of the practical inquiry paradigm, leading to the conclusion that his work is better explained and justified by the paradigm of practical inquiry. In addition, the positive practical results of Hellison's educational process illustrate a theoretical representation of Schwab's practical paradigm and provide an alternative solution to the existing practice/research gap. Finally, its successful use over many years epitomizes the integration and interaction between the learners, the teacher, the immediate socio-cultural environment, and the specific subject matter.

Forms of Curriculum Inquiry employed in this Dissertation: Philosophical Theoretical Action

(13) Title: INDUCTING STUDENTS INTO SCIENCE: A CONCEPTUAL FRAMEWORK
AND A STUDY OF ITS CLASSROOM APPLICATION (SCIENCE
INDUCTION)

Author: VARELAS, MARIA

School: UNIVERSITY OF ILLINOIS AT CHICAGO

Degree: PHD

pp: 376

Advisor: BECKER, JOSEPH

Research Problem: This thesis is concerned with the foundations of science education, as specifically related to the classroom interactions between teacher and students. It is conceived as a unit of scientific activity with a theory level--a conceptual framework of the foundations of science education, and a data level--an empirical study

designed to show how this conceptual framework is played out in a 7th grade science class.

The conceptual framework is based on two major dialectics. Regarding science, the focus is on the interplay of theory and data levels of scientific activity (dialectic of science). Regarding education, the focus is on the interplay between top-down socio-cultural elements that the teacher brings to the students and the students' bottom-up understandings (dialectic of education). Dewey and Vygotsky are seen as the forerunners of this approach.

The empirical study is qualitative and interpretive, addressing the two major dialectics. Regarding the dialectic of science, the study reveals that students had difficulty with the deductive direction of scientific activity, and preferred the "doing" aspect of science over the "thinking" aspect. Regarding the dialectic of education, the study reveals: (a) there were similarities in the students' work, reflecting the influence of the teacher's talk and guidance, and differences, reflecting students' own use of the teacher's guidance in the construction of their knowledge, (b) the teacher encountered difficulty in bridging between her top-down guidance and the students' own bottom-up understandings and found it easier to operate at one or the other level, (c) the teacher played a crucial role in relation to important means for students' induction into the practice of science, such as developing an appropriate climate which balances discipline with participation, encouraging students to engage in dialogue and argumentation and to become explicit and specific in expressing their ideas, and (d) the quality of small group work depended on the quality of big group work, specifically on the extent to which students had a clear enough idea about the issues discussed with the teacher in the big group for them to work together in the small groups to produce further understanding.

Forms of Curriculum Inquiry employed in this Dissertation: Philosophical Theoretical Action

(15) THE UNIVERSITY OF ILLINOIS AT URBANA
Public Coed University

The University of Illinois at Urbana-Champaign is a leading center for graduate education in the nation. A distinguished graduate faculty of approximately 2,200 members supervises and guides graduate students in research, scholarship, and teaching. The University of Illinois was founded in 1867 as the land grant institution of the state of Illinois. In the 120 years since its founding, the University has become an institution of international stature. Scholars and educators rank it among the world's great universities. It is recognized for the excellence of its academic programs and its research, as well as for the outstanding facilities and resources available to students and faculty. This university is among the finest universities in the nation and the world. It is a comprehensive graduate institution. A distinguished graduate faculty, outstanding research facilities, one of the top-ranked libraries in the nation, and superior computer facilities make the campus of this university a stimulating environment for graduate study and research.

Located in the adjoining cities of Urbana and Champaign, the university and its surrounding communities offer a cultural and recreational environment ideally suited to the work of a major research institution. The University is a residential campus of classrooms, laboratories, libraries, residence halls, and recreational and cultural facilities with 200 major buildings on the central campus.

The Graduate College is an administrative unit which has jurisdiction over all programs leading to advanced degrees. The Graduate College develops and sets standards of graduate work and promotes and assists research by faculty members and graduate students in all fields. The College of education has a distinguished reputation. It is recognized worldwide for the excellence and leadership of its faculty, graduate programs, and alumni. During the past decade, the college has consistently been rated among the top five colleges of education in the nation. Its faculty members have served as executive officers of nearly every professional education organization and also have held editorial and review positions on most educational journals. Seven major professional journals are currently published under the auspices of the college. Typically, more than 40 percent of the college's budget results from externally funded research.

The Graduate School: Unique Features

1. **Enrollment:** 36,041 graduate, professional, and undergraduate students; 9,699 full-time matriculated graduate/professional students (3,773 women), 212 part-time matriculated graduate/professional students (108 women)
2. **Faculty and students groups:** **Graduate faculty:** 2,364 full-time (428 women), 0 part-time. **Graduate Students:** 9,699 full-time matriculated graduate/professional students (3,773 women), 212 part-time (108 women).
3. **Tuition:** \$ 3,126 per year for state residents and \$8,658 per year for nonresidents. Fees of \$ 920 per year.
4. **Programs:** The Graduate Schools include programs in the College of Agriculture which includes the School of human resources and family Studies), College of Applied Life Studies, College of Commerce and Business Administration, College of Communications, College of Education, College of Engineering, College of Fine and Applied Arts, Graduate School of Library and Information Science, Institute of Labor and Industrial Relations, School of Social Work, College of Veterinary and others programs in the Graduate

College. Curriculum programs offered: early childhood education, elementary educ., instruction, instructional technology, language and literacy education, computer science education, mathematics, science, social studies, secondary education and teacher education.

5. Degrees Offered: Doctoral degrees, Master's and Advanced Certificate with each specialization. The M.A, M.Sc. and Ph.D. are research oriented; the M.Ed. , Ed.D. and Advanced Certificates are more practitioner oriented.
6. Requirements for admissions: Transcripts for all college and university study submitted along with three letters of recommendation; all international students from countries where English is not the official language must also submit results of the TOEFL examination including scores on both the Test of written English and the Test of Spoken English. Applicants to certain degree specializations must also submit scores on either the Miller Analogies Test (MAT) or Graduate Record Examination (GRE). All doctoral student applicants must submit scores on either the MAT or GRE. An English writing sample (thesis, article or a paper) is required of all doctoral applicants.
7. Requirements for graduation: To earn a Master's (M.A & M.Sc.) require a year of residence study and a minimum of eight units, two of which may be taken for thesis credit, and to write a Master's Thesis and defend it in an oral examination before a committee of 3 faculty members. To earn a Ph.D. in education: requires a minimum of 24 units of credit (including the Master's Degree), at least 16 units of which must be earned in courses meeting on the Urbana-Champaign campus, at the Chicago campus, or in courses meeting in other locations and approved by the Graduate College for residence credit. The College of Education minimum continuous residence requirement is two consecutive semesters of at least 3 units each semester. Eight units of thesis credit (499) may be used to fulfill the Ph.D. credit requirement; no extramural credit may be used for this purpose. A supervised professional work experience of at least one-half time for one semester must be completed between admission and completion of the degree requirements. Students must take 8 hours of written examinations in general and special fields; all doctoral students must complete an early research requirement, must meet research methodology (RMAC) requirements and a thesis or Doctoral Dissertation which often requires a year or more of study. Thesis research should make an original contribution to knowledge. All degree requirements must be met within 6 years after registration for the first course. Doctoral programs typically require 3-4 years of full time study.
8. Doctoral degrees awarded: 1,244 doctorates in 1993-94.
9. Student services: Low cost health insurance, free legal counseling, free psychological counseling, career counseling, emergency short-term loans, campus safety program, campus employment opportunities, free city bus pass. Nearly every facility on campus is accessible to the physically disabled, and the University's programs and services for the disabled have served a model world wide. Graduate Housing: rooms and/or apartments-available to single students (905 units) at an average cost of \$2,108 per year (\$4,520 including board); available to married students 950 units at an average cost of \$4,260 per year.
10. Financial aid: Fellowships, teaching and research assistantships and tuition and fee waivers.
11. Research facilities: The university is the home of numerous national centers conducting research across many disciplines including supercomputing, engineering, education, genetics and the arts. University library plus 37 additional on campus libraries; total

holdings of 6 million volumes. Access provided to on-line bibliographic retrieval services.
 12. Computer facilities: CDC CYBER 174, CDC CYBER 175, IBM 4341, Digital VAX-11/780, CRAY X-MP II, Apple II and Macintosh; IBM PC, PC/AT, and PC/XT. personal computers on campus linked to BITNET, Internet, CICNET, NSFNET.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: more than four hundred and fifty full-time graduate students (Ph.D: 160, D.Ed. 8, master's: 180 and Specialists: 5). Curriculum Faculty: twenty five faculty (Ph.D. full-time) and 1 D.Ed full time, 4 part-time, 8 women. Years of experience as Curriculum Professors range between: 1 and 30 years.
2. Name of the Department: Curriculum and Instruction, College of education.
3. Name of the Program that focuses on Curriculum Studies: Curriculum and Instruction (A.M, Ed.M, M.S, Ed. D, Ph.D, AC)
4. Department Head: Dr. Steven E. Tozer (Associate Professor of Philosophy of Education)
 Department of Curriculum and Instruction
 University of Illinois at Urbana, Champaign
 1310 South Sixth Street
 Champaign, IL 61820
 Phone: 217/244-3391 Fax: 217/244-4572
5. Departmental Requirements: entrance: GRE scores: Degree requirements: For a Doctoral student: Minimum number of credits, 20, Grade point average of 4.0 and a Dissertation/Thesis. For a Master's the minimum number of credits is 8, there is a choice of thesis, grade point average: 4.0
6. Doctoral degrees awarded: 180 doctorates in Curriculum (1993). In 1992, 103 master's, 37 doctorates awarded.
7. Primary Goals of the Graduate Program in Curriculum: The primary purpose of the department's graduate instruction is to prepare professional teachers and scholars. The research and teacher-education faculty join highly motivated and capable students in the department of Curriculum and Instruction in researching and developing practices and expanding professional knowledge to improve the quality of education of children and youth. Graduate programs in early childhood education, elementary education and secondary education are informally organized around areas of specialization such as curriculum, instruction, language and literacy education, instructional technology, teacher education, subject matter, specialties, and others. Graduate students are encouraged to develop individual programs of study using the wide range of expertise available from faculty in the Department and in other departments throughout the College and campus. Through the Master of Education and advanced Certificate programs, experienced teachers are prepared to be more omniscient and better informed practitioners who can serve as leaders for educational reform in local schools and school districts. The Ed. D. program prepares scholarly practitioners for leadership positions in teacher training institutions, state education agencies, and public school districts. The Ph.D. program prepares degree candidates for careers involving research and scholarship, including those in colleges and universities where research is generally combined with teacher education.
8. Graduate Program in Curriculum is among the leading Programs in the United States because of: reputation of faculty (faculty are well known throughout the country and the world. The faculty members are among the University most active scholars. These men and

women, who have national or international stature as leaders in their fields, work closely with graduate students); quality of graduates, curriculum and Instructional characteristics, national leader in funded curriculum research, size of the program, visibility of the program, curriculum research publications, participation of faculty and students in professional groups.

9. Unique strengths of the graduate Program in Curriculum: This department is nationally and internationally recognized for (1) the quality of faculty (productivity, research-oriented, stable and dedicated, diverse interests and backgrounds, wide number of publications, many speeches and paper for conventions), (2) research (emphasis on inquiry, extensive research available, reputation for research, national visibility), (3) Students (placement, national recruitment, student alumni networks, selection procedures; college alumni are found in faculty and administration positions in the leading colleges on education throughout the world. Alumni hold numerous leadership positions in government education agencies and schools districts), (4) Curriculum (competence-based, interdisciplinary, a core of required course, cohesive academic) and (5) environment (resources, academic life, libraries). the Department of Curriculum and Instruction provides its graduate students with stimulating, scholarly professional setting housed in a College of Education regularly ranked in the top three in the nation. Students engage in collaborative study with faculty from other nationally recognized departments in the College. a range of research resources is available on the campus and in the College. Among these are the University of Illinois Library, one of the largest university libraries in America; unsurpassed campus computer facilities; the Educational Resources Center (ERIC), Clearinghouse on Elementary and Early Childhood Education; the Center for the Study of Reading, an internationally renowned unit for research and development in the area of language and literacy; and the Bureau of Educational Research.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:
Research courses available to students focused on different forms of curriculum inquiry: (409) Curriculum Research (reviews the principle methodologies used in research on curriculum problems; emphasizes subject-analytical, large-scale survey, experimental, case methods, and clinical studies; emphasizes the conceptual and practical problems in such research), (291-292) Thesis, (491) Field Study and Thesis seminar and (499) Thesis research (focused on the forms of curriculum inquiry according to the needs of the students' research projects) and (460) Research and Trends of the Language Arts Curriculum (integral/review/synthesis/deliberative research).
2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take a specific research course: all must have a research methodology specialty (2) put students in an overview course on different types of research methods and (3) ask students to enroll in research methods courses with only students in the same Curriculum program and with students from many different programs. Number of research courses required for a Ph.D: 4 courses, and for a Ed.D: at least one course.

DOCTORAL DISSERTATIONS

Research Problems and Forms of Curriculum Inquiry employed in
 Doctoral Dissertations University of Illinois at Urbana, January, 1993 - June, 1994

- (1) Title: A MULTIDIMENSIONAL EVALUATION OF THE RELATIONSHIP OF TRACKING TO STUDENT COURSETAKING OPPORTUNITIES WITHIN THE ENGLISH DEPARTMENT AT ONE URBAN HIGH SCHOOL
 Author: DAVIS, VICTORIA MAYE
 School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
 Degree: EDD pp: 174
 Advisor: MERCHANT, BETTY

Research Problem: This research study investigated an English Department curricular system in an attempt to understand how the district tracking policies and procedures related to student coursetaking opportunities. Variables examined included student English achievement, postsecondary aspiration, and mobility or stratification. Five research questions guided this multidimensional research study. A qualitative methodology was used that combined historical analysis of school and department documents from 1970 to 1990 and interview protocol. This methodology permitted analysis of participants' perceptions of tracking, maintenance and use of tracking policies and procedures, coursetaking opportunities made available to students, and guidelines for course and track placement. A quantitative methodology was used to analyze 60 student transcripts from the classes of 1970 and 1990 samples, respectively, to determine English course achievement. A course hierarchy of grade level and track difficulty was developed to analyze student mobility or stratification by track beginning and end point. Two themes emerged reflecting the negative effect of tracking on regular track level students: district policy on weighted grades and inaccessibility of the honors track to regular track students. These themes were balanced by the school's addition of a regular tracked senior course, English 7-8 "R," in 1990, and the encouragement of regular tracked students to take senior English. Policy-making implications on the use of a curricular tracking system included retaining the fourth year of English as a college preparatory course and reviewing the weighted grade policy for the lack of opportunity for mid-range students.

Forms of Curriculum Inquiry employed in this Dissertation: Historical Evaluative-Normative

- (2) Title: THE EFFECTS OF PROGRAMMING INSTRUCTION IN PROCEDURAL PROGRAMMING AND LOGIC PROGRAMMING ENVIRONMENTS ON PROBLEM-SOLVING ABILITY
 Author: CHOU, WEN-CHUNG
 School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
 Degree: PHD pp: 224
 Advisor: DENNIS, J. RICHARD

Research Problem: The purposes of this study were to evaluate the effectiveness of programming instruction on students' problem-solving abilities, and to explore whether a logic programming or a procedural programming environment results in different degrees of cognitive transfer in terms of procedural, declarative, and conditional thinking skills. In an attempt to identify factors which influence programming learning, this study investigated interaction effects between types of programming instruction and students' aptitude variables, gender and computer anxiety.

Three intact classes of 35 students each from the Department of Mathematics and Science Education at Pingtung Teacher's College in Taiwan were randomly assigned to a procedural programming group (QuickBASIC), a logic programming group (Turbo Prolog), and a control group. The study followed a nine-week schedule, the first and the last weeks designated for administration of pre- and post-tests, respectively. An ANCOVA analysis and a multiple regression analysis were used to test statistical hypotheses about programming effects and interactions.

Findings of this study indicate that procedural programming is ineffective in developing procedural thinking skills, while logic programming is effective in developing declarative thinking skills. Neither programming environment had a significant effect on the development of conditional thinking skills. In terms of cognitive development, female students performed better than male students in a logic programming environment, while the reverse was true in a procedural programming environment. No significant interaction was found between computer anxiety and types of programming instruction.

Implications of this study for teaching practice are (a) serious consideration of including both procedural programming and logic programming environments in the school curriculum, (b) developing optimum computing environments that foster all procedural thinking, declarative thinking, and conditional thinking skills, (c) cultivating students' abilities to solve daily-life oriented problems with logic programming environments, and (d) adapting programming environments to individual differences. In addition, future studies should concentrate more on identifying near transfer rather than far transfer effects. Recommendations for future research are provided in this dissertation.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(3) Title: TAIWAN'S VALUES TEACHING PROGRAM: TEACHERS' BELIEFS REGARDING IMPLEMENTATION AND EFFECT (TEACHER BELIEFS, CHINA)

Author: CHUANG, MING-JANE

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD pp: 189

Advisor: RUBIN, LOUIS J.

Research Problem: The purpose of this study was to examine teachers' and administrators' beliefs about the Values Teaching Program and its implementation in Taiwan. The focus was on what teachers' beliefs about what curriculum principles of the VTP were implemented in the current Life and Ethics program; and what principles should be emphasized in the new Curriculum Standard. It also investigated their service education effects of the VTP on teachers' professional knowledge and skills as well as on their students' learning performance. Finally, it attempted to explore what factors hindered the implementation of the innovation program.

Five hundred and eighty-two elementary teachers in Taiwan constituted the sample in the study. The research utilized a questionnaire survey Elementary Teachers Beliefs Inventory (ETBI) which consisted of 69 items reflecting the four areas of teachers' beliefs--principles of the VTP, professional knowledge and skills, students' learning performance, and problems of the implementation developed by the researcher, based on literature review, expert validation, and a pilot study. Additional qualitative information for understanding the nature of the teacher's beliefs was provided. The results revealed the following: (a) teachers believed that the current Life and Ethics curriculum placed great emphasis on all of the VTP curriculum related principles; (b) teachers believed that all of the selected principles in the VTP which received "very greatly" should be emphasized in the new Curriculum Standard; (c) teachers believed they had improved their own professional knowledge and skills in regard to encouraging students' independent thinking and self-

judgement; adopting values instructional strategies in the curriculum; and helping students deal with their problems in daily life; (d) teachers perceived that their students' learning performance had improved in the following areas: thinking skills, learning interests, and social adjustment. A critical finding in the study was that teachers perceived that their students' moral conduct and self-discipline had not changed sufficiently as a result of the implementation; and (e) five major implementation factors accounting for the ineffectiveness of the VTP were identified as follows: lack of in-service training and administrative support, hassles from the mandatory innovation, teaching overload and lack of resource support, attachment to traditional methods, and negative influence of social environment. The findings implied that curriculum development and implementation should be based on teachers' beliefs. The recommendations for future research included (a) replicating an ethnographic study to disclose the process of beliefs change, (b) providing empirical basis for improving children's moral practice, and (c) determining potential problems in transferring the pedagogical methodology from one culture to another.

Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-hermeneutic

(4) Title: ATTITUDES OF SECONDARY SOCIAL STUDIES AND ENGLISH TEACHERS
TOWARD THE CLASSROOM EXAMINATION AND TREATMENT OF
CONTROVERSIAL ISSUES (SOCIAL STUDIES TEACHERS)

Author: ENGEL, SAMUEL LOUIS

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD pp: 110

Advisor: COX, C. BENJAMIN

Research Problem: The purpose of this study was to investigate the attitudes of social studies and English teachers toward the examination of controversial issues in their classrooms. The attitudes of teachers who taught both social studies and English were also examined.

The study was conducted within eight counties of a midwestern state. Surveyed were 337 secondary social studies (n = 147) and English (n = 190) teachers. The survey instrument, the East Central Illinois Social Issues Teacher Questionnaire, consisted of three questions that asked respondents to rate 27 statements which reflect teacher attitudes toward the use of controversial issues and related themes as well as other questions.

Some factors included in the study were the amount of time teachers treat controversial issues, teachers' awareness of district policy concerning treatment of controversial issues, and which controversial issues the teachers would and would not discuss with students.

Statistical treatment of the statistical data included attention to frequencies, percentages, means, standard deviations, and analysis of variance.

Conclusions. Collectively, 75% of the teachers reported spending up to 25% of their class time examining controversial issues. Membership in state or national teaching organizations did not increase or decrease the amount of time spent examining social issues. Higher percentages of female English teachers than male English teachers ranked sanction reasons (administrative disapproval, community pressure groups, and parental criticism) as reasons for not discussing some controversial issues. Male social studies teachers were more likely than female social studies teachers to rank sanction reasons for not discussing controversial issues. Low percentages of teachers working in both rural (3%) and urban (13%) schools knew whether their district had a controversial issues policy. Social studies teachers identified religion and school policy as issues they would not discuss with students. English teachers identified abuse and school policy as controversial issues they would not discuss with students. The general conclusion is that secondary social studies and English teachers report that they are examining controversial issues with their

students and that they are willing to discuss a variety of issues they deem controversial, such as abortion, abuse, drugs, gangs, racism, suicide, and teen sex.

Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic

(5) Title: THE RELATIONS BETWEEN THE FORMAL STRUCTURE OF EDUCATIONAL GOVERNANCE AND CLASSROOM PRACTICE (CURRICULUM POLICY)

Author: HSU, CHAO-SHENG

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD pp: 263

Advisor: WESTBURY, I.

Research Problem: It is a pervasive belief among those concerned with school governance that policy makers can and do steer school practice through such instruments as external tests and examinations, teacher evaluation systems, teacher certification codes, mandated curricula, and the like (Cohen, 1990; Cohen and Spillane, 1992). It seems that there are systematic relations between curriculum policy and classroom practice. Stevenson and Baker (1991) explored the relationships between using the SIMS Population A data. They found that in educational systems with tight national control over curriculum, classroom teachers are more likely to teach the same mathematics curriculum than those in systems with provincial or local control over curriculum. Their findings were however derived from an analysis in which data were aggregated across courses and curriculum topics within systems. In this study, we examined the relations between governance structures and classroom practice using the SIMS Population A and Population B data. We used the variation of content coverage within individual courses in each system to examine our research question and the SIMS topical areas as criteria. The study found that there are no systematic associations between patterns of coverage variation and level of control of curriculum. It seems that coverage variation is not associated with the formal structure but with curriculum itself, a framework which determines patterns of content coverage and creates the context for the classroom teaching practices. Finally, we used Meyer's "institutional theory" to interpret the findings. The resource of authority and control within schooling does not derive from its "skeleton" or internal framework (i.e., its organization) but from an "exoskeleton" of shared social understandings held in common in a culture or social system (i.e., its institutional framework).

Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-hermeneutic

(6) Title: EARLY CHILDHOOD STUDENT TEACHERS' IMAGES AND THEIR CLASSROOM PRACTICE (STUDENT TEACHERS, TEACHER IMAGES)

Author: LIN, YU-WEI

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD pp: 208

Advisor: SPODEK, B.

Research Problem: Since the late 1970s', an approach to the study of teaching has developed which assumes that what teachers do is affected by what they think. This approach suggests that teacher behavior is substantially influenced and even determined by teachers' thought processes. Teachers' planning, teachers' interactive decision-making, and teachers' theories, beliefs and images are encompassed within this domain. In this study, teachers' beliefs and images were investigated. This study explores two early childhood student teachers' beliefs and images in relation to their classroom practice. Four research questions are raised: (a) What are these early childhood student teachers' images of teaching? (b) Do their teaching images

influence their classroom practice? (c) Do their teaching images change during student teaching period? (d) What are the possible influential factors on their teaching images?

A case study method was used in this study. Classroom observations, videotaping, open-ended interviews, and student teachers' written plans and personal journals were the major sources of data.

The following conclusions were drawn from this study: (a) Early childhood student teachers hold a set of teaching beliefs and images which influence their classroom practice. (b) The origins of these beliefs and images are in their professional experiences, their school experiences, their family life and their personal characteristics. (c) The student teaching site did impact on these two student teachers' images. (d) These two student teachers maintained many teaching images over the student teaching period. (e) The university supervisor did not seem to have a great deal of influence on these two student teachers' images.

Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-hermeneutic

(7) Title: GENERAL FOCI AND CONTENT ELEMENTS FOR A NEW SCOUTING EDUCATION CURRICULUM OF THE REPUBLIC OF CHINA ON TAIWAN: A DELPHI STUDY

Author: LU, CHIEN-CHENG

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD

pp: 484

Advisor: WITZ, KLAUS

Research Problem: The purpose of this study is to describe and critically discuss the need for the curriculum change of scouting education, and to identify possible overall focus and content elements for a new scouting education curriculum in Taiwan. There were 20 suggested general foci for the new scouting curriculum in this study. These 20 suggested general foci were organized into 5 general focus clusters by using the principles of semantics to identify the key ideas shared by a number of suggested general foci. Among the five general focus clusters the Delphi panel members clearly perceived the group harmony cluster and the outdoor/environmental focus cluster to be quite important to the new scouting education curriculum. The common focus cluster was perceived to be moderately important. The leisure focus cluster and the scouting focus cluster were perceived to be relatively less important than the other three top rated focus clusters. This suggests that the new scouting education curriculum will be different from the existing scouting education curriculum in terms of the curricular foundations and educational visions.

Among 54 suggested content elements for the new scouting education curriculum, 39 content elements were rated as having a mean of 3.00 (important) or higher. These 39 content elements were to a great extent related to harmonious group living, and to the environmental and experiential aspects of outdoor education. It should be noted, however, that roughly 50 percent of these content elements were already contained in the existing scouting education curriculum. On the other hand, 15 content elements were rated as being less than important. These 15 content elements were to a great extent related to the more complicated or outdated skills traditionally included in the scouting education curriculum, and to the knowledge or ideology directly associated with scouting or the Scout Movement.

Finally, out of 26 panel members, 15 members supported the continued use of the name "scouting education" for the new scouting education curriculum. On the other hand, 11 panel members did not support the name "scouting education," and preferred alternative names for the new scouting education curriculum. The alternative names such

as "group living education," "outdoor (life) education," "outdoor/leisure education," "life ethics education," "action and practice education" and "adolescent life education" suggested by those panel members, however, were quite diverse. (Research Problem shortened by UMI.)

Forms of Curriculum Inquiry employed in this Dissertation: deliberative-philosophical

(8) Title: THE DEVELOPMENT OF MENTORING RELATIONSHIPS IN THE TEACHING TECHNIQUES LABORATORY AT THE UNIVERSITY OF ILLINOIS (ILLINOIS)

Author: PATTON, PETER LEE

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD pp: 138

Advisor: COX, C. BENJAMIN

Research Problem: For this research project, a case study approach was used to examine the relationships that occur between supervisors and pre-service student teachers in the Teaching Techniques Laboratory at the University of Illinois. The study used nine case studies, organized into three trilogies, to examine the intense and extended relationships between persons with widely different skill levels and experiences. Each trilogy consisted of one supervisor and two pre-service student teachers who were assigned to work together during the Spring Semester, 1992. Each of the informants was interviewed in two one hour videotaped sessions. During the nine interviews, eighteen hours of videotape was recorded. In addition to these interviews, the informants were also observed on an informal basis during a fourteen week period between January 27, 1992, and May 1, 1992. The observations took place between 9:00 a.m. and 5:00 p.m., Monday through Friday. Each informant was observed for two hours per week during the nine lesson teaching sequence. An ethnographic approach was employed to collect qualitative data.

An inferential finding of this study was that, within the confines of the sample pairings, short term mentor-novice relationships developed between the three supervisors and the six student teachers who were the focus of the interviews. Both parties benefited from these mentor-novice relationships. The pre-service student teachers developed useful strategies for teaching and classroom management, began to look at teaching as an intellectual activity, and were helped by their supervisors to analyze their experiences in the classroom. The supervisors enjoyed sharing what they had learned with the pre-service teachers. This sharing often forced them to look at their own teaching practices and caused them to consider using teaching methods that they had not considered before. Another finding of this study was that the supervisors usually adopted a collaborative supervision style with their pre-service student teachers with a slight tendency toward directive behavior. It is recommended that further studies be conducted to see if these same elements occur in the student teaching practicum.

Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-Scientific

(9) Title: EXPLORING THE RITUAL OF GROUP TIME IN A KINDERGARTEN CLASSROOM

Author: BROWN, PATRICIA CLARK

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD pp: 167

Advisor: SPODEK, BERNARD

Research Problem: This ethnographic study looks at a ritual event common in

early childhood classrooms, usually called group time, circle time, or, in this case, "opening." In particular, this study considers the following questions: (1) What role does group time play in a public school kindergarten classroom? (2) What values, beliefs, and group perspectives are being transmitted through this ritual event? (3) How do these values, beliefs, and perspectives relate to the teacher's values and beliefs about young children, learning, and education? (4) How do children make sense of the group time event? What does it mean to them?

The site selected for the study was a kindergarten classroom in a public elementary school located in a small urban community in the midwest. Classroom observations, videotape recordings, and interviews with the teacher and children provided data for the study. Videotape recordings of group time were also used as an aid in interviewing. Data were collected during the last three months of one school year and again during the first month of school in the following year. Analysis of the data was an ongoing process and included studying field notes, transcriptions, and videotapes to focus observations and interviews, to look for patterns, and to develop coding categories. These categories were used to help uncover the underlying themes of the study.

The activities within the ritual event called "opening" in this kindergarten included doing the calendar, saying the Pledge of Allegiance, choosing captains, and show-and-tell. It was found that the ritual was an important means of transmitting to children values, beliefs, and a group perspective. These values, beliefs, and perspectives reflected the values and beliefs about young children and learning held by the kindergarten teacher, but were also part of a larger view of the purpose of kindergarten and public school in our society.

Forms of Curriculum Inquiry employed in this Dissertation: Action Evaluative-Normative

(10) Title: MEASURING THE EFFECTS BETWEEN FAMILY AND TEACHER
CHARACTERISTICS ON STUDENT ACHIEVEMENT

Author: CHAPMAN, WARREN KING

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD pp: 181

Advisor: ANDERSON, JAMES D.

Research Problem: Teachers and parents are two of the most important and valuable resources a child has at his or her disposal during their schooling experience. Family environments are believed to have a significant influence in the development of a child's cognitive abilities and affective characteristics. It is the parents who establish and reinforce certain values and behaviors that effect the educational attainment of a child. The environment established in a classroom affects the learning of a child through the formal and informal structures and procedures developed by teachers. Teachers can establish an environment that facilitates learning and influences certain values and behaviors.

Previous educational research has focused on how parents or teachers have singularly contributed to the academic achievement of students. While many of these studies have provided some insightful results on the effects that parents and teachers have on student academic achievement, they have failed to acknowledge the fact that students must interact with both groups simultaneously. This research examines how various educational inputs of parents and teachers, either singularly or jointly, influence certain educational outcomes of students. The specific question which this study addresses is whether students who perceive their parents and teachers as showing high concern for their involvement in school, score higher on standardized tests and receive better grades than similar students whose parents and teachers are perceived as showing low concern for their school involvement.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative Action

Ethnographic-naturalistic

(11) Title: MUSICAL THEATRE EDUCATION: A CASE STUDY (THEATRE EDUCATION)

Author: FOUST, DIANE
 School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
 Degree: EDD pp: 148
 Advisor: LEONHARD, C.

Research Problem: Using a naturalistic research paradigm, the investigator focused on issues pertaining to undergraduate musical theatre education. Several questions guided the study: (1) What are the program objectives? (2) What day-to-day experiences and activities are implemented to achieve those objectives? (3) How do instructors give effective feedback to improve students' performance skills? (4) What knowledge and skills are considered essential by those who are involved in a musical theatre program? (5) What preparation do instructors who teach in such programs possess? (6) How do students and faculty balance academic demands with performance and production responsibilities?

The purpose of this study was to explore at firsthand the operation of one undergraduate musical theatre degree program in order to develop a holistic description with regard to its history, mission statement, objectives, curriculum content, instruction, evaluation, supervision, and administration. Sources of information included curricular guides and materials, recruiting and promotional materials. Observation of musical theatre experiences in which students and faculty were involved, observation of teaching/learning experiences and activities in classrooms and rehearsals, observation of performances, review of methods for assessment of student achievement, review of production schedules and responsibilities, and interviews with people directly involved in the program. Several important themes emerged from the research and are discussed: (1) recruiting, growth and development in recent years; (2) the role of performance and its relationship to academics; (3) the relationship of the theatre department to the music department; (4) the quality of evaluation and feedback on performance skills; (5) unity of vision for the program; and (6) strengths and weaknesses.

Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic
 Theoretical

(12) Title: EFFECTS OF IMPLEMENTATION OF ASSESSMENT POLICY ON STAFF PRACTICES AT A STATE DEPARTMENT OF EDUCATION (EDUCATIONAL REFORM, ILLINOIS)

Author: TRES-BREVIG, MARIA DA PENHA
 School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
 Degree: PHD pp: 517
 Advisor: STAKE, ROBERT E.

Research Problem: Augmenting state emphasis on student assessment to effect improvement in educational programs has implications for policies and practices of state departments of education. Changes in perceptions, values, communications, and work practices are often realized by staff members involved in educational reform process. How those changes occur are seldom empirically documented. Of particular interest in this dissertation was how increasing emphasis on assessment policy affected the implementation of state reform in Illinois, particularly the effects on language and communication within the Illinois State Board of Education (ISBE).

This study entailed an empirical examination of daily transactions of ISBE personnel, concentrating on the actions taken by the Student Assessment Section and Curriculum Improvement Section, responsible for the implementation of the Learning Objectives/Assessment Program and related activities. These sections describe what happened at a state department of education when an assessment program became the principal vehicle of state reform. The study's orientation was to explore rather than to verify, particularly to provide grounds for understanding of the interrelated changes in assessment policy and educational practices. Qualitative naturalistic research methodology was employed. The methods used for data gathering included participant observation, interviews, and document analysis.

Results of data analysis and interpretation were summarized in nine assertions which included: (a) disproportionate attention and support was given the Illinois Goals Assessment Program even though it was not aimed at school improvement; (b) development of reform activities were carried out by the staff with little substantive discussion of educational issues, discourse and practice were dominated by political, technical, and bureaucratic matters; (c) curriculum specialists were pressed to use language and priorities of behavioral objectives and test development in order to have a role in the implementation of the educational reform; (d) the logic of grand strategy for reform had visible flaws, inadequately connecting the state assessment program and local school improvement efforts.

Influenced by the complexity of contextual factors, this study revealed that educational reform born of state and national goals, mandating state assessment programs as the vehicle to cause curricular and instructional changes, but without attempting to impact the culture of the schools and the profession of teaching, can quickly fall short of achieving these goals.

Forms of Curriculum Inquiry employed in this Dissertation: Philosophical
Phenomenological.

(13) Title: A REVIEW OF ECONOMIC TOOLS IN THE DEVELOPMENT OF A
FINANCIAL SIMULATION COMPUTER PROGRAM FOR MIDDLE
SCHOOL STUDENTS (CAI)

Author: FLEMISTER, MICHAEL GILBERT

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD pp: 157

Advisor: RODGERS, FRED

Research Problem: Economic trends have led to the development of innovative economic tools. Once some of these tools were only available to the wealthy. The development of economic tools such as Individual Retirement Accounts, Certificate of Deposit, College Tuition Bonds, etc. allow consumers an opportunity to plan for a productive financial future. Our children will be the beneficiaries of some of these innovative economic tools. However, we have to begin evaluating our economic education programs, in general, and our instructional materials specifically to prepare children to become effective consumers. This study is concerned with designing instructional material based upon the opinions obtained through the use of a questionnaire.

Data were obtained from survey instruments providing measures of economic experience and exposure to 16 economic tools by middle school students, middle school teachers, and experts in economics. Dependent variables, derived from the data include survey scales reflecting students, teachers, and experts opinions concerning, for example, the importance of learning the 16 economic tools to the effect a computer could have on students' learning the 16 economic tools.

Analyses associated with major research questions include analysis of variance by student ethnicity, grade and gender; an analytical look at the descriptive statistics, an analysis of variance on group responses, and a Spearman rank correlation on selected survey items.
Forms of Curriculum Inquiry employed in this Dissertation: Action Scientific

(14) Title: GATEWAY TO EDUCATIONAL CHANGE: A SITUATED EVALUATION OF A
 FREDMAIL ADOPTION (NETWORKS, CLASSROOM
 TELECOMMUNICATIONS)

Author: HARRIS, GENELL HOOPER

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD pp: 200

Advisor: BRUCE, BERTRAM

Research Problem: Electronic networks are readily accessible in business and higher education. But only since the late 1970's has this communication medium been introduced into primary education, kindergarten through eighth grade. This study examines an electronic network known as FrEdMail (Free Educational Mail), specifically designed for education. This study traces the FrEdMail Network adoption process as six teachers in four rural Illinois schools are introduced to classroom telecommunications.

Innovation adoption is highly personal and complex (Bruce & Peyton, 1990; Fullan, 1991). Teachers are introduced to a novel concept, leave the inservice program and return to the classrooms for implementation. It is in their institutions where they confront situationally unique elements, i.e., classroom realities, that influence their decisions to implement or reject educational innovations. These realities include such elements as institutional environment and individual perspectives, such as goals, styles, practices and values.

The objective of this study was to examine this adoption process as teachers returned to their schools where they either rejected the FrEdMail Network or worked to fashion it with their classroom realities. Three research questions provided the focus: (a) How do teachers' pedagogical goals, practices, styles and values (classroom realities) relate to the way teachers incorporated or failed to incorporate FrEdMail? (b) How does the institutional environment shape, constrain, or facilitate FrEdMail use? and (c) What are the ways FrEdMail was used which reflect how it adapted to each teacher's classroom realities?

Situated Evaluation (Bruce, 1991) was chosen because of the value it places on individual teacher concerns, perspectives, and settings. Data were collected through the following qualitative techniques: (a) teacher, principal, student, and project director interviews, (b) classroom/inservice observations, (c) network messages, and (d) classroom artifacts.

Teachers' adoption of FrEdMail was influenced by their existing values regarding computers. Implementation was more successful when teachers employed FrEdMail as an enhancement to previously proven lessons. Teachers viewed FrEdMail adoption as a series of steps rather than a single product. The time of year also affected FrEdMail use. These findings and others reflected how teachers responded to FrEdMail and how this innovation conformed or was rejected based upon their classroom realities.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(15) Title: EFFECTS OF LINEAR, HYPERTEXT, AND HYPERTEXT WITH
 ADVISEMENT APPROACHES ON COMPUTER-ASSISTED LEARNING
 (LEARNER CONTROL)

Author: LAI, FANGMAY

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
 Degree: PHD pp: 179
 Advisor: DENNIS, J. R.

Research Problem: Provided with network branching capabilities, learners of hypertext systems are freed from the conventional linear, highly directed flow of presentation, and are allowed to have high level of learner control of instructional sequence. Until very recently, hypertext design has been theory-rich and research-poor. The effectiveness of hypertext as an instructional system is still poorly documented. This study investigated whether learner control provided with hypertext network branching capability can lead to a better learning result and attitude by comparing it with a conventional linear instructional approach. It also examined whether learner control with advisement strategies can be used in a hypertext environment to significantly improve the effectiveness of a hypertext instructional approach.

Three different versions of computer-assisted instructional tutorials (linear approach, hypertext approach, and hypertext with advisement approach) introducing personal computer software were developed as primary instruments. An immediate posttest and a retention test a week later were administered to measure subjects' achievement, and an attitude questionnaire was used to evaluate subjects' learning attitude and motivation, as well as their sense of disorientation.

The findings of the experiment led to the following general conclusions: (1) There were no significant differences in learning results and knowledge retention between a linear approach and a hypertext approach whether or not learner advisement was provided. (2) There were no significant differences in learner attitude and motivation between a linear approach and a hypertext approach whether or not learner advisement was provided.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(16) Title: RELATIONSHIP OF CRITICAL THINKING AND LEARNING STYLES TO NURSING DIAGNOSIS

Author: HAMILTON, LOIS JEAN

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD pp: 173

Advisor: KAZANAS, HERCULES

Research Problem: Very few experimental studies were found that investigated the impact of learning styles and of teaching critical thinking along with nursing content on students' ability to learn nursing content and to use critical thinking skills. The primary focus of this study was to determine if teaching some of the rules and principles of critical thinking and nursing diagnosis will increase Associate Degree Nursing (ADN) students' ability to write accurate nursing diagnoses. A secondary focus was to ascertain the learning style(s) which is/are conducive to learning critical thinking and nursing diagnostic skills.

The students involved in this study were enrolled in the Associate Degree Nursing Program at Illinois Central College, East Peoria, Illinois. A quasi-experimental pretest-posttest design was used because it was necessary to use two intact classes as the treatment groups. The experimental group was taught some of the rules and principles of critical thinking, nursing process, and nursing diagnosis. The traditional group was taught some of the rules and principles of nursing process and nursing diagnosis. The data was collected with the following instruments: Watson-Glaser Critical Thinking Appraisal, Kolb's Learning Styles Inventory, and a researcher-developed nursing diagnosis test and an attitude scale.

The data were analyzed by using t-tests of true mean scores, analysis of variance, analysis of covariance, and Pearson's correlation. All hypotheses were tested for significance at

the.05level. From the results of this study, the following conclusions may be drawn regarding teaching selected critical thinking skills along with nursing diagnosis and the nursing process: (1) Nursing diagnosis and critical thinking means of the two groups did not improve. (2) The relationship between nursing diagnosis and critical thinking in the experimental group was strengthened. (3) There was no significant difference between learning styles and critical thinking, but students with assimilator learning styles had higher nursing diagnosis scores. (4) The two instructional methods did not significantly affect the students' attitudes toward using critical thinking skills and the nursing diagnostic process.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(17) Title: SELF-DIRECTED CURRICULUM RENEWAL: A PROCESS ANALYSIS IN ONE UNIVERSITY FRENCH PROGRAM

Author: KNOWLES, MARK ANTHONY

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD pp: 340

Advisor: LEPETIT, DANIEL

Research Problem: The Language for Specific Purposes (LSP) movement and content-based instruction has fostered and coincided with greater adoption of more communicative approaches in the teaching of English throughout the world. In the highly decentralized world of post-secondary teaching in the US, LSP has had very few inroads outside of English as a Second Language departments. However, insights from the authors of two valuable approaches to curriculum design are the Ecology Model (Holliday and Cook, 1983) and the Appropriate Technology model (Markee, 1986), are related to a more traditional Munby-style needs analysis (Munby, 1978) and complement it with a learning environment analysis which they call a Means Analysis. In this study, a closely-related concept to Means Analysis called Process Analysis was developed. It was based on data from a major student needs survey with a questionnaire consisting of over 100 short items) and the results of a series of interviews and a survey of twenty teaching assistants at the University of Illinois at Urbana-Champaign. An analysis of the technical culture of the teaching assistants is given based on the results of these data. The potential conflicts between the teaching assistants and the students are discussed, and a proposed negotiated solution, based on self-directed curriculum renewal, is given. Concerned with White's (1988) recommendation of the use of a normative-re-educative approach to innovation, this study focuses on the innovations identified by the users of the curriculum (students and teachers). The study provides both theoretical and empirical support to the belief that curriculum design is most effective when conceived in terms of a process analysis and a normative-re-educative approach, which take into account the receivers' perceptions of innovations as an essential element in the process of change.

Forms of Curriculum Inquiry employed in this Dissertation: Deliberative Theoretical

(18) Title: THE COMPOSER IN RELATIONSHIP (COLLABORATION, INTERDISCIPLINARY ARTS)

Author: REPAR, PATRICIA ANN

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: DMA pp: 140

Advisor: BROOKS WILLIAM

Research Problem: In defiance of the notion that composers must work exclusively in isolation, and further, be glorified for doing so, this doctoral project proposes an alternative: that composers contribute to their social environment not only as

composers of artistic works but also of artistic processes. By composing artistic processes composers can re-compose and disseminate the idea of relationship as a dynamic process which thrives on creative and collaborative interaction and change--a process favoring mobility rather than stability. In contrast to contemporary culture, grounded in technological landscapes and electronic truths, expanding and rejuvenating the notion of relationship can have significant impact on the healing of this planet and its peoples.

Scholars and experts from many fields--business and commerce, the humanities, and the physical, biological, and social sciences--are addressing society's desperate need for a resurgence of creative thinking in regard to and in conjunction with collaborative activity. Chapter II draws on the work of several of these people and lays abroad foundation for the chapters that follow. Chapter III discusses and incorporates a 50-minute video documentary (Ripples: Artists In Collaboration) on the works and processes of four pairs of collaborative artists who employ various media and represent different locations in the United States. The discussion investigates the ways in which contemporary artists are contributing to a body of knowledge concerned with creativity and relationship. Chapter IV presents documentation and evaluation of a day-long workshop entitled Connectedness and Creativity I for graduate students in the fine arts and other artists in the community. The workshop was designed to explore various approaches to interdisciplinary composition, collaboration, and the development of artistic community. Central to the composition of this workshop are "activations"--composed activities, for individuals or groups, designed to stimulate creative energy and at the same time develop a range of relationships: from the most intimate relationship each of us has, that between mind and body, to the panorama of relationship that reaches outward between self and others.

Forms of Curriculum Inquiry employed in this Dissertation: Philosophical Theoretical

(19) Title: STUDENT ACHIEVEMENT, ATTITUDES, AND THINKING SKILL
ATTAINMENT IN AN INTEGRATED SCIENCE/AGRICULTURE COURSE
(SCIENCE, AGRICULTURE)

Author: ENDERLIN, KEVIN JOSEPH

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD pp: 256

Advisor: OSBORNE, EDWARD W.

Research Problem: The purpose of the study was to compare the effectiveness of an integrated agriculture and science course, Biological Science Applications in Agriculture (BSAA), to that of traditional horticulture courses, as measured by change in student achievement, attitudes, and thinking skill attainment.

The study was conducted using intact groups. Comparison group one consisted of 76 students from 6 schools enrolled in the BSAA course. Comparison group two consisted of 102 students from 8 schools enrolled in traditional horticulture courses.

Each student's cumulative grade point average was gathered as a covariate measure in the study. Agriculture and science achievement pre-tests were administered to the BSAA group before instruction began. A parallel agriculture and science achievement post-test was administered to the BSAA group at the completion of each instructional unit. A science achievement pre-test was administered to the horticulture group before instruction began, and a parallel science achievement post-test was administered after completion of the course. A science and agriculture attitude instrument was administered to both groups before instruction began and a parallel instrument was administered after completion of the course. The Watson-Glasser Critical Thinking Appraisal, Form A, was administered to students in both groups before instruction began, and the parallel Watson-

Glasser Critical Thinking Appraisal, Form B, was administered after completion of the course.

Statistical analysis of the data showed significant agriculture and science knowledge gain in four out of six units for the BSAA group. No significant gain in science knowledge was found for the horticulture group. Neither group exhibited significant change in attitude toward science or agriculture. In addition, neither group exhibited significant gains in composite thinking ability.

Implications for practice indicate that BSAA is effective in advancing student knowledge in agriculture and biological science. Because of the advantage of the BSAA course in the area of student achievement in biological science and in agriculture, the BSAA course should be added to the curriculum of high school agriculture programs in Illinois.

Forms of Curriculum Inquiry employed in this Dissertation: Philosophical

(20) Title: AN EXPLORATORY STUDY OF THE USE OF COGNITIVE STRATEGIES BY
FACULTY MEMBERS AND THEIR STUDENTS IN ASSOCIATE DEGREE
NURSING EDUCATION

Author: JOHNSON, JUDY LA VAUGHN

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD pp: 187

Advisor: FARMER, J. JR.

Research Problem: As health care becomes extremely complex, faculty members and students must deal with massive amounts of information in nursing education. As nursing struggles in a curriculum revolution to move away from the behavioristic influence toward a more humanistic philosophy, cognitive strategies may be a key that will enable students to intellectually manage their complex environments with the large arrays of information. Cognitive theories, which are concerned with the thinking, perception, and other intellectual functioning of an individual, served as the theoretical background for the study.

The purpose of this study was to explore the use of cognitive strategies by faculty members and their students in associate degree nursing education. The research focused upon questions chosen to explore the evidence of the use of cognitive strategies; the identification of cognitive strategies; how the cognitive strategies are used; and how the use differs from the classroom to the clinical setting. The questions were explored using several quantitative approaches for triangulation. Four faculty members and four of their students were observed in classroom and clinical settings and later interviewed. Data collected during the observations and interviews were coded into categories developed from the literature on cognitive strategies. Eleven faculty members and 66 students completed Likert scale questionnaires, which had been developed from the literature on cognitive strategies. Descriptive statistics were used to analyze the questionnaires. Pretesting of the interviews and questionnaires had been conducted at a different school of nursing. The questionnaires had been examined for content validity by a panel of experts.

The findings revealed an abundance of evidence of the use of cognitive strategies by the faculty members and students. The cognitive strategies that had been intentionally taught most frequently to students were found to be most frequently used by students. Findings showed that individuals may use cognitive strategies frequently, without being aware of and monitoring their own use. The faculty members' classroom presentation mode and initiation of interaction in the clinical setting may influence the students' use of cognitive strategies.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

Ethnographic.

(21) Title: THE EFFECTS OF COMPUTER-BASED TRAINING WITH MULTIPLE
THEORETICAL PERSPECTIVES ON THE ANALYSIS OF CASES OF
READING ERRORS (FLEXIBILITY)

Author: SENIOR-CANELA, FERNANDO ARTURO
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 125

Research Problem: The development of problem-solving skills has long been an important instructional goal of academic programs. In the case of teacher education, research provides evidence for the demands for flexibility in teaching and for the importance of promoting flexibility during pre-service education. Current research suggests that flexibility can be developed by allowing learners to explore problems from multiple perspectives, but further empirical evidence is needed for this assertion. The present study compared three versions of a computer software program designed to analyze cases of oral miscues from different theoretical perspectives in reading. A sample of 111 subjects was drawn from a large public university in Pennsylvania. Subjects were enrolled in required methods courses in language arts. The study was concerned with testing the hypothesis that students who are exposed to cases of oral reading errors interpreted from multiple perspectives would consider multiple perspectives when solving new cases.

Subjects read cases of children's oral reading miscues presented on the computer. Each case provided information about how practicing teachers interpreted and remediated these miscues. Following these examples, subjects were provided with four new post-treatment cases for them to analyze. Subjects' responses to cases were coded according to the type of perspective(s) used in the analysis of each case (phonics, sight-word, and/or whole language).

The results of the study indicate that regardless of treatment condition, using the program increased the average number of theoretical perspectives subjects used per case (except for one group of subjects with more course experience). Additional exposure to didactic instruction, with corresponding increases in conceptual knowledge, seems to have interfered with the acquisition of skill inflexibly applying new knowledge, although that hypothesis will require further test. The study raises crucial issues such as how soon flexibility notions need to be introduced in the curriculum and what some of the important considerations are in designing computer-based learning environments to facilitate flexibility.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(22) Title: THE EFFECTS OF DIFFERENT INTERFACE PRESENTATION MODES AND
USERS' INDIVIDUAL DIFFERENCES ON USERS' HYPERTEXT
INFORMATION ACCESS PERFORMANCE

Author: WEY, PI-SHIN
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 167
Advisor: WAUGH, M.

Research Problem: The main purpose of this study was to investigate the interaction effects of different interface presentation modes (text-only and text/graphic) and individual differences (cognitive style and computer experience) on users' hypertext information access performance. The study employed a 2 x 2 x 2 factorial design. The three independent variables were cognitive style (field dependent, field independent), level of computer experience (less experience, more experience), and interface

presentation mode (text-only, text/graphic). Performance was assessed by task scores, completion time, number of cards searched, and number of blocking loops. Sixty-one undergraduate students from the University of Illinois at Urbana-Champaign voluntarily participated in this experiment. The experiment was carried out in two stages. First, subjects filled out the background information sheet, completed the computer experience inventory questionnaire, and took the Group Embedded Figure Test (Witkin et al., 1971). Second, subjects were assigned to either text-only or text/graphic interface presentation modes and were requested to locate answers to the simple fact-based task questions in the Western Civilization Hypertext Information System. The findings of the study lead to the following conclusions. (1) The field-independent users performed significantly better on hypertext information access tasks than the field-dependent users in the text-only interface presentation mode. However, in the text/graphic interface presentation mode the field-dependent users performed slightly better than in the text-only interface presentation mode indicating that this text/graphic interface presentation mode may be somewhat beneficial to the field-dependent users. (2) Users with different levels of computer experience (less and more) performed about equally well on hypertext information access tasks in the text-only and the text/graphic interface presentation modes. Both less-experienced and more-experienced computer users' performance were slightly improved (not statistically significantly different) in the text/graphic interface presentation mode. (3) Cognitive style was found to be a significant factor on users' hypertext information access performance in both text-only and text/graphic interface presentation modes, and was more influential than the computer experience factor.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(23) Title: BEGINNING PRESCHOOL TEACHERS' IMPLICIT THEORIES: WHAT THEY THINK BEHIND THEIR ACTION (BEGINNING TEACHERS, TEACHERS' THINKING)

Author: LI, WEI

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD

pp: 140

Research Problem: What teachers do is affected by what they think. It is

believed that teachers hold implicit theories in their thinking in practice, which are not explicitly articulated in speech or writings, but can be elicited.

This study is a case study on two new preschool teachers' implicit theories. Through in-classroom observations and open-ended interviews, these two teachers' thinking in practice were elicited. The data were analyzed in relation to their teaching and their personal experiences. The teachers' implicit theories were presented in categorized statements respectively. It was found that these new teachers possessed a wide range of implicit theories on the domains of education, children, teaching, etc. And their beliefs were influenced by their past personal experiences. Implications on teacher education and development such as what should be taken into consideration from students' personal perspective, and how research methodologies served different functions in analyzing and shaping data were discussed.

Forms of Curriculum Inquiry employed in this Dissertation: Action
Philosophical

(24) Title: ART AS ARGUMENT: A RHETORICAL APPROACH TO TEACHING LITERATURE AND PAINTING (CRITICAL THINKING)

Author: GOLDSMITH-CONLEY, ELIZABETH HARRIET

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD

pp: 320

Advisor: SMITH, R. A.

Research Problem: A rhetorical approach in the classroom which emphasizes questions of audience, purpose, and technique will help to mediate conflicts about content and pedagogy in the literature and art curriculum, will promote critical thinking skills in students, and should encourage a more serious public attitude toward the arts. Chapter 1 examines American practices of teaching literature and art over the last century. Chapter 2 surveys classical and contemporary theories of rhetoric and emphasizes those of Cicero and Chaim Perelman. The survey introduces the three offices of the orator (delighting, moving, instructing) and the five canons of rhetoric, particularly of invention, arrangement, and expression, terms later used in the heuristics this study advocates. Chapter 3 shows how the rhetorical approach has been applied in the past to arts such as literature, painting, architecture, and music. This chapter features the *ut pictura poesis* tradition of the fifteenth through eighteenth centuries and shows how the rhetorical perspective is again emerging. Chapter 4 applies a rhetorical framework to the analysis of advertisements (the quintessential example of a rhetorical art), poems, and paintings. Chapter 5 ends by underlining similarities between the general critical thinker and higher order cognition in the arts and showing how the rhetorical approach can cultivate sensitivity and higher-order thinking skills.

Forms of Curriculum Inquiry employed in this Dissertation: Deliberative Theoretical
Philosophical

(25) Title: THE DEVELOPMENT AND TRIAL OF A BEGINNING BAND METHOD FOR
TEACHING WIND AND PERCUSSION INSTRUMENTS BASED ON A
NOTATION SYSTEM DIFFERENT FROM THE TRADITIONAL NOTATION
(WIND INSTRUMENTS, MUSIC READING, BAND INSTRUCTION)

Author: RIVERA-DIAZ, AMILCAR

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: EDD pp: 414

Advisor: LEONHARD, CHARLES

Research Problem: The purpose of this study was to develop a beginning band method based on a number-system approach to musical notation and to describe its effect on beginning wind and percussion students after fifteen weeks of instruction. The problem addressed in this study was the need for finding a better way to help the beginning band instrumentalist to cope with the basic mechanical aspect of performance while developing fundamental music concepts without having to struggle with the

nature of the symbols used in traditional music notation. An ancillary problem relevant to the purpose of this study, is the lack of a method book for band instruction suitable for the needs of the Puerto Rican school band program. The results obtained from this investigation should serve as a catalyst for the development of future band curriculum materials for the public schools of Puerto Rico.

The Number-System Method consisted of a text employing a numerical notation in which the numbers 1 through 8 represent the concert Bb major scale degrees. However, various features were added in order to convey musical meaning in a more thorough way. The content of the method was derived from The Individualized Instructor Preliminary Book and Book One. Both texts were converted into number-system notation for the most part, and were employed during the first eleven weeks of instruction. In the last four weeks students were introduced to traditional notation, and the material covered during the first eleven weeks employing the number-system approach was reviewed, now replaced by the traditional music notation symbols. Formative and summative achievement measures were employed for assessing performance skills, music reading skills, and aural skills. Students' attitude was assessed by administering two attitude inventories.

Given the circumstances and limitations of the study, noconclusive evidence of superiority of the Number-System Method can be asserted, and that was not the purpose of the investigation. However, it can be stated that the Number-System Method is a feasible approach for Puerto Rican beginning band students who tend to lack musical background due to the limitations of the general music program.

Forms of Curriculum Inquiry employed in this Dissertation: Deliberative Philosophical

(26) Title: OPPORTUNITIES AND OBSTACLES IN BILINGUAL READING (READING STRATEGIES, HISPANIC)

Author: JIMENEZ, ROBERT THOMAS
 School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
 Degree: PHD pp: 230
 Advisor: GARCIA, GEORGIA E.; PEARSON, P. DAVID

Research Problem: This research examines the strategic reading processes of eight bilingual Hispanic children who are good English readers. For comparative purposes, a smaller sample of good monolingual Anglo readers and of poor bilingual Hispanic readers is also included. The major objective of this study was to answer the question of how bilingualism and biliteracy affect metacognition. Data were gathered using unprompted and prompted think alouds, interviews, a measure of prior knowledge, and passage recalls. Preliminary analysis resulted in the identification of nineteen cognitive and metacognitive strategies that were used and/or identified by the student participants. The good bilingual readers were much more likely to verbalize their difficulties with unknown English vocabulary than were the monolingual readers. However, unlike the poor bilingual readers, they were more successful in resolving their vocabulary problems. Their approach to English narrative text was characterized by their determination to comprehend, their flexibility in using strategies, and their accuracy in making sense of the text; whereas their approach to English expository text was characterized by their use of relevant prior knowledge, their identification of new information, and their ability to combine new with old information. The good monolingual readers did not verbalize their thinking as much as the good bilingual readers. However, they also demonstrated determination to comprehend, were flexible in their use of strategies, and more often than not they were accurate in making sense of text. These readers were especially adept at integrating relevant prior knowledge into their ongoing meaning construction. Both samples of bilingual readers had greater difficulty with Spanish expository text than they did with Spanish narrative text or English narrative and/or expository text. The qualities of determination, flexibility, and accuracy again characterized the good bilingual students' reading of Spanish narrative text. Bilingual strategies, such as searching for cognates, translating, transferring knowledge learned in one language to another, and using code-switching in the protocols to discuss the text were more evident in their approach to Spanish expository text. The poor bilingual readers, by and large, did not utilize these strategies and were less successful in their comprehension. The data from this study suggest that good bilingual readers possess strategic reading knowledge that is qualitatively different from that of other readers.

Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic

(27) Title: STRATEGIC INTERVENTION IN THE CONTENT AREAS: THE EFFECTS OF INSTRUCTIONAL FRAMING ON THE TEXT RECALL OF REMEDIAL SEVENTH-GRADE SCIENCE STUDENTS (REMEDATION)

Author: WILSON, PATRICIA SHEARER
 School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD Date: 1992 pp: 128
 Advisor: THURSTON, PAUL

Research Problem: A study designed to increase the knowledge base about strategy intervention for at-risk middle-level students by assessing the impact of one specific visual organizer strategy (conceptual Framing) on less able readers was described and findings reported. Specifically, the study included four replications using Frames to supplement four chapters of a seventh-grade earth science test. This Condition was compared to traditional teacher edition instruction as provided by the textbook publisher. At the conclusion of each of the four chapters, students in both Control and Framing groups were given identical end-of-chapter tests which consisted of multiple choice, cloze, and essay questions. In addition, qualitative data were collected through a written anonymous student survey following the third test, informal teacher interviews at the beginning, middle, and end of the study, and one-on-one interviews at the conclusion of the study with eight of the below average readers who had been participants. Principal findings indicate that there was marginal statistical significance for combined scores for essays from two chapters of the study. Otherwise, there was not a statistical significance for the Framing intervention. Qualitative data indicate, however, that measurement of the potential effectiveness of the Framing intervention was at least in part confounded by the fact that some students did not actively participate in classroom cooperative group Framing activities, and by the fact that many students did not make use of the Frames as study aids. Data indicate there was also a significant effect for Teacher on seven dependent variables. The students of Teacher 2 consistently scored higher than the students of Teacher 1 on tests, regardless of Condition or reading achievement level. Although there was no statistical significance in the Condition x Teacher x Ability interaction effect for the students of each teacher, there were distinctive interaction trends for each teacher. Specifically, Framing increased the mean test scores for lower-level students taught by Teacher 1, and conversely, higher-level students of Teacher 2 more consistently raised test scores when Framing was used to help them organize information.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(28) Title: PERCEPTIONS OF COOPERATING TEACHERS AND UNIVERSITY SUPERVISORS OF THE COOPERATING TEACHERS' SUPERVISORY ROLE REGARDING PLANNING AND INSTRUCTION (LESSON PLANNING)

Author: ARGYRIOU, CHRISTOS G.

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: EDD pp: 151

Advisor: COX, C. BENJAMIN

Research Problem: The purpose of the study was to investigate and compare cooperating teachers' and university supervisors' perceptions of 32 supervisory activities performed by the cooperating teachers regarding their student teachers' planning and instruction. A survey instrument, consisting of 32 items describing commonly reported supervisory activities, was administered to 65 cooperating teachers and 12 university supervisors involved in secondary student teaching at the University of Illinois at Urbana-Champaign in the Spring Semester 1991. Inferential and descriptive statistics were used to report and analyze the perceptual responses of the two participating groups. Item means of the Likert measures were used to rank the items. Visual analysis produced three levels of use and helpfulness of the activities to student teachers as perceived by the cooperating teachers and the

university supervisors. The χ^2 statistic was used to identify three levels of agreement (high, medium, low) between the two groups.

The findings indicated that the two groups expressed significant differences over the helpfulness of stated expectations for student teachers, the modeling of teaching methods and styles, and a concern for instructional organization. The cooperating teachers perceived that these activities were more helpful to student teachers than the university supervisors perceived them to be. The two groups were similar in their perceptions of the lack of helpfulness of formal conferences and the helpfulness of the activities that granted student teachers autonomy to plan their lessons. They agree that informal supervision of student teachers in which a sense of autonomy to plan on their own is passed to the student teachers is more helpful than formal supervision entailing technical systems of observation and evaluation.

The similarities and differences of cooperating teachers' and university supervisors' perceptions of the helpfulness of the activities suggest the usefulness of in-service programs, to allow the two groups to share their educational philosophies and supervisory knowledge.

It is recommended that further studies utilizing representative samples of elementary and secondary cooperating teachers, university supervisors, and student teachers, including direct observation of supervisory acts, would provide useful empirical information to the education literature.

Additional studies should examine the other areas of cooperating teachers' responsibilities: orientation, evaluation, and professional development.

Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological hermeneutic

(29) Title: THE EFFECTS OF CROSS-CULTURAL TRAINING ON THE ATTRIBUTIONS AND ATTITUDES OF PRESERVICE TEACHERS (LEP INSTRUCTION)

Author: RAMIREZ, HERMILA A.

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD pp: 121

Advisor: WALKER, JERRY

Research Problem: The Hispanic population in the United States is well on

its way of becoming the largest minority group. It is also known that a great number of Hispanics have difficulty functioning in the school environment. Since schools institutionalize the dominant Anglo-American culture code, it may well be that intercultural conflicts are the root of the problem. Ignorance of other cultures can produce misinterpretation of behavior and may lead to cultural conflict. Cross-cultural training may help teachers identify and define cultural patterns of Hispanic students.

Therefore, this study investigated effects of cross-cultural training on the attributions and attitudes of pre-service teachers. It was designed to help teachers identify and define cultural patterns of Hispanic students which may be different from those found in the American mainstream culture. The design consisted of 59 pre-service teachers who were randomly divided into three experimental groups: The first group received no training; the second group received cultural assimilator training, by reading Hispanic cultural materials developed by R. D. Albert; the third group received cultural assimilator training, plus role-play exercises. This procedure involved both cognitive and behavioral training. In both cases the pre-service teachers were presented with interactions which hold the potential of cultural misunderstandings and conflict. The group results were used for comparative purposes. They showed that both types of training are effective for changing the attributions and attitudes of pre-service teachers. The results showed a very strong positive effect on the subjects' attitudes toward Hispanic students. Although this study is directed to the Hispanic culture, it can be extrapolated to members of other cultures

through the use of culture assimilators that may be designed for each specific culture under study.

Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic

(30) Title: EXAMINING THE RELATIONSHIP BETWEEN LEISURE THEORY AND RECREATION PRACTICE (PROFESSIONAL PREPARATION)

Author: PARR, MARY GREENWOOD

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD pp: 171

Advisor: CHICK, G.

Research Problem: The purpose of this study is descriptive and exploratory; an attempt to gain a deeper understanding of the practice of parks and recreation administration, its relationship to leisure theory, and curricular implications. An unconstrained pile-sort technique was used to measure the cognitive structures of Leisure Studies Academicians (n = 19), Leisure Service Practitioners (n = 20), and Leisure Studies Students (n = 19). Each of the concepts outlined in the National Recreation and Park Association's (NRPA) Accreditation Standards was printed on a separate, 3" x 5" card. Each participant was asked to sort the cards into piles according to their similarity. Consensus analysis, hierarchical clustering, multidimensional scaling and Quadratic Assignment analyses were used to determine the differences in cognitive structure within each group and among the groups. The results suggested that the Accreditation Standards represent an ambiguous content domain. That is, there is little common, shared meaning associated with the concepts among the participants within each group and among the three groups. Researchers, faculty, and practitioners should use caution when applying the standards to Research Problems, curriculum evaluation, and in the development of "leisure professional" certification examinations. The information provided by these participants also suggested that leisure theory is linked to the practice of parks and recreation. However, each group characterized this link in somewhat different ways. These results also indicated several differences between what is taught, what is learned, and what is practiced in the field. These differences can be addressed in future research to determine appropriate curriculum content for preparing professionals in the field of leisure service delivery.

Forms of Curriculum Inquiry employed in this Dissertation: Deliberative
Action

(16) THE UNIVERSITY OF IOWA
Public coed university

The University of Iowa is a major national research university with a solid liberal arts foundation. Founded in 1847 as Iowa's first public institution of higher education, it has won international recognition for its wealth of achievements in the arts, sciences, and humanities. Iowa was the first U.S public university to admit men and women on an equal basis and the first institution of higher education in the nation to accept creative work in theater, writing, music, and art as theses for advanced degrees. It established the first law school west of the Mississippi, broadcast the world's first educational television programs, and developed and continues to hold preeminence in educational testing. The home of pioneering space research, Iowa has designed and built research instruments carried aboard many major U.S space missions, including the Galileo spacecraft currently on a six-year journey to Jupiter. Its research in hydraulics engineering is world renowned, as are its innovation in biocatalysis, biomedical engineering, agricultural medicine, and pharmacology education. The University has one of the most extensive research library systems in the country and operates the nation's largest university-owned teaching hospital.

A member of the select Association of American Universities, an organization of institutions recognized for excellence in research, The University of Iowa maintains a balance between scholarly research and teaching. It places strong emphasis on undergraduate, international, and interdisciplinary education and brings undergraduate, graduate, and professional students together with distinguished teachers and scholars in a close-knit, intellectual community. The University of Iowa has been accredited by the North Central Association of Colleges and Secondary Schools and it is a member of the Association of American Universities. It is associated with Indiana, Michigan State, Northwestern, Ohio State, Pennsylvania State, and Purdue universities and the Universities of Illinois, Michigan, Minnesota and Wisconsin in the western Big Ten Conference. Along with the big ten universities, it also is associated with the University of Chicago in the Committee for Institutional Cooperation (CIC). The Office of the Vice-President for Research at the University of Iowa maintains an overview of the many individual research commitments of the institution and actively promotes the research mission of the University in many ways.

Graduate School: Unique Features

1. **Enrollment:** 27, 463 graduate, professional, and undergraduate students; 5,532 full-time matriculated graduate/professional students (2,313 women), 3,258 part-time matriculated graduate/professional students (1,781 women).
2. **Graduate students and faculty groups:**
Graduate Students: 3,291 full-time matriculated graduate/ students (1,576 women), 2,569 part-time (1,369 women), includes 383 minority (155 African-Americans, 102 Asian-Americans, 111 Hispanics, 15 Native Americans); 1,321 internationals. Average age: 29. **Graduate faculty:** 1,677 full-time, 52 part-time, includes 191 minority (36 African-Americans, 121 Asian-Americans, 28 Hispanics, 6 Native-Americans).
3. **Tuition:** \$ 2,604 per year full time; \$345 per semester hour part-time for state residents; \$ 7,900 per year full-time, \$ 435 per semester hour part-time for non-residents. Fees of \$160 per year full-time, \$140 per year part-time.
4. **Programs:** The Graduate College include graduate programs in the College of Education, Engineering, Liberal Arts, Nursing, Management, Dentistry, Law, Medicine, Pharmacy, among others.

5. Degrees Offered: Doctorates, Master's and other Advanced degrees (Certificates).
6. Requirements for admissions: include: completed graduate application form, copies of official transcripts for all previous course work, official report of the Graduate Record Examination (GRE), General Test (verbal and quantitative); three current letters of recommendation, and evidence of experience or teacher licenser/certification (varies depending on program), an interview may be requested, TOEFL scores of 550 (minimum) for students whose native language is not English. In addition to the above, the following represent minimum requirements: Master of Arts: Graduate GPA of 3.0 and a combined verbal and quantitative GRE score of 1000 are preferred. Specialist in Education: a 3.25 GPA and a combined verbal and quantitative GRE score of 1000 are preferred. Doctor of Philosophy (Ph.D): a 3.0 undergraduate GPA or 3.5 GPA if graduate degree has been conferred, and a combined verbal and quantitative GRE score of 1000 are preferred. For students without an M.A thesis, an equivalent project must be completed
Address:
Graduate Admissions Office
The University of Iowa
Iowa City, IA 52242
7. Degree requirements: To earn a Master's (1) academic program requirements successfully completed (minimum of 30 semester hours), (2) satisfactory performance (minimum GPA :3.0) in courses and examinations, Thesis or a Project . To earn a Doctorate (Ph.D) a student must complete a program of study (minimum of 90 semester hours of credit, including credit earned for the dissertation). Each student prepares an individual plan of study in consultation with an adviser. The final plan must be approved by the adviser and the division chair (program of study may include: courses, seminars, internships, independent study, and practice. Comprehensive examinations and a dissertation are required). A student must be continuously enrolled at the university while working toward the degree and all the requirements must be completed with a grade point average of 3.5 (minimum).
8. Doctoral degrees awarded: five hundred and sixty three in 1993-94.
9. Student services: Low cost health insurance, free psychological counseling, career counseling, emergency short-term loans, campus employment opportunities, counseling/support services for international students, services for persons with disabilities. Graduate Housing: 2,956 units- rooms or apartments- available to single students; 749 units available to married students.
10. Financial aid: Scholarships, fellowships, research assistantships, teaching assistantships, partial tuition waivers, federal work-study, institutionally sponsored loans, emergency short term loans, and career related internships or field work available.
11. Research facilities: Main Library plus two additional on campus libraries: total holdings of 3,253,141 volumes; CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic retrieval services.
12. Computer facilities: Digital VAX 6420, IBM 3090, Apple Macintosh, IBM PC. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: matriculated students in education: 357 full-time (249 women), 532 part-time (366 women) includes 58 minority (31 African-Americans, 5 Asian-Americans, 21 Hispanics, 1 native American), 92 internationals. Faculty: 96 full-time, 6 part-time. Faculty in Curriculum studies: 40 full time, 3 part-time professors. Years of experience as range between: 7 and 35. Students enrolled: Fall 135 students (1993), Spring 146 (1994), Master's 190 (Fall-1993) and 185 (Spring, 1994); Specialists 6 and MAT 63 in the fall 1993, 72 in Spring 1994.
2. Name of the Unit: Graduate College, College of Education, Division of Curriculum and Instruction.
3. Department Head or contact faculty member: Dr. Won Nibbelind, Chair and Dr. Peter S. Hlebowitsh (Ph.D. Specialty: Curriculum Theory and Development, History, Educational policy). Time teaching curriculum research: 8 years. Dr. Harold L. Schoen, Chair Graduate Programs in Curriculum and Instruction.
The University of Iowa
Iowa City, IA 52242
4. Name of the Program that focuses on Curriculum Studies: Graduate Programs in Curriculum and Instruction; Curriculum Studies: MAT (Master of Advanced Teaching), MA, MS, ED.S, Ph.D, Master and Ph.D in Curriculum and Supervision, Instructional Design and Technology (M.A, Ph.D.). Graduate Programs in Early Childhood, Elementary Education, Developmental reading, Secondary Education, English, Foreign Language, Mathematics, Science, Physical Education, Music. The Division of Curriculum and Instruction offers, or jointly administers with departments in the College of Liberal Arts, Advanced programs in the following fields of professional interest: art education, communication, education, curriculum and supervision, developmental reading, English education, foreign language education, mathematics, education, music education, physical education, science education, social studies education and communications studies. In some fields only master's level program are offered, whereas in other fields, educational specialists and Ph.D degree programs are offered. The School of Education also include the Divisions of Counselor Education, Planning Policy and Leadership, and Psychological and Quantitative Foundations.
5. Department Degree Requirements: Master's degree Thesis option requires at least 32 credits (minimum 24 at the University of Iowa), a program of study approved by the adviser and/or committee (compulsory and elective courses), the non-thesis option requires 32 credits and a paper or project involving substantial scholarly investigation and writing, usually done in a seminar or independently under the direction of an adviser. The doctoral program should include a strong background of education course work in the selected level or area (elementary, secondary, etc.). A minimum total of 90 credits -semester hours (common core and elective courses in consultation with adviser), including other approved graduate course work and a minim of two research tools, typically statistics, research design, or foreign language. Grade point average required for graduate programs: minimum 3.0.
The Doctoral program in elementary education must include two areas of concentration. One area must be in elementary education (e.g. children's literature, curriculum, language arts, early childhood, mathematics, reading, social studies). The second must be either an area outside of elementary education (English, library science, elementary administration, or child development) or must extend the programmatic focus beyond the elementary age level.

6. Doctoral degrees awarded: 22 doctorates in Curriculum (1993-94).
7. Primary Goals of the Graduate Program in Curriculum are: to prepare graduates for positions in public schools, local and state education, agencies, clinical settings, and institutions of higher education. The primary goal of the M.A degree program is to prepare persons to deliver appropriate levels of service to students at the preschool, elementary, and secondary levels in either public or private settings. The MA in Curriculum and Supervision prepares teachers and administrators for positions as consultants, directors and coordinators in secondary school curriculum development. The Doctoral programs prepare students for college and university teaching and research positions, and for research, curriculum, supervisory, or administrative positions in public school systems and government educational agencies. The Ph.D in Curriculum and Supervision, administered by the College of Education, prepares students for leadership positions in the field of curriculum for secondary schools, state departments, intermediate systems, and college-university teaching and research.
8. Graduate program of Curriculum is among the leading Programs in the United States because of: national leader in research, reputation of faculty; quality of graduates, curriculum and instructional characteristics, curriculum research publications, participation of faculty and students in professional groups. The University recognizes that its creative activity is indispensable if its teaching is to have the relevance, freshness, and effectiveness expected of a distinguished institution of higher learning. The University holds that the term "research" applies to creativity in all fields. Imaginative originally, whether in the fine arts or in the sciences, is of a common character and significance in the overall intellectual life of the institution. The University of Iowa has a diverse and distinguished faculty, whose members bring outstanding backgrounds in research and education to their teaching assignments (many have been recognized nationally and internationally for their accomplishments).
9. Unique strengths of the graduate Program in Curriculum: Faculty (productivity, research-oriented, wide number of publications, many speeches and papers for conventions. Many faculty have established national and international reputation. Research (emphasis on inquiry, extensive research data available, reputation for research, national visibility). Their effectiveness as teachers is enhanced by their involvement in scholarly and scientific research). Curriculum (a core of required courses but also elective courses); students (placement and selection procedures. The University teaches out to all segments of society; it seeks students who are high achievers, yet at the same time it serves a broad cross section of students. International students from 95 foreign countries make up 5.5 percent of the University's enrollment), and environment (resources and environment). The University of Iowa provides a friendly, cooperative, and supportive environment. Faculty and students together create an environment for growth in learning and in research. The Iowa Center for the Arts provides the stimulus and setting for professional level theater, dance, and musical performance by students and faculty as well as by visiting artists from around the world. In athletics, the University of Iowa enjoy national recognition and enduring fan loyalty as leaders in football, basketball, wrestling, field hockey, swimming, and gymnastics.
10. Curriculum Research: Dr. Richard D. Kimpston (D.Ed Specialty: Secondary education with specialization in curriculum studies and social studies education). This authors has done between 1 to 5 curriculum research reports and publications in each of the following forms of curriculum inquiry: historical, ethnographic-naturalistic, theoretical, evaluative-normative, action research; and between 6 and 10 in scientific, integrative-review-synthesis. This author is researching the following problems at present time: "teaching of

writing to 'high school' secondary school age students". According to him, the program in curriculum studies at this university, is moving strongly away from empirical/analytic research to deliberative, ethnographic, phenomenological/hermeneutic, historical, etc. He prefers to prepare graduate students as curriculum researchers in four ways: 1) recommending his graduate students take a specific research methods course (i.e., CISY 8620 The domain of curriculum theory and research: Alternative paradigms and research methods); (2) putting the students in an overview course on different types of research methods; (3) asking the students to enroll in a research methods courses with only students in his own program; (4) asking the students to enroll in a research methods course that includes students from many different programs. For curriculum research students may apply to Graduate School, Foundations that offer grants, or the Center for Applied Research (in collaboration with public schools). Dr. Peters, Hlebowitsh (Ph.D. Specialty: Curriculum Theory and Development; Curriculum History; Educational Policy). 8 years of experience teaching curriculum research. Program: Curriculum and Supervision, department of Curriculum and Instruction. He has done between 1 to 5 research reports and publications in each of the following forms of curriculum inquiry: scientific, evaluative-normative, integrative-review-synthesis, and action research; between 6 and 10 in each of the following: philosophical, and historical; and between 11 to 15 reports and publications focused in theoretical research. This author is researching at present time the following problem: "Historical Media Images of the School Curriculum". and he prefers to prepare his graduate students as researchers by initiating them into his research method while he is engaged in a specific kind of research; by asking the students to enroll in a research methods course that includes students from many different programs. He coincides with Dr. Kimpston in using other forms to prepare graduate students as researchers.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:

Research courses available to students mainly in the following areas: research design, research methodology, statistics, survey research, ethnographic/naturalistic, theoretical, evaluative/normative. For the academic year 1993-94, the following research courses are offered: 7E:337 Seminar: Research Models and Theory in Curriculum, 7P:143 Introduction to Statistical Methods, 7P:150 Introduction to Educational Measurement, 7E:392/393 Project or M.A Thesis; 7E:306 Seminar: research and Current issues (for specific curricular area: review of the literature, critical analysis of reported research, study of current issues and problems), 7E:391 Research Project (individual research projects in a specific curricular area), 7E:304 Seminar: Current Issues and Research in Elementary Education (major problems, research findings, current developments in instructional programs), 7E:306 Introduction to research in Art Education, 7E:405-406 Seminar: Art Education (analysis and evaluation of current concepts of child art and development, perception, creativity, art education; historical development of theories), 7E:250 Program and Research Problems in Science Education (critical analysis of research reports, philosophical statements, synthesis studies, issue statements that characterize graduate study in science education), 7E:258 Science Education: research and models and conceptual reviews), 7U:348 Contemporary Research in Behavioral Disorders (methods of research integration quantitative), 7E:493 Ph.D Thesis (similar courses applied different areas or specializations are offered by the Division of Curriculum and Instruction).

2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take specific research courses in consultation with the adviser, (for the M.A program typically 7P: 143 Introduction to Statistical Methods, and for a Ph.D student typically: 7P:257 Educational Measurement and Evaluation, or 7P:255 Construction and

Use of Evaluation Instruments, or 7P:150 Introduction to Educational Measurement) (2) initiate graduate students into the professor's research methods while they are engaged in a specific kind of research; courses with the same purpose are offered to the students, i.e., 7E:406 Research in Art Education (individual research under supervision; applicable to thesis preparation and to doctoral prospectus development), (3) put students in an overview course on different types of research methods and (4) ask students to enroll in a research methods course with students in different graduate programs of education. Number of curriculum research courses required for a Ph.D 4 courses and for a Master's 2 courses.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
The University of Iowa, January, 1993 - June, 1994

- (1) Title: A COMPARISON OF VARIABLES ASSOCIATED WITH
PERSISTERS/NONPERSISTERS OF HIGH SCHOOL GRADUATES AND
GENERAL EDUCATIONAL DEVELOPMENT (GED) DIPLOMA HOLDERS
Author: KOTHENBEUTEL, NANCY C.
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 221
Advisor: RZONCA, CHESTER

Research Problem: The purpose of this study was to determine whether or not variables could be identified that discriminate between GED diplomaholders and traditional high school graduates who persist in post-secondary educational programs through graduation and those who do not persist. Independent variables were taken from the Basic Skills Tests and the Educational Planning Form of the Assessment of Skills for Successful Entry and Transfer (ASSET).

The population utilized in the study was 410 students enrolled in the career departments of Business Technologies, Data Processing, Agriculture Technologies, Health Sciences, and Industrial Technologies at Kirkwood Community College. The study spanned the period from the fall 1985 term through the spring term of 1990.

In addition to the descriptive presentation, a One-way Analysis of Variance was the primary statistical method of analysis used. This statistical procedure was used to determine whether the pairs of sample means differed by more than those which could be expected as a result of chance. In those cases where the overall F ratios were significant, Scheffe's Post Hoc Test was used to determine all possible contrasts and to make all possible comparisons among and between means.

This research found the following independent variables to be significant: Age, Number of years of high school English, Last grade received in high school English, ASSET Language Usage Score, ASSET Reading Skills Score, ASSET Numeric Skills Score, and First-Term G.P.A. These independent variables were positively associated with persistence in post-secondary education for the GED diploma holder.

Forms of Curriculum Inquiry employed in this Dissertation: scientific.

- (2) Title: CURIOUS POSITIONS: EXPLORING TENSIONS AND RECIPROCAL
INFLUENCES IN STUDENT TEACHERS' RELATIONSHIPS WITH THEIR
COOPERATING TEACHERS
Author: GRAHAM, MARGARET ANN
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 207
Advisor: MARSHALL, JAMES D.

Research Problem: The aim of this study is to advance our understanding of the nature and influence of the cooperating teacher/student teacher relationship on learning to teach. A primary purpose is to conceptualize the multiple influences affecting each participant in the relationship. Another is to explore the issue of power as it influences reciprocal learning and tensions within the relationship and within the schooling culture.

Three case studies of cooperating teacher/student teacher relationships are presented which trace the influences of personal histories, school experiences, language, gender and systems of authority. Multiple data sources were collected including interviews, teaching/dialogue journals, classroom observations, planning conferences, and

artifacts such as recommendations and evaluations. Each case study describes the different backgrounds and expectations contributing to the influences, the tensions, and breakdowns within each cooperating teacher/student teacher relationship.

This study suggests two conclusions. First, the student teaching experience is an occasion for the cooperating teacher as well as the student teacher to learn about how to teach. The informal and sustained nature of on-the-job learning indicates the field experience as an effective in-service alternative to more formal programs for experienced teachers. Second, central to tensions within these cooperating teacher/student teacher relationships is the issue of power as it is influenced by gender, school culture and systems of authority. We will only begin to understand more about the role of power in teacher development and school change when we begin to take more of the institutional, social, and political realities of teaching into account in research studies.

Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-Hermeneutic

(3) Title: A STUDY OF THE ALTERNATIVE IDEAS OF COLLEGE STUDENTS ABOUT CHEMICAL EQUILIBRIUM AND THE EFFECTIVENESS OF USING THOSE IDEAS TO FOCUS INSTRUCTION

Author: LIEN, CHI-JUI

School: THE UNIVERSITY OF IOWA

Degree: PHD pp: 162

Advisor: SHYMANSKY, JAMES A.

Research Problem: Two phases of explorations were used to answer the following questions of this study: (1) What are the explanations given and the conceptual categories held by non-science major students in Taipei Teacher's College concerning chemical equilibrium? (2) What is the effectiveness of instructional activities which target students' pre-existing ideas?

In the first phase, six students majoring in elementary education were interviewed. From these interviews nineteen misconceptions were categorized into five classifications: the system of chemical equilibrium, the nature of chemical equilibrium, the processes of attaining chemical equilibrium, predicting the direction of attaining chemical equilibrium, and the application of the chemical equilibrium constant.

In the second phase of this study two intact non-science-major General Chemistry classes (N = 70) were assigned to contrasting instructional strategies: a "Challenge" strategy in which instruction focused on misconceptions about chemical equilibrium revealed by the six students in the first phase of this research study, and a "Lecture" strategy in which instruction followed the standard textbook outline and no special effort was made to address students' misconceptions.

Pre-post pencil-paper tests as well as an oral posttest were given to all the students. An analysis of covariance (ANCOVA) was used to analyze these data. The results showed that students who experienced the challenge strategy showed a significantly greater mastery of chemical equilibrium related concepts when compared with students who experienced the lecture strategy ($\alpha = 0.05$).

The results from the analyses of students' answers on the pre-and posttests more specifically showed that students who experienced the challenge strategy tended to do relatively better in four out of the five concept categories, including: the system of chemical equilibrium, the nature of chemical equilibrium, the processes of attaining chemical equilibrium, and predicting the direction of attaining chemical equilibrium.

Forms of Curriculum Inquiry employed in this Dissertation: ethnographic.

(4) Title: AN ISLAND IN THE SUN: THE EDUCATIONAL ACHIEVEMENTS OF MRS. RUBY MIDDLETON FORSYTHE (FORSYTHE RUBY MIDDLETON, SOUTH CAROLINA)

Author: PARKS, MARGUERITE WORTH

School: THE UNIVERSITY OF IOWA

Degree: PHD pp: 239

Advisor: MCLURE, JOHN

Research Problem: An island in the sun: The educational achievements of Mrs.

Ruby Middleton Forsythe, is an ethnographic study of an all-Black one-room school at Pawley's Island, South Carolina. At the time of this study Holy Cross-Faith Memorial School was run by Mrs. Ruby Middleton Forsythe. Mrs. Forsythe taught elementary students of the Black community for 64 years, from 1928 until her death in 1992. During my research periods in 1990 and 1991, the students' ages at Holy Cross-Faith Memorial School ranged from three-year-old pre-school students through fourth graders, age ten. The school had an average enrollment of 60 students.

An Island in the Sun does not attempt to generalize the academic achievements of Holy Cross-Faith Memorial to other schools. Instead, the paper attempts to look at the school, and its teacher, to examine reasons why many former students, parents and community members perceived the school to have been educationally successful for the past half century. Research is incorporated to evaluate the strengths and weaknesses of Mrs. Forsythe's educational practices.

This paper isolates and explores several areas found to be significant to the school: (1) the personality, professionalism, and historical training of the teacher, (2) the academic and moral curriculum, (3) the community and parental involvement, and (4) the physical aspects of the school (the one-room school house). This paper concludes that Mrs. Forsythe's personality, parental support, teaching methods and the academic and moral curricula were significant factors contributing to the effectiveness of Holy Cross-Faith Memorial School.

Forms of Curriculum Inquiry employed in this Dissertation: ethnographic.

(5) Title: DIFFERENTIAL COURSEWORK OF STUDENTS WITH DISABILITIES IN HIGH SCHOOL: IMPLICATIONS FOR PERFORMANCE ON THE ACT ASSESSMENT

Author: SHOKOOHI-YEKTA, MOHSEN

School: THE UNIVERSITY OF IOWA

Degree: PHD pp: 149

Advisor: RETISH, PAUL M.

Research Problem: The purpose of this study was to investigate whether

completing more high school coursework results in higher achievement for students with disabilities, compared to those with none, on the American College Testing Assessment (ACT). Subjects included two groups of examinees who took the ACT in 1991: (1) examinees with a diagnosed disability (N = 10835), and (2) a ten percent random selection from examinees who took the regular scheduled ACT Assessment (N = 79,712). The data were collected by ACT in 1991 and included the School Course/Grade Information questionnaire. Demographics, types of disabilities, and grade classifications of subjects were presented. Credits were computed for each examinee based on the weighting system developed by ACT. Four way analysis of variance was applied, using the corresponding ACT scores as a dependent measure and disability, credits earned, high school grade, and type of school as independent variables. In addition, multiple regression procedures were used to identify the unique contribution of each of the following variables in the prediction of the corresponding ACT scores: gender, disability, high school average, high school grades,

credits earned, grade classification, and type of school. The results of this study indicated that high school coursework completed was the best predictor only for the area of Math; whereas for English and Science, high school average appeared to be a better predictor for groups with and without disabilities. It seems that students learn Math primarily through school coursework; however, the other two areas--particularly English--are learned through a number of other indirect channels. Math was also found to be better predicted by the variables used in this study for both groups than English and Science. Furthermore, the group with no disabilities appeared to be more predictable than the disabled group in all three areas of study. Practical implications and suggestions for future research are offered.

Forms of Curriculum Inquiry employed in this Dissertation: scientific.

(6) Title: COLLEGE BOUND/IMAGES: HOW STUDENTS PERCEIVE A PRECOLLEGE PROGRAM TO INCREASE THE POOL OF ETHNIC MINORITIES SEEKING COLLEGE ADMISSION AT IOWA'S REGENTS INSTITUTIONS

Author: HOAGLAND, SANDY, JR

School: IOWA STATE UNIVERSITY

Degree: PHD pp: 158

Advisor: ROBINSON, DANIEL C.

Research Problem: The purpose of this study was to examine how students who are academically marginal or academically at-risk perceive College Bound/Images as a precollege program to increase the pool of ethnic minorities seeking college admission at Iowa's Regents institutions. The study identifies factors associated with students' perceptions of College Bound/Images as a precollege program to increase the pool of ethnic minorities seeking college admission upon high school completion in Iowa. The research was guided by 17 questions.

The second phase of the study involved a mailed questionnaire to 450 ethnic minority students currently enrolled in the College Bound/Images Program. One-hundred fifty students were randomly selected from each Regents institution (i.e., Iowa State University, the University of Iowa, and the University of Northern Iowa). The major areas were identified as factors significantly affecting students' perceptions of College Bound/Images as a precollege program to increase the pool of ethnic minorities seeking college admission upon high school graduation. Regardless of gender, ethnic background, grade level, length of time enrolled, parents' educational backgrounds, college aspirations, and financial status, students perceived College Bound/Images as a precollege program able to increase the pool of ethnic minorities seeking college admission.

The major reason that the perceptions of College Bound/Images participants considered academically marginal or academically at-risk were highly positive was that the students perceived the precollege program as an academically motivating vehicle.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological.

(7) Title: ATTITUDES AND BELIEFS OF THE PORTUGUESE SECONDARY SCHOOL TEACHERS ABOUT THEIR WORK: SATISFACTION, DISSATISFACTION, AND BURNOUT

Author: SANTOS, FLORBELA L. DE SOUSA TRIGO

School: THE UNIVERSITY OF IOWA

Degree: PHD pp: 337

Advisor: FRISBIE, DAVID A.

Research Problem: This study describes the Portuguese secondary school teachers' attitudes and perceptions about their teaching jobs. The study combines three bases to analyze teachers' reactions to their job experiences: (1) factors affecting their work satisfaction and dissatisfaction, (2) burnout, and (3) teachers' descriptions of their teaching cultures. The purposes of this study were to bring forth additional knowledge about the work of teachers in the Portuguese context and to assess the applicability of Herzberg's model of work satisfaction.

Three instruments were designed and developed for this research project: (1) a personal data questionnaire, (2) a set of attitude scales, and (3) a questionnaire that permitted open-ended responses. Together the instruments formed a self-report questionnaire, the Portuguese Teachers Professional Factors Questionnaire (PTPFQ). Responses to the PTPFQ were obtained from a sample of 675 Portuguese public secondary school teachers from 25 schools in the Lisbon regional area.

Herzberg's theory of work motivation and Maslach's multidimensional concept of burnout were the underlying theoretical frameworks for the operationalized set of likert-type scales and subscales that were designed. The principal components factor analysis results tended to confirm the relative independence of the intrinsic work factors of teaching from the extrinsic work factors of teaching.

Data from quantitative and qualitative methodological approaches were analyzed and examined for convergence to similar interpretations. The Cronbach's alpha reliability coefficients for the four developed scales ranged from .73 to .77. Responsibility, achievement, and work itself were the intrinsic factors that contributed most to satisfaction and that were found to be actual satisfiers. Salary, policies, status, and working conditions were the extrinsic factors that contributed most to the teachers' dissatisfaction. The results also indicated that 30 percent of the sampled teachers evidenced the presence of burnout.

This study provides further evidence of the theoretical soundness and practical utility of Herzberg's theory in the educational context. Moreover, it offers a cross-cultural test of its applicability.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological.

(8) Title: EFFECTIVENESS AND EFFICIENCY OF CONCEPT ACQUISITION STRATEGIES ON THE LEARNING OF THE CONCEPT DIABETIC DIET EXCHANGES (MEMORIZATION)

Author: FISHER, JANICE ANN JOHNSON

School: THE UNIVERSITY OF IOWA

Degree: PHD pp: 203

Advisor: BRATTON, BARRY D.

Research Problem: The purpose of the study was to compare the effectiveness and efficiency of four concept acquisition theory-based lessons on the mastery of the concept of diabetic exchanges. The four lessons were: (1) Attribute Elaboration, (2) Self-Selected Memorization Schema, (3) Revised Memorization Strategy, and (4) Embedded Questions. Subjects were 64 volunteer non-professional employees at a midwestern VA Medical Center. A 4 x 2 x 2 ANOVA model was used to compare four concept acquisition treatments with two practice sessions of varying length and content; and two testing sessions, an immediate and one-way delayed. The two-part posttests assessed effectiveness by measuring recall and application at immediate and delayed testing times. The posttests demonstrated strong reliability and validity indices. Treatments were administered via a slide-tape format in which subjects controlled the pace of the treatment and practice session. Efficiency was defined as time in minutes to complete the lesson. For the recall test, significant effects were testing session

(immediate vs. delayed posttest) and practice by time interaction. The only significant main effect for either the recall test or the application test was posttest session. Each delayed posttest mean was significantly less than the immediate posttest mean, consistent with an expectation of decreasing retention. In addition, there was a significant interaction between practice and testing session for the recall test. Lack of treatment main effects for cognitive measures suggests selection can be based on efficiency. Efficiency was significant for treatment main effect, with further analysis indicating that the Embedded Refreshment Method took the longest. Factors relating to minimal differences among treatments were small sample size, subject fatigue, difficulty of the testing instrument, and failure to achieve a mastery level. Age of subjects was not significantly correlated with cognitive or efficiency measures. Subjects from clerical occupations performed better than subjects from manual occupations on all cognitive and efficiency measures as indicated by moderately correlated Point Biserial coefficients ranging from .371 for recall to .381 for application measures. Further study of the relationship of job occupations and treatments might further explain the lack of significant findings observed in this study.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(9) Title: THE ANALYSIS OF STUDENT ACHIEVEMENT AS MEASURED BY THE IOWA TESTS OF BASIC SKILLS SPELLING SUBTEST SUBSEQUENT TO THE IMPLEMENTATION OF A RESEARCH-BASED SPELLING PROGRAM

Author: KEARNS, PATRICIA HOSTERT

School: THE UNIVERSITY OF IOWA

Degree: PHD

pp: 194

Advisor: LOOMER, BRADLEY M.

Research Problem: The review of the literature revealed the importance of educational excellence, curriculum development, teacher instruction, student learning, and student achievement as American schools enter the 21st century. The areas of spelling achievement and spelling achievement by gender were cited for further study and investigation.

The emphasis of this study centered on the question of the gains achieved as a result of the implementation of Useful Spelling: A Research-Based Program. The generalizability of these gains was measured by the Iowa Tests of Basic Skills Spelling Subtest. The ITBS Spelling Subtest was administered as a pretest in the fall, prior to instruction in the Useful Spelling program. At the conclusion of instruction in the Useful Spelling program the following spring, the ITBS Spelling Subtest was administered as a posttest.

Analysis of the data for the 4,279 subjects, grades two through six, concentrated on the relationship of the gain scores on the Iowa Tests of Basic Skills Spelling Subtest and the subjects' grade in school and gender. Analyses were performed by grade, gender, and grade controlled for gender.

The findings of the study were reported through the following procedures: the main analysis was discussed using a two-way analysis of variance (ANOVA), to reflect the gain scores (posttest - pretest) by grade and gender across time. The scores of male subjects versus the scores of female subjects at each grade level were compared. The Tukey procedure utilized the standardized range (Q) distributions to test the significance of the gain scores for grade and gender.

Generally, average gains in student achievement do exist as measured by the ITBS Spelling Subtest following instruction in Useful Spelling: A Research-Based Program for grades two, three, four, and five. Gains do not exist for grade six. The data indicate a trend in the mean of the gain scores. Less gain is produced as the grade level increases.

Gender does not reflect a significant difference across the total population. A significant difference does occur in the mean gainscores between male and female subjects in grade two only.

Forms of Curriculum Inquiry employed in this Dissertation: scientific.

(10) Title: AN ASSESSMENT OF THE ENGLISH CURRICULUM IN SELECTED HIGH SCHOOLS IN THE NORTHEAST OF ZAIRE

Author: MBYIRUKIRA, JAMES BIGIRIMANA

School: THE UNIVERSITY OF IOWA

Degree: PHD pp: 179

Advisor: MCLURE, JOHN W.

Research Problem: The purpose of this study was to describe how English is taught in high schools in Northeast Zaire. The research was carried out from May through July 1989. The survey included fifty teachers in twenty-five secondary schools. The data were analyzed using a Statistical Package for Social Sciences (SPSSX) to find the percentages and frequencies of each response. The Pearson Product Correlation was used for analysis.

The results of this study indicated that the majority of English teachers were qualified, judging by their credentials. However, most of the teachers reported poor knowledge in teaching literature, in the use of simulations and games and an average knowledge in teaching writing and oral proficiency. Seventy percent indicated good knowledge in teaching grammar.

The research also revealed that the national examination that each student has to pass in order to be accepted into college does not test writing and speaking. As school effectiveness is solely judged on the number of students who pass the national examination, teachers neglect to teach the two skills which are necessary for English proficiency.

Furthermore, in-service programs for English teachers are rarely conducted. Seventy percent of the teachers had never attended in-service education due to lack of funds and staff to coordinate the programs.

Based on the findings of the survey, the researcher proposed the following recommendations: There is a need to supplement what the present form of examinations, particularly the national examinations, measure. The exams should measure all four skills, listening, speaking, writing, and reading. The exams should reflect the purpose of language teaching, which is overall language proficiency.

The Ministry of Education should establish an office in Northeast Zaire in charge of designing and coordinating in-service programs based on the teachers' needs. The trainees should be required to concentrate on improving their English fluency and the new teaching techniques.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative Deliberative

(11) Title: A CASE STUDY ANALYSIS OF THE INSTRUCTIONAL TECHNIQUES USED DURING COOPERATIVE LEARNING ACTIVITIES CONDUCTED BY TWO TEACHERS

Author: VARELA DE FREITAS, CANDIDO MANUEL

School: THE UNIVERSITY OF IOWA

Degree: PHD pp: 287

Advisor: SCHOER, LOWELL A.; SHEPARDSON, RICHARD D.

Research Problem: The purpose of this study was to investigate how two

experienced and successful teachers, skilled in using cooperative learning techniques, used such techniques in their classrooms during the 1991-1992 school year.

Although evidence overwhelmingly shows that cooperative learning is very effective in many ways, little is known about how cooperative learning really works: it is very much a black box phenomenon.

To help unlock the black box a case study methodology was chosen. Two Iowa teachers, one from an elementary school and one from a secondary school, were interviewed and observed, over a 13 week period. Audio records and field notes of all events were kept and organized to build a case study database.

The analysis focused on: (a) giving background information, such as the environment, the teachers' personal philosophy and experience with cooperative learning; (b) describing the instructional techniques, and (c) describing the organizational patterns of their cooperative classes.

Case studies allow for only limited generalizations. The findings of these two case studies are not inconsistent with and in fact lend support to the following generalizations: (a) there is not a best cooperative learning approach; (b) teachers adopting cooperative learning have to be sensitive to the environment, flexible in scheduling and planning, and supporters of the students' individual self-responsibility; (c) there are clear differences between cooperative learning in elementary and secondary settings, which have implications for teachers preservice and inservice training; and (d) it would be useful for instructional designers to respect the fact that cooperative learning is a growing trend and provide teachers with adequate designs to be developed in schools.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological.

(12) Title: A DESCRIPTIVE STUDY OF AFRICAN-AMERICAN, LATINO AND NATIVE NATION CONTENT IN MULTICULTURAL, MULTIETHNIC COURSES IN INSTITUTIONS OF HIGHER EDUCATION (NATIVE AMERICANS)

Author: WEBSTER, NIAMBI DYANNE

School: THE UNIVERSITY OF IOWA

Degree: PHD pp: 252

Advisor: MCLURE, JOHN; WEEMS, ROBERT

Research Problem: A major goal of multicultural education is for the total

environment of a school to reflect a diverse curriculum and promote equality for all students. The purpose of this study was to discover whether educators are concerned about multicultural education, and to discuss what they are doing to develop multicultural and multiethnic resources, strategies and models.

A review of articles, multi-media, books and oral interviews were examined. One hundred ninety-three schools were randomly selected from across the country to participate in a survey questionnaire. Preference was given to schools that had been exposed to the media within the past three years, surrounding issues of diversity and multicultural education. Forty-four schools responded and were used in the study.

The survey questionnaire was developed based on the research questions addressed in the study. Data for the study was collected from some of the respondents through telephone interviews.

This investigation underscores the need for a study to determine whether schools are concerned about multicultural education. The information and data reported from the respondents on the questionnaire reflects a sampling of the total population of what schools are doing relative to the number of students enrolled in each institution. This study reveals that some schools across the country are responding to the demands of the students, by providing multicultural, multiethnic programs and courses for students who often have been uninformed, and often out of ignorance have stereotyped African

Americans, Latinos and Native students who historically have been mis-educated, denied equal opportunities and lack information about their culture.

Educators must begin developing courses that pertain to the issues of diversity, educational pluralism, and writing books that give accurate and realistic portrayals of ethnic majority cultures. Institutions regardless of size must make institutional commitments to developing these courses and housing programs for all cultures, but specifically for historically underrepresented groups. Students will experience a multicultural educational experience when the curriculum reflects the historical, social and cultural contributions of African, and Latino American and Native Nation heritage.

Forms of Curriculum Inquiry employed in this Dissertation: Philosophical Deliberative
Historical

(13) Title: SHARED DECISION MAKING TEAMS IN IOWA K-12 SCHOOL
DISTRICTS: ROLES OF TEAM MEMBERS

Author: JOHNSON, PAMELA ADAMS

School: THE UNIVERSITY OF IOWA

Degree: PHD pp: 361

Advisor: SHEPARDSON, RICHARD D.

Research Problem: This study examined three Iowa shared decision making K-12

school district teams with specific focus on the roles played by team members in formulating decisions. In general, members included superintendents, principals, teachers, school board members and school support staff. All three teams had been functioning for at least two years. Each of the three districts was part of a 27-member New Iowa Schools Network, a group of school districts engaged in school transformation.

Data for these three case studies was obtained from three sources: (a) interviews with team members, (b) interviews with other school personnel, (c) participant-observations of decision-making sessions, (d) minutes and/or artifacts generated by the teams.

Their roles in the decision-making process were likely to be dependent upon five factors: (a) the individual member's background and current position within the school system, (b) the personality and leadership style of the individual member interacting with the styles of other team members, (c) the needs and status of individual members, (d) the perceived needs of the entire team, (e) the norms and customs established by the team. Results indicate that by their second year of operation, these team members had moved beyond protecting the special interests of the group they initially represented.

A list of thirteen recommendations for district-level oversight committees concluded the study. For example, teams were recommended to utilize co-facilitators for committee meetings, and if at all possible, the superintendent should not act as one of these facilitators. Teams were also advised against having district team members serve as facilitators of building or site-level decision-making teams. Other recommendations addressed issues such as resources, training, knowledge of the change process and communication with staff and community.

Forms of Curriculum Inquiry employed in this Dissertation: Deliberative

(14) Title: A STUDY OF THE RELATIONSHIP OF ESL STUDENTS' ENGLISH
LANGUAGE PROFICIENCY AND WRITING EXPERTISE AND ITS
IMPLICATIONS TO THE CURRICULUM OF TEACHING ESL WRITING

Author: CHEN, DAR-WU

School: THE UNIVERSITY OF IOWA

Degree: PHD pp: 195

Advisor: MCLURE, JOHN W.; CONNER, JOHN W.

Research Problem: There are two theories about ESL writings: (1) Students are mostly constrained by their inadequate English language proficiency and unskilled writers pay rigid and premature attention to avoid errors. (2) Students employ the same strategies as they do in the native language and English is an additive factor. Unskilled ESL students are thought to apply an inefficient process of writing. This study examined ESL students' English proficiency and writing expertise through a quantitative study of pauses and a qualitative study of subjects.

Five Chinese graduate students wrote two topics in both Chinese and English. The process of writing was videotaped and pauses measured and recorded. A post-writing interview asked each subject to assess the process and the product of the writing. Subjects also described what they were doing during long pauses.

Statistical analysis found significant difference between languages on measures of the process of writing. In English, subjects experienced more word level problems, paused longer and more frequently, and spent more time pausing. Their writing methods in English was basically no different from that in Chinese, though English did hamper their efforts. Personal profiles were constructed to describe each subject's writing behavior and their self-estimates of performances. Qualitative study supplemented and helped interpret the quantitative data. Through personal profiles we know that though statistical analysis shows subjects encountered more word level problems, words and grammar were only part of their concerns during writing.

The study found that subjects exhibited the same commitment to produce a coherent text and applied the method they were most familiar with. The second language problems impeded but did not truncate their process of composition. The study also found that the five subjects' intermediate level TOEFL scores did not have an evident connection to either the subjects' English writing methods, process, or performance. Personal attitude and methods of writing had more to do with them than language proficiency as measured by a standardized test.

Forms of Curriculum Inquiry employed in this Dissertation: Deliberative Theoretical

(15) Title: MEDIA IN THE CLASSROOM: A STUDY OF FIVE TEACHERS (MEDIA EDUCATION, LANGUAGE SKILLS)

Author: FEHLMAN, RICHARD HENNING

School: THE UNIVERSITY OF IOWA

Degree: PHD pp: 230

Advisor: MARSHALL, JAMES D.

Research Problem: Since the turn of the century, there has been ongoing debate about the value of media as a school subject. During that time, a good deal of research has addressed the need to study media and the question of whether that need is being met, but few studies have focused on actual classroom practice to determine the value of media there. Drawing on over twenty hours of teacher/student interviews and eighty hours of classroom observations, this research reports the results of five case studies that attempt to describe how teachers taught about media in their classes.

The findings suggest that these teachers made this decision to teach media for similar reasons. They found media texts to be powerful and important languages in their students' lives. Because media were so relevant and affective, teachers felt their power needed to be studied. The findings also suggest that in addressing their students' need for media education, these teachers employed methods which also met larger language education needs. For example, students were asked to bridge the gap between learning outside of class and formal learning in class as they integrated their prior knowledge of media with the knowledge gleaned from classroom experiences. They were also encouraged to be active participants in the learning process: interacting with media texts on various

levels and in various ways, articulating their views and sharing them with their peers and teachers as they worked independently or in collaborative groups. Much of their participation, too, involved integrating viewing with a wide variety of other language skills. In these classrooms, then, media study was both a necessary and legitimate academic endeavor. Not only was it valuable in learning about individual media and their power as language, but it was equally important as the study of language itself.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological.

(16) Title: INSTRUCTIONAL SCAFFOLDING IN CONTEXT: THREE CASE STUDIES
OF WRITING INSTRUCTION (SCAFFOLDING)

Author: HOLTROP, STEPHEN DEAN

School: THE UNIVERSITY OF IOWA

Degree: PHD pp: 257

Advisor: MARSHALL, JAMES D.

Research Problem: The literature on process writing instruction has tended to focus on classroom activities such as prewriting exercises, workshop groups, and writing conferences that either immediately precede writing or immediately follow it. However, literature on classroom discourse--though often not centered specifically on writing instruction--has stressed to a much greater extent the overall instructional environment in which learning takes place. The purpose of this study was to explore the nature of the instructional contexts for learning to write in process writing teachers' classrooms. The method used was a case study of three self-described process writing teachers at three different educational levels--junior high school, high school, and college. Each teacher was observed for several weeks at the beginning of a writing course or unit. Observation of what these process writing teachers said and did as they set up writing environments and regular interviews with both teachers and students allowed comparison and contrast of teachers' perspectives and students' perspectives on specific writing events. Langer and Applebee's (1987) five components of instructional scaffolding provided a lens through which to analyze and organize data on teachers' roles in establishing contexts for learning to write. The scaffolding component that appeared most important to teachers and students alike was ownership. However, ownership seemed among teachers and students in this study to have a variety of interpretations ranging from students' acceptance of a teacher's rules to generous amounts of choice and enjoyment. The scaffolding component least apparent in teachers' thinking and speech as they set up new contexts was internalization. Finally, the five components seemed inextricably interwoven in these classrooms as teachers attempted to balance tensions among and between components. Instructional contexts, therefore, appear to be important for consistent and integrated writing instruction. Successful process teaching seems to require a philosophical shift on the part of teachers rather than simple adoption of new methodologies. The overall context in which writing occurs helps shape the messages teachers send and students receive about teachers' attitudes, expectations, and support structures.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological-hermeneutic.

(17) Title: THE EFFECTS OF POINTING ON THE RECALL OF SPATIAL
INFORMATION IN COMPUTER-ASSISTED INSTRUCTION (DUAL
CODE THEORY)

Author: DOCKERY-JACKSON, JOSEPH J.

School: THE UNIVERSITY OF IOWA

Degree: PHD pp: 178

Advisor: ALESSI, STEPHEN M.

Research Problem: Pointing with a computer mouse or arrow keys is a common computer-user interface. This study investigated the interference effects from pointing with a computer mouse or arrow keys in a computer lesson when pointing was unrelated to the lesson's content. Three components of pointing were postulated: orienting (determining the relative positions of cursor and target); monitoring (successive iterations of orienting, response selection, and response execution to close the gap between target and cursor); and amount of kinesthetic movement (arrow keys versus computer mouse). Based upon Paivio's Dual Code and Wickens' Multiple Resource theories, it was hypothesized: that each component of pointing would have an independent interference effect when pointing was visual; that the orienting and monitoring components of pointing would produce similar effects when pointing was aural (matching the pitch of target and cursor tones); that the movement component of pointing (using a computer mouse) would produce an independent interference effect when the pointing was aural; and that, for each component of pointing, there would be a greater interference effect if pointing was visual.

One hundred and ninety-eight college students served as subjects in a 2 (presentation mode: visual or aural) by 4 (component of pointing: none, orienting, monitoring or movement) completely randomized factorial design. Two dependent measures were composite Post-test (List Recall, Map Recall, and Multiple Choice Test) and Spatial Subtest (Map Recall and eight spatially related Multiple Choice questions). Results did not differ by dependent measure.

Both visual and aural pointing interfered with recall of passage information, although the study failed to find an independent interference effect for each component of visual pointing. The orienting and monitoring components of aural pointing did produce equivalent levels of interference. No support for an independent interference effect from kinesthetic movement in pointing was found. Finally, no differences were found in the interference effects of visual versus aural pointing for any of the components of pointing. It is suggested that instructional designers avoid concurrent pointing tasks which are unrelated to the content of a lesson by making pointing tasks sequential to the presentation of instructional material or pre-positioning the cursor.

Forms of Curriculum Inquiry employed in this Dissertation: scientific.

(18) Title: TALKING ABOUT READING: AN EXPLORATION OF MEANING CONSTRUCTION BY LESS-PROFICIENT READERS DURING BOOK SHARING SESSIONS (READING DISCUSSIONS)

Author: BEED, PENNY LYNNE

School: THE UNIVERSITY OF IOWA

Degree: PHD pp: 218

Advisor: ROLLER, CATHY M.; FIELDING, LINDA G.

Research Problem: The purpose of this study was to describe the Book Sharing Sessions of less proficient readers through a systematic examination of the participation structures, the content, and the role of the teacher in the sessions. The participants were 10 children in an elementary school who routinely attended daily 25-minute special reading classes in three groups. Their reading program consisted primarily of selecting and reading texts individually, conferencing with the teacher individually, and then sharing and discussing the texts with their peers in Book Sharing Sessions. For this study, the intact groups of children were classified according to their demonstrated ability to find new ways to present or respond to books during Book Sharing. The three groups were called Initiators, Mixed, and Noninitiators. I was the special reading teacher in the

study. Transcripts of audio tapes of the children's Book Sharing Sessions were analyzed. The findings suggest that the structure provided by the sharing session routine enabled all of these students to share their books adequately enough to evoke discussion. The discussions showed more balance in participation than traditional discussions have shown. The discussions followed a pattern of short typical "Question-Answer" interchanges, punctuated by longer interactions of two types. Topics of conversation focused primarily on book content, especially in the Initiator group. However, there was talk, primarily in the Mixed group, about personal connections to the books, and talk, mostly by the Noninitiators, about predictions and "What if" issues. All groups demonstrated use of the full range of thinking skills. As the teacher, my major strategy was participation, which involved modeling. Findings suggest that I was guided by response to the groups in my teaching strategies. The implications are that this instructional context provides at least as many opportunities as traditional lessons for less proficient readers to develop skill and interest in reading.

Forms of Curriculum Inquiry employed in this Dissertation: Deliberative Action

(19) Title: THE EFFECTS OF SPACING A SCIENCE UNIT ON SOUND ON THE CONCEPTUAL UNDERSTANDING OF EIGHTH-GRADE STUDENTS AS EVALUATED THROUGH CONCEPT MAPS (SOUND UNIT)

Author: COUNTRYMAN, LYN LE

School: THE UNIVERSITY OF IOWA (0096)

Degree: PHD pp: 182

Advisor: SHYMANSKY, JAMES A.

Research Problem: In 1989, the National Science Teachers Association proposed a new "Scope, Sequence, and Coordination (SS & C)" for grade 7-12 science. Instead of studying science in one-year packages of physics, chemistry, biology, and earth/space science, proponents of SS & C proposed that students study each of these disciplines every year. The idea that students can learn and retain new material better if they study it in spaced intervals rather than all at once provided the focus for this study. There is a base of psychological research demonstrating the positive effects of "spaced" practice on recall and recognition, but few of these situations parallel the type of instruction that occurs in the science classroom. The research study which follows compares the effects on conceptual understanding of eighth graders when a three-week sound unit was spaced as opposed to the same material presented all at once to the control group.

Eighth grade students were randomly assigned to an experimental or control group. The experimental group experienced a three-week sound unit in distinct one-week packages each separated by a week of unrelated material. In the control group, the sound unit was experienced as an intact three-week unit. All activities on an individual concept were presented together.

Students were asked to construct concept maps after each week of study in both the experimental and control groups. These maps were used to evaluate levels of students' conceptual understanding. The quality of each concept map was assessed by weighting each valid proposition according to an acquisition level (1-4) and summing these numbers to obtain a weighted total. The total number of valid propositions and the weighted total for each group were compared using a standard t-test. Although there were no significant differences between the concept maps of the control and experimental group, students in the spaced group reported favorable attitudes towards the spaced curriculum.

Forms of Curriculum Inquiry employed in this Dissertation: scientific.

(20) Title: A STUDY OF PERCEPTIONS OF THINKING USING THE LOOMER
'COMPONENT ELEMENTS OF THOUGHT PROCESSES' (THOUGHT
PROCESSES)

Author: BOSTON, RICHARD ALLEN
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 179
Advisor: LOOMER, BRADLEY

Research Problem: The focus of the study was to investigate the perceptions of thinking by students in grades 9-12. The instrument used to measure the students' perceptions of their thinking was developed from the Loomer Component Elements of Thought Processes. The Component Elements of Thought Processes was constructed from terms for thinking extracted from various articles reported in the Review of Educational Research.

The instrument was given to 736 high school social studies students. The students responded to each item on the instrument by selecting from a range of responses. The responses ranged from a value of 5 for 'it does not apply to me' to a value of 1 for 'I do this constantly'.

The data were analyzed using an exploratory factor analysis design. The results indicated that the 143 variables were appropriate for a factor analysis.

After 5 factors were extracted for the 143 variable set, the loadings were rotated using the varimax rotation method. The rotation identified 73 variables which loaded on the 5 factors at a modest (.40) or higher level. Seventy variables loaded with such a low correlation on any of the 5 factors, they were omitted from the final solution.

There were five basic findings of the study. The first finding was the data was suitable for factor analysis. Secondly, a five factor model and only 73 variables out of the 143 variables seems to be the best fit for the data. Thirdly, the variables which defined the 5 factor model were identified. Fourthly, the students' perceptions of their thinking, as measured by the factors, indicated a more frequent use of visualization and the use of prior knowledge than any orderly thinking strategies. Lastly, the instrument was reliable.

The five factors identified were labeled: Factor One--Orderly Strategies of Thinking, which contained 24 variables; Factor Two--Use of Knowledge, which contained 22 variables; Factor Three--Random Aspects of Thinking, 17 variables; Factor Four--Visualization of Thinking, which contained 7 of the variables; and Factor Five--Use of Language, contained the 3 remaining variables.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological.

(21) Title: IMPACT OF COGNITIVE AND METACOGNITIVE STRATEGIES ON
MATHEMATICAL PERFORMANCE AND ATTITUDES OF ADOLESCENTS

Author: CHMELICEK, BETTE ANN
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 110
Advisor: BRATTON, BARRY D.; SCHOEN, HAROLD

Research Problem: Differences in mathematical performance are pronounced at the beginning of the first grade and continue to widen during the students' school years. Attitudes and skills influence these outcomes of learning. The purpose of this study was to evaluate the effectiveness of a homework strategy on mathematical attitudes and achievement of adolescents. The subjects were 154 geometry students in two small, private schools in the Midwest. The treatment groups were encouraged to spend 30 minutes studying for each class meeting during an eight-week period. The experimental groups were given credit for their use of cognitive and metacognitive strategies. Cognitive

strategies include activities that usually help in learning facts, concepts, and relationships among these. Metacognitive strategies include monitoring and controlling the cognitive strategies. The experimental groups spent part of their homework time performing these strategies, such as reviewing, studying sample problems, and monitoring their own understanding. They spent the rest of their homework time performing homework problems. The control groups were only given credit for the number of homework problems they completed correctly. These control groups completed about fifty percent more homework problems than the experimental groups. One achievement test was administered midway through the treatment. A second achievement test and an attitude survey were administered at the completion of the eight weeks. The data revealed no significant differences between the treatment groups on the achievement tests or the attitude survey. An analysis of the attitude survey by gender did reveal significant differences, which generally favored the males. Perhaps, in order to produce a measurable effect, cognitive and metacognitive strategies must be emphasized during the entire course, both during class and homework.

Forms of Curriculum Inquiry employed in this Dissertation: scientific.

(22) Title: EFFECTS OF HYPOTHESIS GENERATION STRATEGY AND COMPLEXITY
ON AN INSTRUCTIONAL SIMULATION (CAI)

Author: QUINN, JAMES

School: THE UNIVERSITY OF IOWA

Degree: PHD pp: 212

Advisor: ALESSI, STEPHEN M.

Research Problem: Little research has been conducted on the design and use of instructional process simulations. When using process simulations, learners typically generate and test hypotheses about the phenomenon being simulated. This study investigated the effects of two hypothesis generation strategies. The first strategy required subjects to generate as many hypotheses as possible before any experimentation. The second strategy required subjects to specify the most plausible hypothesis and then begin experimentation. The study also investigated the relationship between hypothesis generation strategies and task complexity, and the effects of task presentation format, in this case breaking the overall task into subtasks of increasing complexity.

One hundred and seventy-eight subjects were assigned to six treatment groups. Groups 1 and 2 began investigating the simulation at the low level of complexity and then proceeded to moderate and high levels of complexity. Group 1 was assigned a multiple hypothesis strategy and Group 2 was assigned a single hypothesis strategy. Groups 3 and 4 were assigned a multiple and single hypothesis strategy respectively, but began investigating the simulation at the moderate level of complexity and then proceeded to a high level of complexity. Groups 5 and 6, assigned a multiple and single hypothesis generation strategy respectively, began investigating the simulation at the high level of complexity.

The study produced three main findings. First, there was an interaction between hypothesis generation strategy and task presentation format. The strategy of breaking the overall task into subtasks of increasing complexity did not increase the proportion of subjects who completed the entire task successfully, but did improve performance for subjects using a multiple hypothesis strategy on a subtask of low complexity. When task complexity was low, subjects were more likely to use a multiple hypothesis strategy. Second, a multiple hypothesis strategy was effective when used in the context of a variable that behaved in a counter intuitive manner. Third, when task complexity was low, subjects assigned a multiple hypothesis strategy were more likely to evaluate output from the simulation against several hypotheses simultaneously to eliminate hypotheses.

Form(s) of Curriculum Inquiry employed: Scientific.

(23) Title: PHILIP GREELEY CLAPP: THE LATER YEARS (1909-1954) (CLAPP PHILIP GREELEY, COMPOSERS)
 Author: CALMER, CHARLES EDWARD
 School: THE UNIVERSITY OF IOWA Degree: PHD pp.446
 Advisor: CRANE, FREDERICK

Abstract: Philip Greeley Clapp (1888-1954) was an American composer, pianist, conductor, teacher, and critic whose career spanned the first half of the twentieth century. He was born in Boston, where his talent was early recognized and encouraged by prominent local musicians. His doctoral music study at Harvard University (Ph.D. in 1911) included two years of study abroad, partially under the tutelage of Max von Schillings. Following his return to Boston, he enjoyed the detailed criticism and support of Karl Muck, the director of the Boston Symphony. Clapp's teaching positions included chairing the music departments of Dartmouth College (1915-19) and The University of Iowa (1919-54).

This study presents a detailed biography of the adulthood of Clapp. It completes my previous biographical study, Philip Greeley Clapp: The Early Years (1888-1909) (M.A. thesis, The University of Iowa, 1981). Whereas the earlier study contains a discussion of all compositions completed during that era, this present volume contains only biographical information. This study makes extensive use of original source material, such as personal mementos, diaries, and letters, which were made available to the author by the composer's two wives. Additional material was contributed by former students and colleagues. The six chapters are organized into the periods of 1909-14, 1914-19, and then by decade. The majority of the text deals with the time Clapp chaired the music department at The University of Iowa (1919-54). Particular attention is given to Clapp's philosophy of music education as he expressed and practiced it in the curriculum of the music program at the University.

Forms of Curriculum Inquiry employed in this Dissertation: Historical Theoretical

(17) THE UNIVERSITY OF MICHIGAN
Public coed university

The University of Michigan is one of the world's most highly regarded universities. Its dedication to the goal of excellence in education is shared by the School of Education, which consistently wins high ratings for its programs of study and research. In some measure, the School's reputation derives from the University's unique and historic relationship to public education.

A commitment to education can be traced to the first charter of the "University of Michigan," approved by the territorial government in 1817, that initially gave the University control over the state's entire system of public instruction. Although this arrangement was changed, the links between the University and the state's schools were firmly established. They have remained strong through the years.

Today, the primary purposes of the University of Michigan School of education are to advance educational knowledge and to improve educational practice. Faculty members and students strive to remain in the forefront of educational change through their research contributions, instructional activities, collaborative involvement with the education profession, and other service. School of Education faculty members believe that the educational development of all people is of paramount importance for the growth of a free, just, and productive society.

The Graduate School: Unique Features

1. Enrollment: 36,543 graduate, professional and undergraduate students (13,422 matriculated graduate/professional students (5,550 women), 0 part time.
2. Graduate Students and faculty groups: Students: 6,938 full-time (2,887 women) 0 part-time includes 874 minority (369 African-American, 260 Asian-Americans, 216 Hispanics, 29 Native Americans), 1,624 internationals. Education students: 278 full-time (178 women), 0 part-time; includes 44 minority (23 African-Americans, 6 Asian-Americans, 12 Hispanics, 3 Native-Americans), 17 internationals. Graduate faculty: Total of 3,374 faculty members. 2,723 full time 651 part-time. Education faculty: 59 full time (22 women) 0 part-time.
3. Tuition: \$ 7528 per year full time and \$ 4178 part-time for state residents; \$ 15,690 per year full-time, \$ 8708 per year part-time for non-residents. Fees of \$ 285 per year (full time), \$ 163 per year part-time.
4. School Programs: The School of Graduate Studies includes programs in the College of Engineering; Literature, Science, and the Arts; Institute of Public Policy Studies, Art, Education, Information and Library Studies, Nursing, Architecture and Urban Planning and other programs. Degree Programs in Education: Curriculum Development, early Childhood Education, Early Childhood Special education, educational Administration, Educational Foundations and Policy, Educational Technology/Computers in Education, mathematics Education, Reading and Literacy, Research, Measurement, and Evaluation, School Learning, Science Education, Secondary Teacher Certification (Master plus certification, MAC), Social Studies Education and Special Education.
5. Degrees Offered: Doctorates (Ed.D. and Ph.D.), Master's (Master of Arts -M.A, and Master of Science-M.S) and other advanced degrees (Educational Specialist - Ed.S.).
6. Requirements for Admissions: official transcripts from each previous institutions (at least B average), GRE scores (at least 1,000 on the verbal and quantitative areas), Statement of

Purpose, 3 letters of recommendation, (Secondary Coursework Evaluation required to MA/C applicants only). TOEFL scores is a requirement for non-English speaking natives.

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7. **Requirements for Graduation:** The MAC Program provides an opportunity to earn a Master of Arts degree in Education with secondary teaching certification in the state of Michigan. Through a collaborative planning process involving the public school supervising teachers, university faculty, and students, experiences are tailored to meet the needs of each cohort student. coursework is for 36-hour program and must pass both a basic skills examination and an examination in each appropriate subject area in which they are to be certified (Michigan Test for Teacher Certification). The M.A and the M.S: careful program planning is required to complete such a course of study (minimum of 30 credit hours beyond the bachelor's degree). Doctoral Programs: must take a minimum of 60 credits hours beyond the bachelor's degree (most students who do doctoral work take far more than this minimum) and is for those students whose primary interests focus on research whether quantitative or qualitative in emphasis, therefore, the completion of a dissertation or research study is a requirement, some programs require preliminary examinations; all students must elect 990 for comprehensive qualifying examinations.
8. **Doctoral degrees awarded:** 1,128 doctorates in 1993.
9. **Student services:** Low cost health insurance, free legal counseling, free psychological counseling, career counseling, emergency short-term loans, campus safety program, campus employment opportunities, counseling/support services for international students. Graduate Housing: rooms and/or apartments- available to single students (750 units) at an average cost of \$ 2438 per year (4482 including board); available to married students (1650 units) at an average cost of \$3800 per year.
10. **Financial aid:** In 1993 , 4,649 Fellowships, 1,759 research assistantships, 2,001 teaching assistantships awarded. Full and partial tuition waivers, federal work-study, institutionally sponsored loans, and career-related internships or fieldwork available are usually awarded through the graduate School and through academic departments. In the School of Education, this past year (1993) education students received a total of \$539,003 in aid, 123 fellowships, 82 research assistantships. 56 teaching assistantships awarded. Graduate Student Financial Aid Resources for 1994-95: Graduate Student Assistantship, Marguerite Wilker Johnson Fellowship, Michigan Schoolmaster's Club Award, Prechter Scholarship in Reading, Literacy and Language, School of Education Fellowship, School of Education Merit Award, Teacher Preparation Merit Scholarship, diverse Fellowships, Loans and Scholarships.
11. **Research facilities:** Hatcher Graduate Library plus 35 additional on-campus libraries; total holdings of 6,133,171 volumes, 3,472,083 microforms, 67,530 current periodical subscriptions. Access provided to on-line bibliographical retrieval services.
12. **Computer facilities:** IBM ES/9000 Model 720, Apple Macintosh. Personal computer on campus linked to Internet, AutoNet, NSFNET, SprintNET.

Purpose, 3 letters of recommendation, (Secondary Coursework Evaluation required to MA/C applicants only). TOEFL scores is a requirement for non-English speaking natives.

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12. **Computer facilities:** IBM ES/9000 Model 720, Apple Macintosh. Personal computer on campus linked to Internet, AutoNet, NSFNET, SprintNET.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: information non-available. Faculty: 48 full-time (19 women), 0 part-time.
2. Name of the Unit: School of Education, Programs in Educational Studies
3. Faculty member contact: Dr. Patricia A. Natalie, Coordinator
1033 School of Education Building
The University of Michigan
610 E. University, 1225 SEB
Ann Arbor, MI 48109-1259
Phone: (313) 764-7563 FAX: 313-763-1229
4. Name of the Program that focuses on Curriculum Studies: offerings include Curriculum Development (A.M, Ph.D, Ed.S) accredited by NCATE.
5. Departmental requirements: for entrance: GRE general test. Degree requirements: Master's: a student must complete all graduate work within 6 consecutive years from the date of first enrollment in the program. Doctoral degrees require a student, with adviser approval to complete cognate courses that have a functional relationship to the student's scholarly and professional goals, that enlarge the students' knowledge pertinent to the program of study, and that broaden the students' cultural background. Doctoral students must complete a minimum of 18 hours of course work on the Ann Arbor campus before achieving candidacy and have a maximum time limit of 7 years to complete doctoral degree requirements. All take core, cognate, and specialization courses and are required to pass a qualifying examination prior to writing their dissertations under the direction of a 3 person faculty committee. Approval of Dissertation required.
6. Doctoral degrees awarded: 20 doctorates in Curriculum Development (1993-94).
7. Primary Goals of the Program: The broad foci of the Program in Educational Studies (ES) include scholarly inquiry into the educational development of the individual; the teaching-learning process; organizational and administrative theory in education; historical, social, and philosophical foundations of education; and policy analysis and formation. The program offers sequences leading to the M.A, M.S, and Ed.D. and the Ed.S. The doctoral specializations are intended for educators who aspire to leadership positions that emphasize curriculum development or curriculum supervision and for persons interested in research, postsecondary teaching, or positions within school districts or departments of education. They also prepare graduates to serve as specialists for administrative roles in schools and other educational agencies as well as leaders for policy positions in government, foundations, or universities.
8. Graduate Program in Curriculum is among the leading Programs in the United States because of: reputation of faculty; quality of graduates; national leader in funded curriculum research; curriculum research publications and curriculum and Instructional characteristics. In scholarship, the School of education incorporates the spirit of inquiry essential to the generation and effective use of knowledge about education. By examining both substantive and methodological problems in education, constructive responses are developed from a research base. These responses are communicated to the profession and the public through various publication media, teaching, and professional participation. They are intended to influence both policy development and practice. Faculty members and students work with scholars from numerous related fields and with practitioners of many backgrounds and interests who are committed to education. The curriculum program is strongly committed

to the increasingly complex task of educating and training teachers. At the same time, it is also strongly committed to preparing students to meet a broad spectrum of other educational needs and opportunities throughout the world.

9. Unique strengths of the graduate Program in Curriculum: research (emphasis on inquiry, reputation for research, national visibility, extensive research data available); faculty and students (productivity, networks, research oriented, diverse interests and backgrounds); curriculum (interdisciplinary). This program is also recognized for the quality of environment (resources, academic life, libraries). In teaching, the School of education provides a learning environment emphasizing informed inquiry, multicultural opportunity, attention to individual differences, and commitment to lifelong learning. High priority is placed on the educational growth of students and on enhancement of their potential qualities. The teaching learning process emphasizes the interaction of the following elements: leadership development, scholarship inquiry, experience in field or clinical settings, varied instructional techniques, effective use of technology, and learner responsibility.
10. Faculty Research: diverse forms of curriculum inquiry in publications.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Diverse courses are offered this year at Michigan University, Graduate School of Education, Curriculum Studies Program: (623) Research on Literacy (analyzing past and current research literature), (624-625) Research in Science Education (critically examines research on elementary and secondary science, emphasizing applications to doctoral research studies), (635) Research in Social Studies (critical analysis and examines areas of needed research and appropriate research methodologies), (655) Directed Research in Educational Studies (master's and doctoral research projects), (685) Directed Research, (695) Research and Educational Practices (review a variety of research studies and interpret techniques used), (699) Implications of Research on Effective Instruction and Classroom Learning (ways in which research on teaching and research on school learning can be integrated), (703-704) Seminars: Research on Reading and Writing Instruction (critical analysis, implications for constructing models), (705) Seminar Designing and analyzing Field Research (covers multivariate procedures suitable for analyzing surveys, field research studies or program evaluations), (706) Seminar: Issues in Research on Literacy (contemporary issues), (794-795-796-797) Quantitative Methods in Educational Research for Experimental and for-Non Experimental Research (statistics, research design for the dissertation), (801-802) Directed Research in Educational Studies (predissertation research experience), (845-846) Seminar: Research Methods in Educational Foundations and Policy ("state-of-the-art" research in history, philosophy), (855-56) Seminar: Research Methods in Educational Administration (surveys, reviews of some exemplary research, critique of research designs, preparing dissertation proposals or research paper), (915) Dissertation Research Seminar in Curriculum and Teaching (guidance and discussion of dissertation research projects and proposals).
2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take research courses which include alternative paradigms and research quantitative and qualitative methods.(2) put students in overview courses on different types of research methods (3) ask students to enroll in a research methods course with students from different programs. Graduate students are integral members of the School research teams pursuing answers to complex problems. These mentorship experiences have resulted in conference presentations at annual meetings of the National Association for Research in Science Teaching and the American Research Association, and in publication in top educational research journals.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
The University of Michigan, January 1993 - June, 1994

- (1) Title: THE INTERACTION BETWEEN A COLLABORATIVE WRITING INTERVENTION AND THE DEVELOPMENT OF SCIENCE UNDERSTANDINGS IN A NINTH-GRADE CLASSROOM
 Author: KEYS, CAROLYN WALLACE
 THE UNIVERSITY OF MICHIGAN Degree: EDD
 Advisor: VOSS, BURTON E.

p: 306

Research Problem: The purpose of this study was to investigate how a collaborative report writing intervention facilitated the development of scientific reasoning skills and concept knowledge for six ninthgrade students. The study focused on: (1) how students usedscientific reasoning skills and collaborative interactions to supportcomposition, (2) how these processes changed over time, (3) howcollaborative products changed over time, and (4) whether scientificunderstandings developed during collaborative writing were integratedinto the knowledge base of individual students. The research designwas an interpretive case study. Three sections of general scienceclasses participated in writing ten investigation reports based ontheir laboratory activities over a four month period. In-depthresearch was conducted with three target student pairs. The authorand classroom teacher designed report guideline prompts to scaffoldstudents' use of relevant scientific reasoning skills. Data analysisof target pairs' discussion resulted in the emergence of elevenreflective scientific reasoning skills that students used in anintegrated manner to assess their prior understandings of scientificevents, generate new understandings, extend their understandings, andto support the cognitive processing which writing requires.Participant pairs used five types of collaborative interactions tofacilitate report writing including: sounding board, in whichmeanings and text were proposed; debate, in which the merits of ideaswere evaluated; peer teaching, in which one member shared informationwith the other; incorporation, in which text was jointly composed;and supplies answer, in which one pair member dictated the text.Improvement in the use of reasoning skills over time correspondedwith group members taking a more active role in the discussionprocess. Data for individual concept knowledge indicated that threeof the six target participants developed large and richly linkedknowledge structures, two students demonstrated moderate growth, andone student demonstrated little growth during instruction whichincluded collaborative writing. This study provides evidence that acollaborative writing intervention was useful for promoting theconstruction of science understandings and that it fostered students'use of scientific reasoning skills

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

(2) Title: SELF-CONCEPT AND CAREER MATURITY OF URBAN VOCATIONAL AND
TRADITIONAL HIGH SCHOOL STUDENTS (VOCATIONAL STUDENTS)

Author: FINCH, BARBARA HUGHES ALLEN

THE UNIVERSITY OF MICHIGAN Degree: PHD

pp: 212

Advisor: HARRISON, DON K.

Research Problem: High school students are expected to make important

decisions about career options. At the same time, their counselors are faced with the need for more information and resources to help students in this process more effectively. Using Super's Theory of Vocational Development, this study presents findings on some of the characteristics of students who select vocational-technical training and those who do not. Specifically, self-concept and career maturity attitudes are compared. These findings should help counselors, educators, and others.

Five hypotheses were examined to determine if differences and relationships exist in levels of self-concept and career maturity. Additional dependent variables assessed include grade point average, parents' occupations, post-secondary plans, and reasons for enrolling or not enrolling in the vocational-technical centers. The Tennessee Self-Concept Scale, the Career Maturity Inventory, and a General Student Information Survey were used to gather data. The sample consisted of 139 students from grades ten through twelve enrolled at Detroit Southwestern High School. These students were divided into three groups: (1) vocational students, those who chose vocational technical training, (2) those who were eligible for vocational training but chose not to attend, and (3) those who were ineligible for admission. Two types of statistical procedures (i.e., descriptive and inferential) were used to analyze the data. Inferential procedures (e.g., T-Test, ANOVA, correlation, and chi-square) were employed to test all relevant hypotheses at the .05 level of significance.

The major findings revealed that traditional students manifest better self-concept attitudes than do vocational students, and that vocational and eligible traditional students have attained a higher level of career maturity than have ineligible traditional students. The basic conclusion drawn is that self-concept and career development play an important role in the total growth and development of individuals. However, this study does not conclude how these processes affect the curriculum and career choices of students. Self-concept and career maturity may not influence the choices of the students, but they may help indicate characteristics that influence career choice.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

(3) Title: COLLABORATIVE MOMENTS: AN ACCOUNT OF RESEARCH AT THE DEWEY CENTER FOR URBAN EDUCATION, JAMES COUZENS (COMMUNITY) SCHOOL (JAMES COUZENS (COMMUNITY) SCHOOL, URBAN EDUCATION, MICHIGAN)

Author: PHILION, THOMAS RICHARD

THE UNIVERSITY OF MICHIGAN Degree: PHD

pp: 164

Advisor: GERE, ANNE RUGGLES

Research Problem: During the 1990-91 school year, I undertook an educational research project at the Dewey Center for Urban Education. My project was an experiment in collaboration. I wanted to plan with an upper elementary school teacher a whole language approach to reading and writing; through a dialogue about curriculum and teaching methods, I hoped to help a traditional teacher to evolve her approach to the teaching of reading and writing.

My dissertation consists of four essays which examine the experiences I had as a researcher in Room 200. Using a theory of oppositionality developed by Ross Chambers, I describe how my assumptions about the nature of my research project changed as a result of my encounters with oppositional discourse. In my first essay, I show how I altered my approach to my project as a result of my recognition of the different expectations that my cooperating teacher, Mrs. Jeanetta Cotman, had for our project. In my second and third essays, I illustrate how two different groups of students were able to use words to shift the privileged assumptions about teaching and learning that I brought with me to the Dewey Center. In my last essay, I write a history of the James Couzens (Community) School, the site of my research project. I situate my actions in Room 200 within a larger historical context and reflect upon the relationship between collaboration and oppositional behavior.

The argument I make in each of my essays is that collaboration ought to be conceived as "difficult" in nature. Contemporary literacy researchers, I suggest, often present their collaborative experiences in such a way that the difficulty of cross-cultural communication is underexamined. I take the position that collaboration ought to be disconnected from the idea of consensus and instead connected to the ability to read incommensurability. While the identification with and understanding of discourses different from one's own can produce anxiety, I contend that it is in the best interest of educators to explore with students and each other alternative perspectives.

Form(s) of Curriculum Inquiry employed in this Dissertation: Philosophical Deliberative

(4) Title: THE USE OF WRITING AS A MEANS OF TEACHING EIGHTH-GRADE STUDENTS TO USE EXECUTIVE PROCESSES AND HEURISTIC STRATEGIES TO SOLVE MATHEMATICS PROBLEMS (PROBLEM-SOLVING)

Author: BURKS, LINDA CAROL

THE UNIVERSITY OF MICHIGAN Degree: EDD

pp: 259

Advisor: COXFORD, ARTHUR F.

Research Problem: This study was designed to address teachers' needs to help students become competent problem solvers. Five teachers used lessons with writing activities designed to teach students to use problem solving processes and strategies appropriate for the eighth grade level. Executive processes, referred to as ENTER, PLAN, ATTACK, and REVIEW, corresponded to Polya's ideas of understanding the problem, devising a plan, carrying out the plan, and looking back at the problem. The heuristic strategies were Look for a Pattern, Draw a Diagram, Make a List/Table, Guess and Check, and Solve a Simpler Problem.

The treatment group received two consecutive weeks of problemsolving instruction, followed by instruction two days each week for seven weeks, with students assigned problems related to the mathematical content covered on remaining days. The comparison group received instruction in their regular curriculum which included problem solving activities found in their texts.

Data from pretests, two posttests, interviews, and attitude questionnaires of 371 eighth grade students were collected from February to June 1992. Achievement data were analyzed with ANCOVA. Students' use of processes and strategies were analyzed with chi-square tests.

It was hypothesized that the use of writing, heuristic strategies, and executive processes would improve students' problemsolving skills. This was verified for students of high, middle, and low ability levels and was especially noteworthy for low ability; the low ability treatment group solved problems better than the high ability comparison group. It was hypothesized that students would indeed use executive processes and heuristic strategies when solving problems. Most students competently used the five strategies and the processes of ENTER, PLAN, ATTACK; few students used REVIEW. It was hypothesized that the intervention would strengthen students' attitudes toward problem solving. Nearly all students experienced a lowering of attitudes; the treatment group experienced less negative change than the comparison group. Overall, the intervention was shown to be a very effective means of teaching eighth grade students to solve problems. Research results, students and teachers agreed that the writing activities enabled students to verbalize their thought processes and strategies and helped students develop a systematic approach to problem solving.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

5) Title: THE RELATIONSHIPS AMONG TEACHERS' KNOWLEDGE, BELIEFS, AND INSTRUCTIONAL PRACTICES REFLECTING MICHIGAN'S RECONCEPTUALIZATION OF READING (READING INSTRUCTION)

Author: TERRY, SUZANNE M.

THE UNIVERSITY OF MICHIGAN Degree: EDD

pp: 161

Advisor: WIXSON, KAREN K.

Research Problem: Research has suggested that teachers possess theoretical

orientations which are comprised of knowledge and beliefs about reading and that such knowledge and beliefs tend to shape the nature of their instructional practices. In Michigan, a reconceptualization of reading has resulted in the statewide acceptance of a new theoretical view of reading that is very different from the way reading was conceptualized in the past. Therefore, Michigan's reconceptualization of reading provided the occasion for an examination of the influence of policy change on Michigan elementary teachers in relation to changes in their reading instructional practices. This research examined, first, the relationship between Michigan third grade teachers' knowledge and beliefs regarding Michigan's reconceptualization of reading; second, the relationships among their knowledge and beliefs regarding Michigan's reconceptualization of reading and the extent of their use of basal reading programs; and, finally, the relationships among knowledge, beliefs, extent of use of basal reading programs, and instructional practices that reflect Michigan's reconceptualization of reading.

A researcher developed mail survey instrument was sent to a random sample of 360 Michigan third grade teachers. The response rate was 71%. Analyses performed to determine the relationships among the four variables included Pearson Product-Moment correlations, two sample, one-tailed t-tests, and hierarchical multiple regression. Results indicated that the majority of teachers in the study do know about it, but do not have an understanding of the reconceptualization's implications for curriculum and instruction. Second, although significantly related, knowledge and belief scores were not

consistent for approximately one quarter of the sample population. Third, there was not a significant difference in the knowledge and beliefs of teachers who do and do not use basal reading programs. Finally, knowledge, beliefs, and extent of use of basal reading programs all contributed significantly to the variance in teachers' instructional practices. However, they were found to be but three of many possible influences on instructional practices. This study provides evidence that Michigan's reconceptualization of reading has had limited, but significant influence on instruction that supports practices reflective of the best knowledge presently available about learning to read.

Form(s) of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(6) Title: DETERMINING THE EFFECTIVENESS OF A BIOTECHNOLOGICAL CURRICULAR MODIFICATION TO BIOLOGY INSTRUCTION

Author: ALLEN, RONALD MELVIN

THE UNIVERSITY OF MICHIGAN Degree: PHD

pp: 206

Advisor: VOSS, BURTON; TOSNEY, KATHRYN

Source: DAI-A 54/07, p. 2525.

Research Problem: This research assessed the implementation of

biotechnology-based instruction into high school biology. Two suburban high schools agreed to participate and the study was conducted by using a teacher and his biology classes in each school. Experimental and control groups were used in each school.

Two major hypotheses were tested in this study. (1) Does abiotechnology-based curriculum modification promote greater student achievement in biology than traditional laboratory presentations? (2) Do attitudes toward biology significantly improve as a result of this biotechnology-based curriculum modification?

When the results from the two groups of students were statistically controlled (ANCOVA), the biotechnologic group demonstrated significant differences in such measures of achievement as laboratory and quiz scores, as well as more positive responses for the laboratory activities, the discipline of biology, the role of biologists, and the relevance of scientific experimentation.

Within school comparisons between experimental and control groups reflected the teachers' background. Students from the biotechnologic group at one school consistently demonstrated significant differences in achievement measures and positive attitude responses. These conflicting results may be due to a teacher effect. In fact, teacher interaction with the outcome measures of achievement and attitude was significant ($p \leq .001$). The uniform student achievement of the biotechnologic group at one school speaks persuasively of the value of this curricular modification. This group achieved significant differences both in the conceptual knowledge of biomolecule separation, restriction enzymes, and protein structure ($p \leq 0.019$); and in positive attitudinal responses to biology and the role of biologists ($p \leq 0.022$). Therefore, the efficacy of biotechnology-based instruction on student achievement and attitude has been demonstrated in a high school setting where the instructor is cognizant of current biotechnologies. The documented difference in teacher experience that concluded with the student performance at the two schools illustrates the need for thorough teacher instruction. When a teacher is inexperienced with current developments in biology, then even preservice and inservice sessions were inadequate. An in-depth experience (e.g. NSF sponsored multiple-week workshop) is certainly appropriate and would very likely add to the effectiveness of biotechnology in the classroom.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

(7) Title: THE EFFECT OF A MICROCOMPUTER-BASED BIOLOGY STUDY CENTER
ON ACHIEVEMENT AND ATTITUDES IN HIGH SCHOOL BIOLOGY

STUDENTS

Author: LU, CASEY ROY

THE UNIVERSITY OF MICHIGAN Degree: PHD

pp: 202

Advisor: KLEINSMITH, LEWIS J.; VOSS, BURTON E.

Source: DAI-A 54/07, p. 2527, Jan 1994

Research Problem: This research study was part of a collaborative biology curriculum development effort between the University of Michigan and the Washtenaw Intermediate School district. Teachers from 10 schooldistricts in Washtenaw County, Michigan participated in the development of high school biology computer-assisted instruction (CAI). This study was designed to investigate the effect of the CAI on learning in high school biology students. Two classes of high school biology students (n = 56) enrolled in a suburban southeastern Michigan high school participated in the study. Achievement and attitude data were collected at the end of each exam for one public school semester. Data were analyzed using the Single-Case Experimental Design model. A positive effect of the CAI was clearly demonstrated for underprepared students (defined as those students with standard achievement test scores that were below the class median). Females', African Americans', 9th graders', and male 10th graders' level of achievement were also positively affected by the CAI. All students reported feeling better prepared for taking tests when they received the CAI than when they received traditional instruction only. Enjoyment for biology increased, test-anxiety decreased, and self-efficacy increased with use of the CAI. An important discovery was made concerning how high school students used CAI in this study. It was found that high school students would memorize questions and answers to the questions in order to obtain a perfect score while using the software, but they would not truly understand the biological concepts. Thus, the software was modified so that all questions changed internally each time a problem set was run by a student. Final versions of the software required that students actually think through each problem carefully. Otherwise, a high score was not attainable. Public school science teachers who participated in the development of the CAI reported asking more higher-order thought questions of their students during delivery of instruction as a result of their participation with the biology curriculum development project. The participating teachers also reported benefiting greatly from colleague interactions.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

(8) Title: INSERVICE TRAINING NEEDS ASSESSMENT FOR MALAYSIAN
SECONDARY SCHOOL TEACHERS

Author: SALLEH MOHD SALEH, AMIR BIN

THE UNIVERSITY OF MICHIGAN Degree: EDD

pp: 285

Advisor: TICE, TERRENCE N.

Source: DAI-A 54/11, p. 4064, May 1994

Research Problem: This cross-sectional assessment study sought to find reliable and significant answers to two main research questions: (1) What professional problems or needs do Malaysian secondary school teachers have, to what degree, and why? (2) Are there significant differences among teachers in terms of their problems or needs and are inservice training programs appropriate solutions to those problems or needs? For this purpose a series of interviews with teachers, school administrators, and education officers at the district and state levels was conducted. A total of 508 questionnaires was also distributed to all teachers in twelve secondary schools in the Batu Pahat District in Malaysia. Of these 427, or 84.1 percent, were returned. The reliability of data was examined using Cronbach's alpha-coefficient and the data was then reduced by means of factor analysis. Descriptive statistics, chi-square, ANOVA were used to analyze the data in relation to the research questions.

The concentration of this study was on the following four major areas: knowledge of subject matter content, instructional and classroom management skills, and knowledge of and skills in assessing progress in student learning. Overall, it was found that teachers have problems, especially in their knowledge of the second subject matter they teach, their knowledge of curriculum and education policy, developing and utilizing supportive teaching materials, reporting test scores, and understanding general test concepts. Teachers did not report that they have problems in classroom management. In many respects, teachers were significantly different in terms of their problems and their needs for inservice training when comparisons were made based on their qualifications and their teaching experience. This study shows the importance of needs assessment in planning inservice training for teachers. Also, the findings of this study suggest that among training planners and organizers, more attention should be given to all teachers' problems or special needs, their differences, and their specific needs for inservice training identified in this study. Several recommendations for future needs assessment studies are also presented.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

- (9) Title: EFFECTS OF A SCIENCE PROGRAM FOR PRESERVICE ELEMENTARY TEACHERS ON ATTITUDES TOWARD SCIENCE AND TEACHING SCIENCE

Author: WYLO, BONNIE LYNN

THE UNIVERSITY OF MICHIGAN Degree: EDD

pp: 222

Advisor: VOSS, BURTON

Source: DAI-A 54/11, p. 4065, May 1994

Research Problem: This study was undertaken to determine the effectiveness of a purportedly exemplary science education program for preservice elementary teachers in the area of attitudes. If, as is cited in the literature, positive attitudes toward science are required for positive attitudes toward teaching science, and the attitudes of the elementary teacher are passed on to the elementary student, then creating positive attitudes is a crucial aspect of preservice elementary teacher training.

Pre- and post-test attitude surveys with a semantic differential format administered to preservice elementary teachers enrolled in the four required science methods courses (physics, chemistry, earth science, and biology) during the Fall 1991 semester at a midwestern teaching university constituted the raw data for this study. Attitude data was also obtained from student teachers who had completed the program, and professional teachers who had graduated from this university.

A net positive attitude change was found both for science and teaching science, as well as positive attitude changes for physics and teaching physics, and biology. The likely variables accounting for the positive attitude changes in the biology (toward biology) and physics (toward physics and teaching physics) classes are the instructor of the course and the chosen teaching methods. Instructors of these courses emphasized the use of simple, easily-obtained materials for use in a hands-on, activity-oriented curriculum which was made specifically relevant for the student's future needs as a teacher.

Perhaps most useful for this study is the finding that student teachers and professional teachers (who have been teaching for up to five years) maintain these positive attitudes toward science and teaching science. Training in the elementary science program at the university is consistently cited as valuable in the teacher's preparation to teach elementary science. Elementary science attitudes make a difference and perpetuate themselves. If students have good science experiences in the elementary classroom, they are likely to continue to feel good about science. Paying attention to the preservice elementary teachers' attitudes toward science and teaching science in their teacher training can affect generations of students (and teachers) to come.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

(10) Title: THE EFFECT OF GROUP CONTACT AND CURRICULUM ON WHITE, ASIAN AMERICAN AND AFRICAN AMERICAN STUDENTS' ATTITUDES (WHITE STUDENTS, INTERGROUP ATTITUDE, COLLEGE STUDENTS, ASIAN-AMERICAN, AFRICAN-AMERICAN)

Author: LOPEZ, GRETCHEN EVA

THE UNIVERSITY OF MICHIGAN Degree: PHD

pp: 163

Advisor: GURIN, PATRICIA

Source: DAI-B 54/07, p. 3900, Jan 1994

Research Problem: Since Brown v. Board of Education, social psychologists

have contributed to an understanding of intergroup relations in education through studies of group contact and attitude change. Contact has proven most successful in altering interpersonal attitudes. The present study examines the effects of group contact on two types of intergroup attitudes: awareness of ethnic inequality in society and support for educational equity. It further considers the effects of curriculum and in particular, courses that cover issues of race and ethnicity, on these attitudes.

Students completed surveys at the beginning and end of the first year of college as part of a longitudinal project at The University of Michigan. The surveys measured a variety of academic and social experiences in addition to assessing intergroup attitudes. Responses of students belonging to three ethnic groups--white, Asian American, and African American--were examined. Using regression and path analyses, the relationship between group contact, curriculum, and attitude change was tested while controlling for attitudes at college entrance.

These groups of students differed in initial intergroup attitudes, and in the extent and direction of attitude change over the first year. Furthermore, the relationship of group contact and curriculum to attitude change varied depending on ethnic group membership. For white students; outgroup contact with African American students increased support for educational equity. However, curriculum was an even stronger predictor of intergroup attitudes. Students involved in coursework on intergroup relations increased their awareness of inequality and support for educational equity. For Asian American students, group contact was important to intergroup attitudes while curriculum showed little effect. Both outgroup (with African Americans) and ingroup contact were associated with stronger support for educational equity. For African American students, group contact did not change intergroup attitudes. Curriculum, on the other hand, increased support for educational equity in the first year. Thus, curriculum in addition to group contact had an impact on intergroup attitudes. The results strongly suggest that the consequences of both are likely to vary with ethnic group membership. The implications for research on intergroup relations and education in a multiethnic context are discussed.

Form(s) of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic

(11) Title: AN ANALYSIS OF THE PERCEPTUAL DIFFERENCES HELD BY STAKEHOLDERS IN THE CURRICULUM DEVELOPMENT PROCESS

Author: GALINIS, NORBERT MICHAEL

THE UNIVERSITY OF MICHIGAN Degree: EDD

pp: 225

Advisor: BERGER, CARL

Source: DAI-A 53/12, p. 4148, Jun 1993

Research Problem: The design and testing of a cooperative curriculum

development model (The Secondary School Mathematics and Science Grant Program) incorporating active participation on the part of divergent stakeholders has significant implications for the field of education. The question under study was: what perceptual level of agreement exists between the various stakeholders over what should be accomplished by the curriculum (desirability) and what has been accomplished by the curriculum (accomplishment) across the variables of motivation, concept achievement, and relevancy.

Data from the four stakeholding groups: curriculum writers, teachers, students, and health care professionals, indicates significant differences over the perception of what should be accomplished (desirability) exists. Students and teachers differed in their perceptions with curriculum writers as to what should be accomplished. However, in regards to the perception of what had been accomplished by the curriculum, all stakeholders shared similar levels of agreement.

Teachers as users of the curriculum viewed what should be accomplished differently than curriculum writers. Teachers more closely reflected the views of students when assessing what should be accomplished by the curriculum. Curriculum writers were more closely aligned with professionals. Curriculum writers and professionals generally indicated higher levels of response for what was to be accomplished by the curriculum (desirability). Students as stakeholders perceived no difference between concept achievement and motivation across the levels of desirability and accomplishment. This might suggest confusion on the part of the student stakeholding group. However, students, as stakeholders did perceive differences in the relevance of what should be accomplished and what is accomplished. It is suggested that this difference lies in the difference between what is perceived as "school work" and what is perceived as "real work". The study has established the existence of a mutual interest on the part of the stakeholders in the curriculum development process. Through their participation, areas where common agreement appears to be lacking (desirability) as well as where it exists (accomplishment) have been identified.

Form(s) of Curriculum Inquiry employed in this Dissertation: Phenomenological-Hermeneutic

(12) Title: A MODEL OF ORGANIZATIONAL AND MANAGEMENT PRACTICES OF SCHOOL IMPROVEMENT AND STAFF DEVELOPMENT. A CASE STUDY: THE SCHOOL DISTRICT OF THE CITY OF SAGINAW, SAGINAW, MICHIGAN (SCHOOL DISTRICT)

Author: HELMER, GEDY ELIZABETH SVAGR
THE UNIVERSITY OF MICHIGAN Degree: EDD
Advisor: BERTOLAET, FREDERICK

pp: 214

Source: DAI-A 53/11, p. 3751, May 1993

Research Problem: In this single case study of the School District of the

City of Saginaw, Saginaw, Michigan, the research question is: What factors were perceived to be responsible for improvements in standardized test scores in the School District of the City of Saginaw between 1978 and 1988 when the city was undergoing a severe economic decline and critical demographic shift?

Utilizing a modified Delphi Technique, the researcher interviewed twenty-seven educators who were professionally affiliated with the school district to determine how the gains in student test scores occurred.

The results of the interview questions showed a consensus between all the interviewees, that is, they agreed that the positive outcomes in Saginaw were due to a dynamic school improvement process that was based upon an effective system of staff development and improved curriculum (as well as other variables less influential, but perceived valuable by the interviewees).

The identification process of these causative factors generated the variables (staff development, school improvement, curriculum, technology, strategic planning, leadership, communication, restructuring, change, etc.) and constructs that defined a model of the school improvement process in Saginaw, called the Saginaw Model by the researcher. The process also found gains additional to improved test scores, such as, improved teaching skills, improved attendance rates, declining drop-out rates, improved student discipline and consistent instructional practice. The variables and the dynamics that affect Saginaw are also critical to most urban districts, and are becoming critical to all school districts. As the

school becomes the instrument of change as well as society's institution for learning, the school must respond with successful practice. The Saginaw Model represents one compelling example of a school district's effort to meet the needs of its community by achieving successful student outcomes.

Form(s) of Curriculum Inquiry employed in this Dissertation: Phenomenological-Hermeneutic

(13) Title: THE RISE AND FALL OF A MIDDLE SCHOOL: A TEN-YEAR STUDY OF THE TRANSFORMATION OF A MIDDLE GRADES SCHOOLING INSTITUTION FROM THE EXPERIENTIAL PERSPECTIVE OF ITS TEACHERS (SCHOOL TRANSFORMATION)

Author: MILLINGTON, JOHN BUELL

THE UNIVERSITY OF MICHIGAN Degree: PHD

pp: 407

Advisor: MENLO, ALLEN; MARICH, MILAN

Source: DAI-A 53/11, p. 3789, May 1993

Research Problem: Educational institutions play critical roles within the

development of youngsters during their transitional period from elementary to secondary schooling experiences. Often institutional environments are unsuitable for early adolescents. The "junior high school" concept has been under attack. Treating youngsters 10 to 14 years of age as if they were high school students remains an unacceptable approach. Earnest reform requires school culture to transform. Cultural transformation will invoke resistance making change difficult to accomplish.

This dissertation is a historical account describing the ten-year metamorphosis of a junior high school as its staff implemented a middle school program from 1973-1983. The research focused upon the nature of the experiences for the teachers who contributed toward establishing the new norm during their institution's transformation. The analysis identifies factors contributing to the school's emergence and to its decline. Strategy alternatives based upon the research findings have been posed to present additional considerations regarding this endeavor and similar school transformations.

The main body of information for this study was collected through tape recorded, open-ended interviews. Background and supportive data were obtained from newspaper archives, school and county records. A series of individual accounts revealed a composite history depicting the changing life and work in a middle grades school.

Findings that emerged were: (1) Staff investment of effort within the school's transition increased the more teachers perceived authentic commitment from their principal. (2) Teacher empowerment created a sense of program ownership resulting in risk-taking. Teacher risk-taking was perceived as vital for successful school transformation. (3) Articulating philosophy into practice was the most difficult phase of the transition for teachers. (4) As transitional goals were approached, resistance increased. (5) Major sources of resistance toward the transition originated at the high school and developed within the district's central administration. Unexpected resistance from designated support groups demoralized teachers and diminished their risk-taking.

The cultural transformation of intermediate schooling institutions is a formidable task. It should not be expected to occur quickly. The success of a transformed middle school will depend upon the endurance of its educators to continue investing their efforts in young adolescent students.

Form(s) of Curriculum Inquiry employed in this Dissertation: Historical

(14) Title: PERSONAL CONTROL, PSYCHOSOCIAL AND EDUCATIONAL PREDICTORS OF PERCEIVED SCHOOL ADJUSTMENT AMONG PUERTO RICAN MIGRANT AND NONMIGRANT ADOLESCENTS (PSYCHOSOCIAL PREDICTORS)

Author: MOSCOSO-ALVAREZ, MARGARITA R.
 THE UNIVERSITY OF MICHIGAN Degree: PHD
 Advisor: MORRISON, BETTY M.

pp: 215

Source: DAI-A 53/10, p. 3436, Apr 1993

Research Problem: The purpose of this study was to develop a predictive model to explain the adjustment to school as perceived by migrant and nonmigrant Puerto Rican adolescents. The study elucidates the effects that socio-demographic, personal control, psychosocial and educational predictors have on perceived school adjustment of migrants and nonmigrants in cross-sectional and longitudinal samples. Causal models were used to analyze the relationships of the predictors with school adjustment of migrants (n = 297) and nonmigrants (n = 679).

The theoretical model used in this study was based upon Rotter's "Social Learning Theory". The model states that students' personal control influences their psychosocial traits and this, in turn, influences their educational success, which further influences their perceived school adjustment. The model also examined the role that the exogenous variables (socio-demographic characteristics and amount of schooling in the U.S) have on school adjustment.

The data set used was a representative panel sample collected for the "Transitional Drug Use Survey" in Puerto Rico. The data were collected in two time intervals, 1974-75 (Time I) and 1975-76 (Time II). The analysis for Time I did not provide support for the assumption that migrant and nonmigrant predictors of school adjustment were significantly different. However, from the results of the cross-sectional analysis, the pattern of the predictors for migrant adolescents was somewhat different from that of nonmigrants. Both groups shared locus of control, social isolation, drinking behavior and GPA as predictors of school adjustment. However, for migrants religiousness was also a predictor; for nonmigrants health and parental control also entered the model. At Time II, the analysis revealed that migrants and nonmigrants differed only in one psychosocial predictor: social activity. The pattern for Time II revealed that migrants and nonmigrants shared social isolation as predictors of school adjustment but for migrants religiousness and health status were also predictors, and for nonmigrants locus of control and drinking behavior entered the model. Migration is not as great a dislocating experience as was expected. Migrants have positive psychosocial and educational behaviors that contribute to their positive adjustment to the Puerto Rican school system.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

(15) Title: THE VALUES OF THE ACADEMY: AN EXAMINATION OF THE VALUES OF FACULTY IN HIGHER EDUCATION IN THE UNITED STATES (FACULTY VALUES)

Author: MOORE, STEVEN G. W.
 THE UNIVERSITY OF MICHIGAN Degree: PHD
 Advisor: BERLIN, LAWRENCE

pp: 337

Source: DAI-A 53/10, p. 3456, Apr 1993

Research Problem: Most studies of faculty values and faculty activities have focused on extrinsic values (such as political values) or faculty activities and faculty work (such as research, teaching, and governance). The aim of this study is to examine and identify the dominant values, the changing values, and the emerging values held by selected faculty in higher education.

The research of this study incorporates an extensive review of the literature and interviews of faculty. Four "national" faculty and twelve faculty from three liberal arts institutions participated in a dialogue about the values of the academy. The dialogue was framed in the context of three broad categories drawn from a review of literature of values, faculty, and student impact in higher education. Categories framing the discussion

are: how faculty makes "sense" of their lives; the individual, corporate, and institutional value "commitments" at work in the academy; and the perceived emerging tensions and value concerns of faculty in higher education.

Those values emerging from the faculty interviews and the literature review were identified in two sets: "value affirmations" and "value tensions." The "affirmations" represent values broadly held in higher education. The "tensions" represent values about which there is disagreement, divergent opinions, or considerable debate. The study identifies seven value "affirmations" and thirteen values "in tension." Affirmations include: the necessity of the public review, scrutiny and testing of ideas; the reality of the "incompleteness" of what is "known"; that most faculty "make sense" of their world through solidarity; and the value of the development of that which is aesthetically beautiful, culturally enriching, and critically examined.

Faculty participating in the study reported a deficient dialogue about the values of the academy compounded by an academic discourse which has become highly politicized. As well, tensions surrounding the "pursuit of truth," "modes of learning," issues surrounding "the core"; the "corporatizing" of the academy; and other challenges to traditionally held values of the academy are discussed. The study concludes with reflections on the contrasting sense among faculty of solemnness and despair on the one hand and a sense of devotion and commitment on the other. A call is given for a renewed sense of commitment to reclaim the dialogue and discourse which have provided the framework for the formation of the academy's values.

Form(s) of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic

(16) Title: TYSHUN'S GREAT ADVENTURES IN LEARNING: TEACHERS AND STUDENTS AS VICARS OF CULTURE

Author: FAIRBANKS, COLLEEN MAYME

THE UNIVERSITY OF MICHIGAN Degree: PHD

pp: 260

Advisor: ROBINSON, JAY L.

Source: DAI-A 53/11, p. 3827, May 1993

Research Problem: This study advances a view of literacy embedded in the

social and cultural practices of local communities. It illustrates the often implicit connections between social and cognitive learning, drawing upon Vygotsky's notion of the zone of proximal development. The study demonstrates that learning literacy occurs as a function of the interactions among students and teachers within the zone of proximal development, but steeped in the histories of the participants, the school, and the community. When classroom interactions intentionally engage students in the systematic exploration of community and social life, students learn to view literacy as a means by which they can understand and act within their communities. In this way, social and cognitive development are integrated.

Based upon intensive classroom-based research, the study is drawn from my year-long participation in two tenth grade English classrooms in Saginaw, Michigan, a medium-sized, rust-belt city. Saginaw High School exhibited many of the characteristics of urban schools: high absenteeism, low achievement scores, and high dropout rates. However, this study demonstrates that these tenth grade students became invested in literacy learning, and hence invested in school, when their lessons were open to improvisation, centered on issues relevant to them, and conducted and assessed by teachers who valued their perspectives. In this way, students had opportunities to teach their teachers about their lived experiences. The students became, in other words, the vicars of their culture as they investigated and then wrote about their experiences. The classroom projects are analyzed from several points of view: the role of teachers and students as co-authors of curriculum; the nature of classroom lessons as improvisations; the relationships between cultural context and cognitive learning. I employ textual interpretation as the primary

method of analysis, conceiving of texts as spoken, written, or acted events. This framework allows the real complexity of classroom communities to emerge. Too often, the picture developed by education research isolates components of classroom activities, failing to articulate the dynamic, even unpredictable circumstances under which literacy learning takes place.

Form(s) of Curriculum Inquiry employed in this Dissertation:

(17) Title: POPULAR CULTURE, PROFESSIONAL DISCOURSE, AND
MATHEMATICS EDUCATION IN THE 1980S
Author: APPELBAUM, PETER MICHAEL
THE UNIVERSITY OF MICHIGAN Degree: EDD pp: 278
Advisor: GOODMAN, FREDERICK L.
Source: DAI-A 53/10, p. 3491, Apr 1993

Research Problem: Recent educational discourse is analyzed, using sources drawn from academic literature in education, canonical literature of professional associations, newspapers and popular magazines, and works of mass culture, including television programs and films. The focus is on the decade of the 1980s. Ultimately, the study reconstructs educational discourse to demonstrate that it is the interplay of power and knowledge that forms the experience of the participants and establishes their identities.

Mathematics education is used as an 'extreme case', since mathematics is the discipline most easily accepted as separable from politics, ethics or the social construction of knowledge. Research in this area has tended to focus on classroom activities, optimal sequence of topics, or individual cognitive development. It has therefore inadvertently tended to construct a stark, unsustainable distinction between school mathematics and the world outside of schools. In doing so, the literature has typically displaced popular and mass culture, the public space, and related sites of power and politics, or has excluded them altogether. The juxtaposition of popular culture, public discourse and professional practice enables an examination of the production and mediation (and hence the ideological function) of such inappropriate distinctions.

As a philosophical inquiry, this project develops the machinery necessary to analyze ways in which school knowledge mediates the production of Platonic, rational conceptions of knowing and the ongoing everyday practice of knowing and acting both inside and outside of schools. As an historical inquiry, this inquiry examines how persistent, pre-critical assumptions about the neutrality of knowledge and school knowledge become 'truths' through their constant exercise in practice. These 'truths' sustain, in turn, conceptual schemes that divide awarenesses of socially mediated power and knowledge from each other. Finally, as a sociocultural inquiry, the dissertation calls for a discourse that merges research and practice while discarding unnecessary distinctions among popular culture, professional discourse and pedagogical encounters.

Form(s) of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(18) Title: THE EFFECT OF PARTICIPATION IN AN ENVIRONMENTAL ACTION
PROGRAM ON EMPOWERMENT, INTEREST AND PROBLEM-SOLVING
SKILLS OF INNER CITY STUDENTS
Author: BULL, JAMES NICKELL
THE UNIVERSITY OF MICHIGAN Degree: PHD pp: 329
Advisor: STAPP, WILLIAM B.; KAPLAN, RACHEL
Source: DAI-B 53/10, p. 5481, Apr 1993

Research Problem: This study evaluated an environmental education program that involved students in actually working on environmental problems. Students not only chose the community problem to work on, but were given the power to direct the project

itself. It was expected that participation in such a project would enhance student empowerment, interest in environmental problems, and problem solving skills for addressing them.

The study was conducted in two inner city Detroit junior high schools; all but one of the 211 students were African American. There were three experimental classes and four control. Both prior to the project, and at its conclusion, students were presented a list of 46 environmental problems and asked to rate how much they felt they could make a difference on them, and their degree of interest in them. As a measure of problem solving skill, students were asked to rate the importance of a list of information sources and action choices with respect to several problem scenarios. Factor analysis was used to cluster the items into a smaller set of scales. Changes in empowerment, interest, and problem solving skill were assessed using these scales, as well as the individual items.

Major findings included: (1) Empowerment, interest and problem solving skills were found to be dependent on the nature of the problem, rather than global traits. While this finding is consistent with a considerable body of literature, the domains seem to be much more specific than has been previously acknowledged. (2) Students were least empowered and interested with respect to Urban Nature problems. This was explained by lack of familiarity and the preference of teenagers for active social environments. (3) Participation in a problem solving project is not enough. Working on an environmental problem did not result in significant changes in empowerment, interest, or problem solving skill with respect to the factor analysis derived scales. Further, when individual items were analyzed, the control group increased in empowerment, while the experimental group actually declined. It was concluded that in addition to taking action, students need experiences of success, adequate information, structure and social support.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

(19) Title: AN EVALUATION OF A HIGH SCHOOL ENVIRONMENTAL EDUCATION PROGRAM OF THE TANSUI RIVER IN TAIWAN (CHINA)

Author: WANG, SHUN-MEI

THE UNIVERSITY OF MICHIGAN Degree: PHD

pp: 196

Advisor: NOWAK, PAUL F.

Research Problem: Like many other places on the Earth, most rivers in Taiwan

are polluted. Education programs are needed to raise the public's concern about rivers and motivate them to take action. The Tansui River Education Program (TREP) was designed for secondary students in the Tansui River watershed of Taiwan and was modeled after the Rouge River Water Quality and Community Problem Solving Program in Michigan. The pilot TREP was conducted in two high schools to evaluate the program effects on awareness, knowledge, attitudes, and empowerment. In addition, students' interest and teachers' feelings about TREP were examined.

The experimental design included control and experimental groups, pre- and post-tests and a questionnaire. A paired t-test and one-way ANOVA with a 0.05 level of significance were used to analyze the data. Student and teacher evaluations were used to collect information about program feasibility. Due to a strict curriculum, the two day pilot program was conducted outside of class during weekends and holidays. The control group did not receive any instruction except answering the questionnaire. Major findings of the research were: (1) TREP significantly increased participants' awareness of the river they visited; (2) TREP significantly increased their knowledge of water quality; (3) TREP significantly increased their sense of empowerment for saving the river; (4) TREP significantly increased their intentions to take actions related to "advocacy" and "school environmental protection"; (5) TREP significantly increased their feelings of responsibility for the school environment in terms of planning and decision making; however, (6) TREP did not significantly change students' perceptions of general barriers to action taking. Students and teachers were very positive about the program, particularly the water monitoring activity. The teachers also appreciated the case study and action taking sections. In light of the research results, the authors suggested the Ministry of Education in Taiwan should consider adding TREP to the national curriculum.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

(18) UNIVERSITY OF MINNESOTA
Public coed university

The University of Minnesota-Twin Cities Libraries, ranks 15th in size among American universities. The Twin cities campus, the largest and oldest in the university system, is technically two separate campus: one in downtown Minneapolis (the largest city in Minnesota) on the Mississippi River and the other in St. Paul (the state capital) are both flourishing centers of commerce and industry, where grandiose historic buildings complement bold new skyscrapers. Focal points of a progressive metropolitan area of two million people, the two downtowns offer myriad opportunities for entertainment, research, volunteer or part-time work, internships, and eventual careers. The recreation sports program, one of the largest in its kind on any campus in the country, offers curling, cycling, racquetball, crew, ballroom dance, juggling, and 100 other teams, clubs, and fitness activities. Outdoor enthusiasts can explore the Twin's Cities 150 Parks and 200 Lakes.

The recreation and Sports program in the University of Minnesota is one of the largest of its kind on any campus in the country. The establishment in 1988 of the Office of the Associate Provost and Associate Vice President for Academic Affairs with special responsibility for minority affairs has confirmed the University's long-standing commitment to the belief that all students, regardless of their social, racial or economic backgrounds, have a right to equity and excellence in education.

The Graduate School: Unique Features

1. **Enrollment:** 40,000 graduate, professional and undergraduate students (6,000 full time and 6,600 part time matriculated graduate/professional students).
2. **Graduate Faculty and Students Groups:** Students: 9,000 includes 350 minority; 2200 internationals. **Graduate faculty:** 774 faculty members.
3. **Tuition:** \$ 3,585 per year full time and 174 per credit part-time for state residents. \$ 7,170 per year full-time, \$ 348 per credit (minimum) part-time for non-residents. Fees of \$ 399 per year.
4. **Programs:** The Graduate Schools include the College of Agriculture, Architecture and Landscape Architecture, Biological science, Education (Educational Administration and Educational Psychology), Human Ecology, Liberal Arts, Natural Resources, Hubert H. Humphrey Institute of Public Affairs, Industrial Relations Center, Institute of Human Genetic, Institute of Technology, School of Nursing, Carlson School of Management, College of Pharmacy, College of Veterinary Medicine, Law School, Medical School, and School of Public Health which provide undergraduate and graduate instruction.
5. **Degrees Offered:** Master's, Certificates of Specialists in Education, and Doctorates (Ed.D. and Ph.D.)
6. **Requirements for Admissions:** Applicants with a U.S. bachelor's degree or a comparable foreign degree from a recognized college or university , with the necessary background for their chosen major field, an excellent scholastic record from an approved college or university, and appropriate professional qualifications may be admitted for graduate work on recommendation of the graduate faculty in he proposed major field and approval of the Dean of the Graduate School. One or more of the following tests may be required as part of the application process by the individual program: Miller Analogies Test, Graduate Management Admission Test and Graduate Record Examination. The Test of English as a Foreign Language (TOEFL) is required of all international applicants whose native language is not English.

Contact: Graduate School
East Bank, University of Minnesota
Twin Cities Campus
Johnston Hall, 101 Pleasant Street S.E.,

Minneapolis, MN 55455

7. **Requirements for Graduation:** The Master's degree is awarded in recognition of academic accomplishments as demonstrated by a coherent program of coursework (minimum 28 credits), passing of the required examinations, and the preparation of a thesis or project (all requirements with 7 years and GPA of 2.80 -on a 4.0 scale-). Specialist certificate: program requirements (graduate credits and examinations) can be completed in 2 years but must be completed in 12 years as maximum. The doctoral degree requires course work, dissertation/thesis, examinations, residence requirement of 7 quarters of full time registration (may require mastering foreign languages), which must be completed within 5 calendar years after passing the preliminary oral examinations.
8. **Doctoral degrees awarded:** 723 doctorates in 1993.
9. **Student services:** Low cost health insurance, free legal counseling, free psychological counseling, career counseling, day-care facilities, campus safety program, campus employment opportunities, counseling/support services for international students and handicapped resources office. **Graduate Housing:** rooms or apartments- available to single students at an average cost of \$ 3,200 (including board); available to married students.
10. **Financial aid:** Fellowships and assistantships are usually awarded through the graduate School and through academic departments.
11. **Research facilities:** O. Meredith Wilson Library plus 5 additional on-campus libraries; total holdings of 4 million volumes; 2 million microforms; 36,000 current periodical subscriptions. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographical retrieval services.
12. **Computer facilities:** CRAY-2, CRAY X-MP, Apple Macintosh, IBM PC. Personal computers on campus linked to BITNET, Internet.

Graduate School of education and Program in Curriculum Studies: Unique Features

1. **Enrollment:** information non-available. Curriculum Faculty: 41 faculty members (23 Professors, 14 Associate Professors and 4 Assistant Professors). Academic experience: 6-25 years.
2. **Name of the Unit:** College of Education, Dept. of Curriculum and Instruction.
3. **Head:** Dr. Barbara M. Taylor, Chair Curriculum and Instruction
Contact Faculty Member: Dr. Richard D. Kimpston (Specialty: Secondary Education with Specialization in Curriculum Studies and Social Studies Education).
 125 Peik Hall, University of Minnesota,
 159 Pillsbury Drive S.E.
 Minneapolis, MN 55455
 Phone: (612) 625-2545
4. **Name of the Program that focuses on Curriculum Studies:** Curriculum & Instructional Systems (M.A, Ed.D), Curriculum Systems (M.A). Other education programs: art education, early childhood education, elementary education, international development education, music education. Programs accredited by NCATE.
5. **Primary Goals of the Graduate Program in Curriculum are:** The central purposes of the Graduate school are the advanced training of men and women in Curriculum and

Instruction and the promotion of research in an atmosphere of freedom of inquiry: (1) to prepare Majors for the master's degree in art education, education, elementary education, and mathematics education (2) to provide the Ph.D. degree in education with emphasis in curriculum and instruction, concentrations include art education, communications education (children's literature, English education, language arts and reading), curriculum and instruction (adult education, early childhood education, general curriculum, instructional systems), elementary education, mathematics education, second languages education, science education, and social science education.

6. Program in Curriculum is among the leading Programs in the United States because of: reputation of faculty; quality of graduate; national leader in funded curriculum research; curriculum research publications and curriculum and Instructional characteristics.
7. Unique strengths of the graduate Program in Curriculum: research (emphasis on inquiry, reputation for research, national visibility, extensive research data available); faculty and students (productivity, networks, research oriented, diverse interests and backgrounds); curriculum (interdisciplinary). This department is also nationally recognized for the quality of environment (resources, academic life, libraries- the university ranks 15th in size among American universities). On the Twin Cities campus, Graduate School students enjoy the vast academic and cultural opportunities of a major university and a unique metropolitan area: Arts and entertainment, recreation and sports, as well as urban diversity are characteristics of the campus and community).
8. Departmental Requirements for Graduation: the master's degree is offered under two plans: (a) requiring a thesis - students must complete an approved program of course work consisting of a minimum of 20 quarter credits in the major field and a minimum of 8 quarter credits in or more related fields outside the major. Students are also required to enroll for a minimum of 16 thesis credits (8777) and (B) which substitutes additional coursework and special projects for the thesis. The graduate school requires a final examination which may be written, oral, or both, at the discretion of the graduate faculty in the major field. A minimum GPA of 2.80 on a 4.00 scale must be maintained for all courses included on the program. All requirements must be completed and the degree awarded within seven years. The doctor of philosophy is awarded chiefly in recognition of high attainment and ability in a special subject field as demonstrated by passing the required examinations covering both a candidate's general and special subject fields, and by preparing and successfully defending a thesis that is based on original research and that makes a significant contribution to knowledge in the student's field. A residency requirement of seven quarters of full-time registration is required for the doctoral degree. Doctoral thesis credits (8888) may be used to fulfill the residency requirement. All requirements for the doctoral degree must be completed and the degree awarded within five calendar years after passing the preliminary oral examination. Minimum of curriculum research courses required for a Ph.D: 4 courses and for a Master's: 2 research courses.
9. Doctoral degrees awarded: 28 doctorates in Curriculum (1993).
10. Faculty Research: different forms of curriculum inquiry employed in publications.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:
Research courses available to students mainly in the following areas: research design, research methodology, statistics, survey research, phenomenological/hermeneutic, historical, philosophical, scientific, ethnographic/naturalistic, deliberative and action

research. The program is moving strongly away from empirical/analytic research to deliberative, ethnographic, phenomenological/hermeneutic, historical, etc. Specific research courses offered for 1992-94 are the following: (623) Research on Literacy (focused on integrative/review/synthesis and evaluative/normative research); (624-625) Research in Science Education: Elementary or Secondary Level (Focused on evaluative/normative, deliberative, philosophical, historical research); (635) Research in the Social Sciences (theoretical, historical, philosophical and deliberative research oriented); (655&685) Directed Research in Educational Studies & Thesis (Scientific research or different forms of curriculum inquiry); (695) Research and Educational Practice (integrative/review/synthesis research); (703 & 704 Seminars: Research on Reading and Reading instruction and Research on writing and Writing Instruction (emphasis on evaluative/normative and integrative/review/synthesis); (705) Designing and Analyzing Field Research or Program Evaluation (evaluative/normative and scientific research); (706) Seminar: Issues in Research on Literacy (different forms of curriculum inquiry forms); (765) Research Design in Higher and Adult Education and (767) Research Practicum (with emphasis on integrative/review/synthesis, deliberative and action research); (794) Introduction to Quantitative Methods in Educational Research, (795-796) Quantitative Methods for Non-experimental Research, (797) Advanced Quantitative Methods for Experimental Research (all 4 Scientific research oriented); (801-802) Directed Research in Educational Studies; Seminars: (845) Research Methods in Educational Foundations and Policy, (846) Research Methods in Educational Administration, and (990-915) Dissertation Research (include the study of different forms of curriculum inquiry with emphasis in historical research, philosophy, theoretical, evaluative-normative, integrative/review/synthesis, deliberative, phenomenological/hermeneutic, ethnographic/naturalistic).

2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take a specific research course (CISY 8620 The domains of Curriculum Theory and Research: alternative paradigms and research methods.(2) put students in an overview course on different types of research methods (3) ask students to enroll in a research methods course with only students in the same Curriculum program and (4) ask students to enroll in a research methods course that includes students from many different programs.

Form(s) of Curriculum Inquiry employed in Doctoral Dissertations
University of Minnesota. January 1993 - June 1994

- (1) Title: THE DEVELOPMENT, DESIGN, AND EVALUATION OF AN EDUCATIONAL MODEL FOR A POST-SECONDARY ARCHITECTURAL TECHNOLOGY PROGRAM. (VOLUMES I-III) (POSTSECONDARY)

Author: OBERMEYER, THOMAS LYNN

UNIVERSITY OF MINNESOTA Degree: EDD

pp: 693

Source: DAI-A 54/04, p. 1125, Oct 1993

Research Problem: The purpose of this study was to develop a laboratory core curriculum delivery model for a ninety credit post-secondary architectural technology program. This laboratory core is defined as the hand-drafting and computer-drafting courses that a learner would take to gain entry level job skill in detailing architectural construction documents. The study was organized into three phases: (1) planning, (2) delivery, and (3) evaluation.

The planning phase of research consisted of a literature and curriculum review of technical architectural training and a synthesis of data. Research resulted in a list of tasks that defined the job skills required to enter architecture. Tasks were validated by forming peer committees to review the data. The survey audience was divided into two groups: (1) college architectural staff, and (2) architects and technicians employed in the profession. The survey resulted in a task list that defined the job description of an architectural technician.

The delivery phase of the study organized content by: domain, frequency of use, and purpose. Tasks were developed into performance objectives that established standards and learner outcome. A 29-unit delivery model was developed around the performance objectives which addressed drafting and technology skills. The model contains 1,500 architectural illustrations, cut-out models, and was written using an architectural font style. Three residential and three light commercial projects were designed to be used as examples throughout the learning package. The model was evaluated by two teams: the first was a faculty group using the material with students in a lab experience, the second evaluation was by a group of instructors who reviewed the model for content and delivery. The field test was conducted using post-secondary architectural programs with over 200 students. Evaluators were asked to determine: the relevance of the model, training in problem solving, carryover learning in lab projects, the value of cut-out models, the quality of graphics, and overall effectiveness of the model. Based upon the response by the two groups of evaluators, the training model was judged to be effective for training architectural technicians.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative

- (2) Title: PRINCIPAL AND TEACHER CONCERNS IN IMPLEMENTING OUTCOME-BASED EDUCATION

Author: FONKEN, MARY KATHERINE

UNIVERSITY OF MINNESOTA Degree: EDD

pp: 196

Source: DAI-A 54/08, p. 2819, Feb 1994

Research Problem: This study on change and innovation specifically examines principal and teacher concerns in implementing Outcome Based Education in four Minnesota suburban high schools in two large school districts. The Change Facilitator Stages of Concern (Hall, Newlove, George, Rutherford, Hord, 1992) and the Stages of Concern Questionnaire, a dimension of the Concerns Based Adoption Model (Hall, Wallace, Dossett, 1973) were used to ascertain quantitatively the Stages of Concern teachers and

principals in these four schools feel in relation to implementing and using OBE. Interviews with the superintendents, and principals showed the important role principals play in implementing innovations and change in schools.

Teachers (358 of them) responded to the questionnaire and demographic information page. All four schools had similar enrollments and per pupil expenditure and a mix of OBE practitioners from novice to old hand. All schools had been implementing OBE from one to four years.

The SoCQ consists of 35 items which the respondents rate by using an 8 point Likert Scale. There are five items representing each of the Seven Stages of Concern. Percentile tables were used to convert raw scale scores and interpret the data both quantitatively and qualitatively. Teachers in each school completed the questionnaire individually in a group setting. Principals and superintendents also answered the Change Facilitator's 35 item questionnaire and were interviewed. The interviews provided data on inservice time, leadership concerns and perspectives, and the support given the staff in implementing OBE.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative-action research

(3) Title: A COMPARISON OF SAINT PAUL OPEN SCHOOL WITH TWO TRADITIONAL SCHOOLS IN ACHIEVEMENT AND FACTORS AFFECTING ACHIEVEMENT (OPEN SCHOOL)

Author: LIEN, JEFFREY BRUCE

UNIVERSITY OF MINNESOTA Degree: PHD pp: 132

Source: DAI-A 54/09, p. 3282, Mar 1994

Research Problem: This case study compared Saint Paul Open School with two traditional schools in student achievement and factors affecting achievement at the junior high level for the years 1987 to 1991. The nature of each school, student demographic characteristics, and SRA Achievement Test scores were compared, using documents, interviews, and statistical analysis.

The fundamental difference in nature between the two types of school lies in the relationship of student and teacher. In the traditional schools the relationship was hierarchical, whereas in Open School it was horizontal. From this fundamental difference evolved many differences in characteristics, including locus of responsibility for learning, integration of students, student individualization, definition of achievement, attitudes toward standardized tests, and organizational focus.

Although there were no significant differences in demographic characteristics or SRA scores between the two types of school, lack of focus, which may have affected curriculum and instruction in various ways, was evident in Open School. This lack resulted both from the internal nature of the school and from external political and ideological pressures on the school. First, Open School had been purposefully designed to minimize centralized authority so that teachers and students would be relatively equal in the educational process. This design contributed to lack of focus. Second, the school had been pressured throughout the years by external ideological and political forces, as many open schools around the nation have, to assume traditional characteristics in spite of an open, progressive philosophy. This process created a hybrid of open and traditional education which also reduced focus. External forces caused three major changes. The first change was in the school's architecture. A building that promoted open, progressive education was abandoned in favor of a traditional styled building. The second was in a systematic reduction of field trips which early on formed the backbone of the education in the school. And the third was in district staffing procedures which required teachers who did not support the open school philosophy to work in the school. These three changes in addition to the original design feature of dispersed authority tended to reduce the focus of the school.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(4) Title: TOWARD ESTABLISHING PROFESSIONAL DEVELOPMENT SCHOOLS:
FACULTY PERCEPTIONS IN COLLEGES AND SCHOOLS OF EDUCATION
IN THE HOLMES GROUP

Author: METCALF TURNER, PHYLLIS MARIE
UNIVERSITY OF MINNESOTA Degree: PHD pp: 252
Advisor: MUELLER, VAN D.; TURNER, CAROLINE
Source: DAI-A 54/03, p. 760, Sep 1993

Research Problem: This study investigated faculty perceptions toward organizational change in colleges of education with regard to building collaborative relationships with public school professionals. The Professional Development School (PDS) provided the context for this study. The purpose of the study was to confirm the existence of and describe the collaboration formation process in terms of its phases of development. A conceptual framework was developed for the study integrating the theoretical components. An inquiry-based, qualitative research design was employed. The basic unit of analysis was the College of Education. Seven research institutions were chosen using purposeful sampling. Four of the institutions were classified as Land Grant universities and three were State System. Individual interviews were conducted with sixty-two respondents. A prescribed set of open-ended questions were used for the interview. The interviews were conducted with selected education faculty, college and school administrators, teachers, and graduate students who were working together to establish Professional Development Schools. A within-site analysis was conducted for each of the seven institutions. Following, an analysis was conducted across all seven institutions or cases to increase generalizability of the study's findings. The first conclusion of this study was that there is a clearly defined process that is virtually identical across all seven institutions that are establishing Professional Development Schools. Second, the process involved formalization and centralization activities wherein, education faculty and public school teachers spend a substantial amount of time in dialogue. The dialogue served as the initial phase of the collaboration formation process as activities and governance procedures were determined. The third conclusion was that there is always a particular activity in which both groups have a vested interest that is utilized to initiate collaboration. Fourth, the issue of administrative support was found to be critical to the process and exerted a great deal of influence. A pattern of a process was revealed in the data analysis, as well as a view of some of the political factors perceived to be important but rarely examined. The recommendations seek to assist education reform efforts and improve the quality of administrative functions often associated with organizational change.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological

(5) Title: DIALOGIC CRITICAL APPROACHES TOWARDS EDUCATIONAL REFORM:
AN INTERPRETATION OF CHANGE AT THREE MIDDLE SCHOOLS

Author: BINKO, JULIE MARIE
UNIVERSITY OF MINNESOTA Degree: PHD Date: pp: 203
Advisor: DOBBERT, MARION
Source: DAI-A 53/12, p. 4183,

Research Problem: This study experimentally explores a newly developed tool, Dialogic Critical Ethnography (DCE). DCE is grounded in other anthropological and critical interpretation strategies. DCE expands interpretation by addressing the shortcomings of

present, applied, ethnographic methodologies--particularly their failure to address the larger social context and to incorporate self-reflexiveness. It is illustrated by employing an idealized heuristic social model, the eco-pacifist future, to document and interpret change for three middle-level school case studies. The future model is based on projections of sociocultural trends, such as constantly changing demographic and economic profiles, and continual movement towards global interdependence. Scholarly, critical and social ideas, such as, holism, community vs. corporate loyalty, evolutionary change, emancipatory democracy, and participants' roles are used to describe educational reorganization. The study proposes five essential elements for a process-oriented curriculum using scholarly, pedagogical ideas, such as, participatory learning, developmental education, and expanding human dimensionality. The interpretive process of DCE compares the eco-pacifist model heuristically--sifting through case study data to discover policy implications to support further change. DCE interpretation is intended to generate a discussion rather than a solution. DCE can result in four outcomes--(a) creating a social context for discussing the purpose of public institutions, (b) documenting change with reference to a predetermined future, (c) deciding how to implement policy, or (d) negotiating and designing another community-based future to act upon. The results of this reflective study are two-fold. First, comparing three case studies to the eco-pacifist future model generates several policy implications for effective schooling. The implications suggest that policy should address both the holistic and the participatory nature of schools including the larger social and economic context, curricular and instructional elements, community base, and roles of participating teachers, administrators, and families. Second, the study indicates that educational research needs to become, in all phases, an advocacy-based, collaborative-, and an action-oriented endeavor. Educational research should incorporate seven characteristics to support this role: (a) seeking pragmatic knowledge; (b) insisting on grounded knowledge; (c) being systemic in inquiry; (d) using multiple perspectives; (e) including multiple time dimensions; (f) being critical; and (g) being reflective.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(6) Title: OUTCOME-BASED EDUCATION: ELUCIDATION OF A CONCEPT
(EDUCATIONAL REFORM, RESTRUCTURING)

Author: BOUGHNER, CAROL JEAN

UNIVERSITY OF MINNESOTA Degree: PHD

pp: 236

Advisor: KIMPSTON, RICHARD D.

Source: DAI-A 54/05, p. 1649, Nov 1993

Research Problem: Outcome-based education (OBE) is in the forefront of the

nation's educational reform movement. OBE is "... being pursued at the state level as the most promising strategy for improving education for all students in 42 of the 50 states" (Varnon & King, 1993, p. 16). The terms that communicate OBE, however, are used variously and hence obscurely. These terms may be no more than slogans not in congruence with substance. A comprehensive review of the materials of OBE's leading proponents identifies nine key concepts of the movement. The present study elucidates these key concepts of OBE and examines one of its central defining terms, "outcomes," in-depth, in order to determine whether the concept, as used by leading OBE proponents, contributes to the theory and practice of curriculum from a historical perspective.

The study's method of conceptual analysis integrates a systematic analysis of trends and issues in contemporary society, a historical analysis of the term "outcomes" in educational thought, and an analysis of contemporary scientific understandings. This conceptual analysis reveals that the OBE approach to education is distinctive historically in two respects. First, the approach is designed to achieve three long-standing goals of

American education: quality, equity, and efficiency. Adult role-based abilities is a key feature in achieving integration of the three goals. Second, a new realism of practice pervades the approach. Multidimensionality of assessment addresses the complexity of human abilities and its variability in given contexts.

Transfer of higher order outcomes and participatory roles are identified as two key assumptions of OBE. Several research questions related to the key assumptions are suggested for further investigation.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

(7) Title: AN INVESTIGATION OF THE EFFECTS OF COOPERATIVE LEARNING ON
COMPUTER-MONITORED PROBLEM-SOLVING

Author: DYER, LINDA DOROTHY CLARK

UNIVERSITY OF MINNESOTA Degree: PHD

pp: 232

Source: DAI-A 54/04, p. 1213, Oct 1993

Research Problem: The purpose of this study was to determine if there were differences in achievement or attitudes among students who were trained in the use of cooperative skills (structured pairs) versus students told to work together (unstructured pairs) versus individuals when solving problems using a computer simulation program.

Seventy-two fifth grade students were stratified into a high and a low group based on prior standardized achievement test scores and then randomly assigned to the three groups. The structured pairs and the unstructured pairs were randomly assigned partners within each group; one low and one high subject per pair. The computer was used to present activities and subject matter, and as an aid to monitor achievement.

The five week study was divided into two parts; a three week training phase when structured pairs received cooperative skill training, and two week retention phase. Teachers were randomly assigned to each condition and rotated through the three conditions. This assured that each teacher met with each group the same number of times. The dependent variables were academic achievement and attitudes. An attitudes instrument was administered pre- and post study and achievement instruments were administered after the training and retention phases. All subjects in the three groups covered identical content (mathematics, Lewis and Clark) in the classrooms and worked with the same computer programs while in the computer lab. The researcher planned and scripted all lessons and conducted training sessions for the teachers. Independent observers assessed the use of cooperative skills by the structured pairs and unstructured pairs groups. All three groups were video-taped during sessions in the computer lab.

Results of achievement instruments indicated no significant differences among groups. No group was better, or worse for high or low subjects. Attitudes significantly improved in the structured pairs group (Positive Goal Interdependence, Cooperation, Computers' and declined significantly for the individuals (Positive Goal Interdependence, Resc 3 Interdependence). Teachers indicated strong preferences for cooperative learning as there were many unexpected positive results.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(8) Title: EFFECT OF CONTENT ORGANIZATION AND PROBLEM-ORIENTED
STRATEGIES IN THE IMPROVEMENT OF COGNITIVE SKILLS

Author: ELMORE, ROBERT LEE

UNIVERSITY OF MINNESOTA Degree: PHD

pp: 155

Advisor: SAMUELS, S. JAY; TENNYSON, ROBERT D.

Source: DAI-A 54/12, p. 4342, Jun 1994

Research Problem: This study tested instructional variables hypothesized to

improve the learning of domain-specific cognitive (e.g., problemsolving) skills by controlling the structure of the content to be learned and by having students solve domain-dependent problems.

Two independent variables were tested: content structure analysis (contextual module analysis vs. taxonomic content analysis) and problem-oriented strategies (content-dependent simulations vs. content-independent simulations). A taxonomic content analysis is based upon the attributes of a given domain of information. A contextual module analysis is the abstraction of attributes into associative networks that represent an expert's knowledge base in memory. Problem-oriented simulations present domain-dependent problems which provide practice in developing problem-solving skills.

The first hypothesis was that those students receiving instruction based upon the contextual module analysis would have a better organized knowledge base than students receiving instruction based on the taxonomic content analysis. The second hypothesis was that the content-dependent problem-oriented simulations would be more effective for the students receiving the contextual approach because their knowledge structure would be problem-oriented.

The research study involved 51 graduate students in education at the University of Minnesota. The students were randomly assigned to one of four treatment conditions, (1) Contextual Module Analysis design with content-dependent simulations, (2) Contextual Module Analysis design with content-independent simulations, (3) taxonomic analysis design with content-dependent simulations and (4) taxonomic analysis design with content-independent simulations. At the conclusion of the instruction all students received a problem-oriented simulation of business operations management.

The data were analyzed using a two-way multivariate analysis of variance. Three dependent variables were tested: scores on a posttest of declarative and procedural knowledge, total number of decisions during the simulation and the profit earned during the simulation.

The results of the study showed no significant differences in performance between the four treatments. There were large differences in scores on the final simulation, but a high variance, probably due to differences in computer skills, limited the significance of these differences.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

- (9) Title: STILL, ANIMATED, OR NONILLUSTRATED ON-LINE HELP WITH WRITTEN OR SPOKEN INSTRUCTIONS FOR PERFORMANCE OF COMPUTER-BASED PROCEDURES (STILL GRAPHICS, ONLINE INSTRUCTIONS)

Author: HARRISON, SUSAN MARIE
UNIVERSITY OF MINNESOTA Degree: PHD pp: 278

Advisor: SALES, GREGORY C.

Source: DAI-A 54/11, p. 3976, May 1994

Research Problem: This study investigated the relative effectiveness of

on-line help involving written or spoken instructions with or without still graphics or animated visuals on the performance of computer-based procedures. Subjects in the sample of 176 undergraduates were randomly assigned to one of the six treatment groups: written, nonillustrated; written, still graphic; written, animated; spoken, nonillustrated; spoken, still graphic; and spoken, animated. On-line help consisted of instructions for seven HyperCard authoring procedures on a Macintosh computer.

For each of the seven procedural tasks, task instructions were represented, and subjects were asked to immediately complete the task. After finishing the initial series of seven tasks, subjects completed a second set of seven tasks without access to on-line help. This second set consisted of three tasks identical to and four tasks similar to tasks in the

original set. Subjects completed the second set of tasks again five days later without access to on-line help. A Help Evaluation was then administered.

Dependent variables included two types of completion rates (percent of group completing all tasks and percent of all tasks completed), errors per step attempted, and elapsed time in attempting to complete a task. Data were collected for task sets and for on-line help instructions. Task data were examined based on when performed (immediate, delayed, 5-day delayed), task type (identical, similar), and task length (long, short). Results consistently revealed that visuals (still graphic or animated) in the on-line help instructions enabled adult subjects to significantly ($p < .01$) perform more procedural tasks in less time and with fewer errors than did subjects who did not have visuals accompanying the on-line help instructions. Differences between still graphics and animation were not significant. Subjects in the spoken conditions were faster and more accurate for the initial set of tasks than were subjects in the written conditions, but results were not significant. Recommendations for future research and implications for designing and evaluating on-line help for computer-based procedures in a graphical user interface environment are included.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-delib.

(10) Title: THE EFFECTS OF TYPES OF FEEDBACK ON PERFORMANCE AND ATTITUDE IN COOPERATIVE AND INDIVIDUALIZED COMPUTER-BASED INSTRUCTION (COOPERATIVE LEARNING, INDIVIDUALIZED LEARNING)

Author: HUANG, CHIN-YUN

UNIVERSITY OF MINNESOTA Degree: PHD pp: 194

Advisor: SALES, GREGORY C.; HOOPER, SIMEN R.

Source: DAI-A 54/05, p. 1655, Nov 1993

Research Problem: This study examined the effects of type of feedback and group composition on performance, efficiency, time on task, and attitudes during a computer-based cooperative lesson. A total of 120 university students were classified as high- or low-prior knowledge and randomly assigned to paired or individual treatments and to one of three feedback conditions, No Feedback (NF), Knowledge of Correct Response (KCR), and Elaborative Feedback (EF). Students completed training to enhance small group interaction before completing a computer-based tutorial lesson. At the end of the lesson, all students individually completed an attitude questionnaire; two weeks later they completed a retention posttest. Time on task for each computer was also recorded. Efficiency of learning was calculated by dividing each student's retention posttest score by their lesson completion time.

Results showed that students demonstrated increased achievement and efficiency and better attitudes to the delivery system, to subject matter and to group work following cooperative learning. Students who were in the elaborative feedback and the KCR feedback achieved higher scores than students in the no feedback condition. High-prior knowledge students scored better than low-prior knowledge students on all outcomes, except attitudes. Students who received elaborative feedback spent more time than those who received KCR feedback or no feedback. Furthermore, students working in groups required significantly more time to complete the lesson than did students working alone. The no feedback condition within a structuring cooperative environment promoted more efficient learning than that individual alone. The implications for designing feedback within group-based instruction and future research are discussed.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-scient.

(11) Title: THE EFFECTS OF LEARNER CONTROL AND GROUP COMPOSITION ON STUDENT PERFORMANCE, INTERACTION, AND ATTITUDES DURING COMPUTER-BASED COOPERATIVE LEARNING

Author: SIMSEK, ALI

UNIVERSITY OF MINNESOTA Degree: PHD Date: 1993 pp: 248

Advisor: CARRIER, CAROL A. 23, Oct 1993

Research Problem: This study examined the effects of instructional control

and group composition on performance, interaction, and attitudes during a computer-based cooperative science lesson. A sample of 152 fifth and sixth grade students, working in pairs with partners of similar or dissimilar abilities, completed the instruction either under the learner control (LC) or the program control (PC) treatment. In the LC treatment, pairs exercised collaborative control over the amount, review, and sequence of instruction. Pairs in the PC treatment followed a fixed instructional path. At the end of the lesson, all students individually completed an achievement posttest and an attitude questionnaire. They also indicated their confidence by predicting the score on the posttest. An identical test was administered two weeks later to measure retention. Time on task for each group and interaction in representative groups were also recorded. Results showed that both heterogeneous grouping and learner control had significant effects on learning, time on task, verbal interaction, and attitudes. Those working in heterogeneous groups indicated higher levels of confidence than those working in homogeneous groups. High-ability students scored better than low-ability students on all outcomes, except attitudes. The implications for designing group-based microcomputer software and future research are discussed.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(12) Title: COLLABORATIVE LEARNING IN HIGHER EDUCATION: A STUDY OF A COMMUNITY COLLEGE, A STATE FOUR YEAR COLLEGE AND A PRIVATE UNIVERSITY IN NEW JERSEY

Author: VAN DUYNE, VIRGINIA ANDERSON

School: SETON HALL UNIVERSITY, SCHOOL OF EDUCATION

Degree: EDD pp: 288

Advisor: SHAY, MEL

Source: DAI-A 54/03, p. 801, Sep 1993

Research Problem: The purposes of this study are: (a) to discover to what

extent collaborative teaching methods are found in a community college, a public four year college, and a private university; (b) if used, to identify the format or characteristics of collaborative learning; (c) to discover the students' perceptions of this methodology; (d) to discover if positive effects are identified by the students in the collaborative classroom.

Two questionnaires, copyrighted by Johnson & Johnson of the University of Minnesota, were used for this study. The Use Of Cooperative Groups was mailed to four hundred and sixty-eight full-time faculty, who taught college credit courses in the community college, the private university, and the four year college. The instructors who indicated by the questionnaire that they use collaborative teaching methods and were willing to do so, distributed The Classroom Life Measures (short form) to all the students in one of their classrooms. Analysis of the data indicate that of the respondents to The Use of Cooperative Learning questionnaire, fifty-four percent did use cooperative groups, that an average of thirty-three percent of the class time was spent in groups, that groups were formed heterogeneously and that groups do not actively interact with the members of the group, neither do they share materials. The data also show that the techniques to master interpersonal skills were not identified or demonstrated to the students by the instructors. Instruction in social skills was not found among the college instructors.

The Classroom Life Measure found that the students had a generally positive attitude toward Cooperative learning, teacher academic support and teacher personal support. Fairness of grading, by the instructors ranked the highest among all the questionnaire factors. The students had a neutral attitude toward peer support, class

friends, and peer personal support. The twelve factors of the Classroom Life Instrument were analyzed by the Anova test. Statistical mean differences were found among the three student populations in the areas of fairness of grading, teacher academic support, positive goal interdependence, achieving for social approval, and academic self-esteem.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological

(13) Title: DEVELOPMENTALLY APPROPRIATE PRACTICES IN UNIVERSITY
CLINICAL PLACEMENT SITES: KINDERGARTEN TEACHERS' BELIEFS
AND OBSERVED CLASSROOM PRACTICES (TEACHER BELIEFS)

Author: IRVINE, GRETCHEN KRANZ

UNIVERSITY OF MINNESOTA Degree: PHD

pp: 146

Advisor: HANSEN, HARLAN S.

Source: DAI-A 54/05, p. 1666, Nov 1993

Research Problem: In 1987, the National Association for the Education of

Young Children published the document *Developmentally Appropriate Practices in Early Childhood Programs Serving Children from Birth Through Age 8*. In this study, thirty-two kindergarten teachers who served as cooperating teachers for student teachers from a large university were asked to report about their beliefs and actual classroom practices regarding "developmentally appropriate practices" through the instrument the Teacher Questionnaire (Charlesworth, 1989). Correlational analysis of teachers' self-reported beliefs and practices was nonsignificant. The correlation between inappropriate beliefs and inappropriate practices was significant, $r = .59$. Subjects were asked to rank order the following factors: principal, other teachers, school district policy, state regulations, teacher (self) and parents regarding which influences the decisions made in the classroom. Twenty-six ranked themselves as having the most influence. When asked which factors were barriers in the full implementation of appropriate practices, the most frequently-mentioned response was time. The researcher visited each classroom, and completed the Classroom Practices Inventory (Hyson, 1989), an observation tool written to operationalize the NAEYC Guidelines. Findings showed sixteen of the thirty-two classrooms were considered "developmentally appropriate." Methods for placing student teachers were examined through an institution survey, which indicated the procedures at the university, and a coordinators' survey, which indicated the steps taken by the student teaching supervisors who place student teachers into specific classrooms in the Student Teaching Centers. The level of appropriate practice was not directly mentioned in any response on the surveys. Form of Curriculum Inquiry: scientific

(14) Title: RELATIONSHIP BETWEEN HOME LITERACY ENVIRONMENT AND
FOUR-YEAR-OLD CHILDREN'S LITERACY READINESS

Author: LEE, GUANG-LEA

UNIVERSITY OF MINNESOTA Degree: PHD

pp: 152

Advisor: HANSEN, HARLAN S.

Source: DAI-A 54/05, p. 1666, Nov 1993

Research Problem: The research was conducted to test the hypothesis that

early parental involvement in children's learning activities is a significant predictor of children's literacy readiness.

Four important variables were explored: (1) the incidence and duration of reading activities provided by parents to children since birth, (2) the incidence and duration of oral language interaction between parents and children, (3) the availability of literacy materials provided by parents, and (4) the extent to which parents were model readers. The dependent variable in this study is the score acquired from a literacy readiness test (TOLD-p: Test of Language Development-primary) and the five subtests of the TOLD-p. Forty children and their parents who attend to ECFE (the Early Childhood Family

Education) program during winter quarter of 1993 in the St. Paul School District were involved in the study. A Stepwise Multiple-Regression Analysis was used to determine the relationship between the four independent variables and six dependent variable (scores on TOLD-p and five subtests). Also, a home literacy environment questionnaire was designed and used to determine the degree of parental involvement in developing children's literacy readiness. The result of the Stepwise Multiple-Regression showed that the best predictor of literacy readiness among oral reading, oral language interaction, literacy material, and model reading is parent model reading that explained 17% of the variance. The three home literacy environment, model reading, oral reading, and literacy material explained 25% of the variance of TOLD-p and showed statistically significant relationship.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(15) Title: A STUDY OF INSTRUCTIONAL ASSISTANTS' JOB SATISFACTION AND SUPERVISING TEACHERS' LEADERSHIP BEHAVIOR

Author: PREST, GARY STEPHEN

UNIVERSITY OF MINNESOTA Degree: EDD

pp: 165

Advisor: MUELLER, VAN D.

Source: DAI-A 54/05, p. 1670, Nov 1993

Research Problem: The purpose of this study was to: (1) investigate the

relationship between the expressed job satisfaction of instructional assistants (paraprofessional) and their perception of the leadership behaviors of their supervising teacher; (2) investigate the relationship between the expressed job satisfaction of Instructional Assistants and certain demographic factors associated with the supervising teachers. The study population consisted of forty instructional assistants and their supervising teachers in grades K, 1 and 2. Instruments used to collect the data were, the Leadership Behavior Description Questionnaire Form-XII, the Minnesota Satisfaction Questionnaire (short form) and demographic data of public record. Instructional assistants completed both the LBDQ-XII and the MSQ.

The results of matching leadership behaviors with general job satisfaction indicated that while all leadership behaviors were present only eight had relationship with the general satisfaction expressed by the instructional assistants. The eight behaviors were reconciliation, initiation of structure, consideration, tolerance for freedom, persuasion, predictive accuracy, tolerance of uncertainty, and superior orientation. The frequent use of specific leadership behaviors influenced the general satisfaction of the instructional assistant and the reduction or infrequent use of specific behaviors reduced the tendency toward higher levels of general satisfaction. Further statistical analysis offered no evidence to suggest a relationship between the demographic data of the supervising teacher and general job satisfaction of the instructional assistant. Conclusions include: the twelve leadership behaviors occur naturally when a relationship of supervisor and subordinate was assigned; that supervising teachers use leadership behaviors and specific leadership behaviors are associated with job satisfaction; supervising teachers need to be aware of their leadership behaviors and the potential impact of job satisfaction of subordinates; high frequency of use of significant leadership behaviors tend to be associated with high job satisfaction, that low frequency of use of leadership behavior tend to be associated with low job satisfaction; general job satisfaction of the instructional assistant is not influenced by demographic factors defining who the supervising teacher is; demographic variables had no significant relationship with job satisfaction of the instructional assistant; demographic data does not predict the frequency of use or the importance of any particular leadership behavior.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(16) Title: THE EFFECTS OF GUIDED AND UNGUIDED CREATIVE WRITING
ACTIVITIES ON SPELLING ACHIEVEMENT IN FIFTH-GRADE

Author: SIMLE, MARY ALICE PEHRSON

UNIVERSITY OF MINNESOTA Degree: PHD

pp: 216

Advisor: MONSON, DIANNE L.

Source: DAI-A 54/02, p. 422, Aug 1993

Research Problem: Using an experimental design, this study examined: (1)

Whether creative writing activities affect spelling achievement scores, and (2) What are the effects of creative writing activities on the content and number of spelling errors (mechanics) of students' writing at the fifth grade level.

Three different instructional groups were established. (1) The Control group followed a weekly spelling lesson designed by the spelling series currently used by the school district. (2) Treatment 1 group spent the designated spelling time solely on creative writing activities. Students included three to eight words selected from each week's spelling lesson in creative writing activities. Words chosen for inclusion by students were taken from the spelling series currently used by the school district. (3) Treatment 2 group spent the designated spelling time solely on creative writing activities. The words used in each activity were not bound by any conditions. The statistical analysis was four one-way analyses of covariance. In each analysis the three different groups were treated as one independent variable with three different levels: Control, Treatment 1, and Treatment 2. In the first analysis the pretest from the spelling series for fifth grade was used as the covariate and the posttest as the outcome. In the second analysis the pretest from the achievement test (Comprehensive Test of Basic Skills) was used as the covariate and the posttest as the outcome. In the third and fourth analyses, the Cognitive Skills Index (mental ability) was used as the covariate in order to examine the content as well as the number of spelling errors per 100 words of a final creative writing project from each student involved in the study.

Results indicated that the groups who had exposure to spelling textbooks and/or spelling list (Control and Treatment 1 groups) scored significantly better on the textbook test than the group who did not have the same exposure (Treatment 2). Further results indicated that on a standardized test of words unfamiliar to all three groups, and on the content and number of spelling errors in a final creative project students did not differ significantly from one another.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(17) Title: RHETORIC AND RELATIONSHIPS: COLLABORATIVE WRITING AT A
SOCIAL SERVICE AGENCY

Author MOSES, JOSEPH KENT

UNIVERSITY OF MINNESOTA Degree: PHD

pp: 141

Advisor: BROWN, ROBERT L. JR.

Source: DAI-A 54/12, p. 4380, Jun 1994

Research Problem: This qualitative study proceeds by situating the

investigator between two communities and the discourses by which they are structured. It establishes the investigator as a certified member of the community fostered by a social service agency. It also establishes the investigator as a member of an academic community. It details the goals, the process, and the conflicts that arise in the course of a collaborative writing project sponsored by the agency.

In describing the agency's mission and the language practices that prevail in its routine meetings, its training materials, its programs' small group forums, and a collaborative writing project, the study proposes that the persuasive power of discourse inheres not only in rhetorical modes and fluency in the formal constraints of local discourse, but in the relationships among individuals striving to transform language into social action.

The organization's efforts to replicate its programs and its discursive practices throughout the country require that its language be constantly monitored, rehearsed, and described by members of the community. Organizational rhetoric structures the agency, its programs, and the relationships fostered within them. Organizational rhetoric is defined as oral and written discursive practices that mediate the knowledge, assumptions, and beliefs held by members of the organization and articulated to meet the organization's goals. Accordingly, the study analyzes routines of training and supervision, office management, the production of curriculum, and the ongoing maintenance of its direct service programs, and it describes the agency's articulated goals of fostering relationships suited to perpetuating its organizational rhetoric. Writing classrooms are similarly structured to monitor, rehearse, and describe language practices thought useful to writing students. This study asks how the academy formulates relationships for writing and whether academic rhetorical instruction fosters relationships that aid in the production of effective writing in academic and non-academic forums.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Action research

(18) Title: CORRELATION BETWEEN THE CONSISTENT USE OF A GENERAL PROBLEM-SOLVING STRATEGY AND THE ORGANIZATION OF PHYSICS KNOWLEDGE (KNOWLEDGE ORGANIZATION)

Author: KEITH, RONALD LOREN

UNIVERSITY OF MINNESOTA Degree: PHD

pp: 271

Advisor: FINLEY, FRED N.; HELLER, PATRICIA A.

Source: DAI-A 54/05, p. 1748, Nov 1993

Research Problem: This study proposed to investigate the relationship

between students' use of a general problem solving strategy and their resultant physics knowledge organization. Over the 20-week duration of an algebra-based introductory physics course for non-majors, students received explicit instruction in the use of a general problem solving strategy in addition to instruction in physics concepts and principles. From the students in this Experimental course, two groups were selected based on the consistency of their use of the general strategy on several regular course tests. The User group of 14 students used the general strategy consistently, whereas the Non-User group of 16 students did not.

Organization of physics knowledge was evaluated using a hierarchical problem categorization procedure. Problem categories formed corresponded to three levels of increasing generality (e.g. subordinate, basic and superordinate). Characteristics of expert-like knowledge organization were established through a comparison of two auxiliary groups. The Experts consisted of six advanced physics graduate students. The Traditional Novices consisted of ten students who had completed one quarter of an introductory physics course which did not involve explicit instruction in a general problem solving strategy. Between Experts and Novices, differences in problem category contents were found at each level of categorization. At the basic level, Experts emphasized solution principles whereas Novices more frequently relied on superficial features of problems. Similarly, in the differentiation of subordinate categories, Experts preferred procedural distinctions while Novices attended to superficial features. At the superordinate level, Experts organized problems around broad physics principles. Nearly all Experts formed a category referring to "conservation principles" but no Novices did.

Consistent use of a general strategy was correlated with expert-like-ness in physics knowledge organization. Although the differences were only significant at the subordinate level, the Users exhibited more expert-like categorization than the Non-Users at each level of categories. Moreover, the Users were significantly more expert-like than the Traditional Novices at each level. In contrast, the Non-Users were distinct from the Traditional Novices only at the superordinate level. These results suggest an interaction exists between

consistent use of the strategy and the Experimental course instruction. The implications for physics instruction are discussed.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(19) Title: INSTRUCTION IN WRITING FOR PRESERVICE TEACHERS: ITS EFFECT ON CLASSROOM INSTRUCTION AND ON THE ATTITUDES OF INSERVICE TEACHERS TOWARD WRITING INSTRUCTION. (VOLUMES I AND II)

Author: MENK, ROLLAND RUBEN

UNIVERSITY OF MINNESOTA Degree: PHD

pp: 426

Advisor: MONSON, DIANNE L.

Source: DAI-A 54/05, p. 1765, Nov 1993

Research Problem: The study investigated two questions: "Can preservice

teachers instructed in a specific writing model, a writing process teaching model, effectively implement and carry out the teaching of this model?" and "Does such implementation and instruction by preservice teachers change the attitude of experienced inservice teachers toward writing instruction?" Of secondary importance was the question: "Does such instruction by the preservice teachers improve the writing of the students?" Subjects included 13 preservice teachers, 12 inservice teachers, and 272 students in grades one through eight.

In 22 50-minute class periods, the researcher focused on instruction of the preservice teachers in the philosophical and theoretical base of the process approach to teaching writing and on the training in the use of the process model. In addition, the researcher used five 50-minute laboratory periods to focus on the practical aspects of implementing the process model. In their assigned student teaching classrooms, the preservice teachers implemented and carried out the teaching of the process writing model. There were 32 process writing (writing workshop) 40-minute instructional sessions. Findings from direct observation by the researcher, videotaped and audiotaped writing workshop sessions, an inservice teacher checklist, and preservice teacher and inservice teacher logs indicate that the behaviors exhibited by the preservice teachers seem to suggest their ability to establish and maintain the writing workshop model in the student teaching classrooms.

Responses to the Emig-King Writing Attitude Inventory Scale and the Post-Response to the Writing Workshop suggest that inservice teachers did change in attitude toward writing and writing instruction. Attitudinal changes are particularly evident in how the inservice teachers rated the effectiveness of instructional and procedural facets pertaining to the writing workshop model and in their willingness to incorporate facets of the writing workshop into their writing instruction.

Two trained raters scored the fifth through eighth grade students' writing using a holistic assessment instrument. The quality of writing improved for 30% of the 114 students evaluated.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative-evaluative-normative

(20) Title: LEARNER-CONTROLLED LESSONS IN COOPERATIVE LEARNING GROUPS DURING COMPUTER-BASED INSTRUCTION

Author: TEMIYAKARN MCDONALD, CHANCHAI SINGHANAYOK

UNIVERSITY OF MINNESOTA Degree: PHD

pp: 226

Advisor: JOHNSON, ROGER; HOOPER, SIMON

Source: DAI-A 54/12, p. 4414, Jun 1994

Research Problem: This study investigated the effects of studying alone or in cooperative-learning groups on the performance of high and low achievers. We also examined the effects of completing computer-based instruction using either learner- or

program-control. A total of 92 sixth-grade students were classified by Stanford Achievement Test (SAT) Scores and randomly assigned to group or individual treatments, stratified by SAT scores. Four classes participated in the study simultaneously, within a 3-week period. During the first week students completed the training. Students in each treatment attended a training session for 50 minutes. During the second week students were randomly assigned to one of four treatment groups, in which they completed the computer lesson. Twenty-four students were assigned to work in heterogeneous pairs with the learner-controlled/cooperative version of the computer-based tutorial; 22 students were assigned to work in heterogeneous pairs with the program-controlled/cooperative version of the computer-based tutorial; 46 students were assigned to work individually, half in the learner-controlled and half in the program-controlled version of the computer lesson. All subjects were told that they would take the immediate and delayed post-tests individually. The immediate post-test and attitude tests were administered during the last period of the day, on the same day as the computer-based tutorial. One week following the experiment, students completed the delayed post-test individually. A completely crossed, 2 x 2 (Source of Control x Grouping) design, a randomized block design, 2 x 2 x 2, and a completely randomized design were used to analyze the data. Both high and low achievers in the cooperative treatment increased achievement on program-controlled and learner-controlled computer lessons. The learner-controlled cooperative learning group made more options while checking their concept learning, and spent more time interacting with the learner-controlled computer-based tutorial, than the learner-controlled individual learning group. It appears that the cooperative learning group's attitude toward grouping was better than the individual group. There was no significant difference in any treatment factor on attitude toward lesson.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(21) Title: CONTRACT LEARNING: AN INSTRUCTIONAL METHOD FOR EDUCATIONAL CARE IN A PHARMACY COMMUNICATIONS COURSE

Author: JANKE, KRISTIN KARI

UNIVERSITY OF MINNESOTA Degree: PHD

pp: 213

Advisor: STRAND, LINDA MAE

Source: DAI-B 54/11, p. 5615, May 1994

Research Problem: The aim of pharmaceutical education is to educate pharmacy practitioners. Therefore, when pharmacy practice changes, education must change. Today, pharmacy practice is committing itself to pharmaceutical care. It follows that education must change to prepare future pharmacists to practice under this new practice model.

A model for education, called educational care, proposes to guide pharmacy education in the preparation of pharmaceutical care pharmacists. The model focuses on the pharmacy student's education-related needs and outlines the process that a facilitator and learner follow to optimize learning. However, the instructional methods to be used during this process have not been identified. In addition, the instructional methods currently utilized in pharmacy education do not optimize learning.

To confront the need for new instructional methods, this dissertation investigates the utilization of contract learning in pharmacy education. The benefits of contract learning have been reported in other disciplines, however, no evidence was found that responses have been documented in pharmacy students.

Specifically, this study is organized around four objectives: First, to determine pharmacy students' perceptions and appreciation of non-traditional variables reported present in previous contract learning investigations. The ten study variables include: freedom to develop interests, responsibility for learning, flexibility of activities, control of learning,

control of grade, active involvement, motivation, student interaction, teacher-student trust and teacher-student collaboration. Second, to determine pharmacy students' perceptions of various modifications to contract learning procedures. Third, to determine pharmacy students' views on the use of contracting in the future. Fourth, to determine pharmacy students' understanding of the ten study variables.

This study shows favorable support for contract learning. Students perceived that contracting fostered flexibility, responsibility and the other study variables, more than their previous educational experiences. In addition, students perceived that modifications to contracting, such as contracting by pairs, were successful. Furthermore, students were supportive of the use of contracting in the future. Finally, students provided an intriguing variety of definitions for the study variables.

This study provides initial evidence supporting the use of contract learning in pharmacy education. However, complete support for contract learning cannot be given until instructors' views and educational outcomes have been investigated.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological

(22) Title: EDUCATION WITH THE PEOPLE: 'RACE', PEDAGOGY AND LITERACY
(WRITING INSTRUCTION)

Author: BOCK, MARY ANN

UNIVERSITY OF MINNESOTA Degree: PHD pp: 212

Advisor: BROWN, ROBERT L. JR.; MESSER-DAVIDOW, ELLEN

Source: DAI-A 54/06, p. 2131, Dec 1993

Research Problem: The Style Presentations curriculum is a collaborative

reading, writing and public speaking assignment designed for use by peer groups in the undergraduate writing classroom (Bock 87). The curriculum was conceived in response to student characteristics attributable to their socialization as "racial" subjects, and seeks to foster the educational advancement of "students of color" as well as the critical capacity of "white" students. More than a promotion of the curriculum as a model to be followed, the dissertation seeks to identify the ways in which "race" and particularly "whiteness" bear on literacy education. The dissertation also explores the efficacy of the Style Presentations curriculum as an exercise of institutional authority, both resistant to and reliant upon the power structures of the culture. Though the curriculum was developed specifically in response to race and its social consequences, the work is informed by contemporary theories of race, gender, class, literacy, composition and education and may be regarded more generally as anti-hegemonic.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: theoretical

(23) Title: A MASTER OF SOCIAL WORK CURRICULUM: A BEACON FOR OR A
MIRROR OF SOCIETY? (SOCIAL WORK)

Author: BURKE, STEPHEN CHARLES

UNIVERSITY OF MINNESOTA Degree: PHD pp: 227

Advisor: WATTENBERG, ESTHER

Source: DAI-A 54/04, p. 1560, Oct 1993

Research Problem: Social service delivery systems have undergone changes

over the past decade and are facing the likelihood of even greater changes in role and functions in the years to come. These changes provide reasons to question if our graduate schools have kept pace in terms of research and the transmission of relevant knowledge and skills, or do schools prepare students for positions and tasks that either no longer exist or have applicability for a limited range of jobs. This study examines the "fit" between curriculum content and social work job tasks.

The framework for establishing the relationship between job tasks and curricular content takes the form of a content validation strategy. The framework measures job-relatedness

by assessing the extent to which the content of the educational component samples the content of the job (Teare, Sheafor, 1986).

Three practice models representing vital and diverse areas of practice were developed for this study. Two of these models reflect practice in the public sector with the third model representative of tasks that practitioners perform in private practice settings.

Survey methodology was employed to collect job task data from social workers that represented the practice models or job types. Correlational statistics were used to ascertain the "fit" between job tasks and curriculum content. The results of the study evidence a curriculum thrust highly compatible with the private practice and public sector case management models.

This study has implications for both educators and agency employers alike. In terms of education, the opportunity to compare a curriculum with work tasks allows faculty to examine the scope and direction of their classroom efforts. Employers, on the other hand, may wish to reexamine their personnel needs in terms of where they may want to focus their recruiting efforts.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(24) Title: IDENTIFYING ACTING TALENT: RELATIONSHIPS BETWEEN COGNITIVE COMPLEXITY, CREATIVITY AND DRAMATIC BEHAVIOR (GIFTED STUDENTS)

Author: WELCH, DOROTHY BOUCHARD

UNIVERSITY OF MINNESOTA Degree: PHD

pp: 155

Advisor: BEACH, RICHARD W.

Source: DAI-A 54/02, p. 375, Aug 1993

Research Problem: A review of the literature reveals that little attention has been given to empirical measures of acting. Furthermore, it is evident that there is little research on identifying gifted students who have a talent for acting. This study examines the assumption that any group differences which may be found can be attributed to a relationship between acting talent and creativity, acting talent and cognitive complexity or acting talent and specific measurable dramatic behavior. Four groups representing 15 accomplished adult actors, 15 accomplished student actors, 15 adult non-actors and 15 student non-actors were tested. Data sources included measures of interpersonal cognitive complexity, a drawing test for creative thinking and video tapes scored by the Inventory of Dramatic Behavior in Groups. Results showed significant group differences between actors and non-actors on creativity and specific measurable dramatic behaviors at both the adult and student levels.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-deliberative.

(25) Title: AN ANALYSIS OF CURRICULUM DECISION-MAKING IN ARIZONA SCHOOL DISTRICTS

Author: BUTTS, JOHN KNAPP

UNIVERSITY OF MINNESOTA Degree: PHD

pp: 200

Advisor: KIMPSTON, RICHARD D.

Source: DAI-A 53/07, p. 2220, Jan 1993

Research Problem: School districts make decisions about curriculum every day. Schools are asked by many individuals, groups and organizations to address a myriad of societal issues. Forces influencing curriculum decisions come from many directions. Schools are urged to establish a process which provides a consistent and systematic approach to district level curriculum decision making. This study analyzed the curriculum decision-making processes of local school districts, with special emphasis given to the decision-makers. What decisions were made by whom and under what conditions? This study analyzed the curriculum decisions made in local school

districts with respect to decision-makers and therational/political processes through which these decisions were made. The naturalistic curriculum development model (Walker, 1971) served as a framework for analysis of the curriculum processes and decisions studied. Specific research questions were detailed in Chapter One of the study. A comparative case study design was used in this study. Two major "curriculum decisions" in each of three school districts were studied with respect to the stated set of research questions.

Based on the findings of the study, the author concluded that, (1) a "gatekeeper" controls the curriculum development process in school districts; (2) the use of a platform as proposed by Walker (1971) has a powerful influence on decision making; (3) a district's mission, values, and beliefs should be part of the platform; (4) district curriculum systems are not set up for issues outside the curriculum review cycle; (5) the curriculum review cycle is a thing of the past; and (6) the role of principals, pupils, and parents in the process needs to be enhanced.

The study concludes with a discussion of implications of the study for others. Implications for research and for practice are discussed with the role of the gatekeeper and the role of the platform given primary emphasis.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative

(26) Title: THE EFFECTS OF FIELD-INDEPENDENCE ON SECOND LANGUAGE ACQUISITION THROUGH COMPUTER-ASSISTED INSTRUCTION

Author: LIAO, LILY HWEI-MEI CHEN

UNIVERSITY OF MINNESOTA Degree: PHD pp: 208

Source: DAI-A 53/11, p. 3788, May 1993

Research Problem: The effects of field independent/dependence (FI/D) on the acquisition of English structure and written expression for ESL (English as a Second Language) college students in CAI setting were investigated. One hundred and sixty-nine freshmen, identified as high FI (N = 87) or high FD (N = 82) were randomly assigned to 5 different groups: (1) FI in individualized mode, (2) FD in individualized mode, (3) FI in cooperative dyads, (4) FD in cooperative dyads, and (5) FI and FD in cooperative dyads. Subjects took the pre-test and post-test individually, but they worked on 8 TOEFL CAI lessons either individually or cooperatively according to the treatment group they were assigned to. The results indicated that FI subjects outperformed FD subjects regardless of whether they had been assigned to individualized or cooperative learning condition. No main effect for instructional mode was found. However, a significant interaction between FI/D and instructional mode was found in the post-test scores. Cooperative method was advantageous for FD subjects while the individualized method was superior for FI subjects. No significant difference was found between the means of groups made up of two FI subjects or two FD subjects and groups made up of one FI subject and one FD subject. Implications for future research and practitioners are discussed.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(27) Title: A META-ANALYSIS OF THE EFFECTIVENESS OF ACHIEVING HIGHER ORDER LEARNING TASKS IN COOPERATIVE LEARNING COMPARED WITH COMPETITIVE LEARNING

Author: QIN, ZHINING

UNIVERSITY OF MINNESOTA Degree: PHD pp: 186

Advisor: KIMPSTON, RICHARD D.

Source: DAI-A 53/07, p. 2229, Jan 1993

Research Problem: There are conflicting opinions about the effectiveness of

cooperative learning for problem-solving. Some research supports the argument that cooperative learning is likely to be more effective for problem-solving than recall or decoding; whereas other studies suggest that cooperative learning is not more effective than other learning structures for problem solving. This study is intended to address the issue through a meta-analysis of sixty-three studies from 1900 to 1989 by comparing the effectiveness of cooperative learning with competitive learning in different types of problem-solving. A carefully defined problem-solving concept is adopted, and the problems reviewed in the research were classified into four categories: linguistic problem, nonlinguistic problem, well-defined problem and ill-defined problem. The major hypothesis of the study is that learners are more successful in problem-solving under cooperative learning than under competitive learning. The major findings of this study are: (1) Learners who engage in cooperative learning are more successful in problem-solving than those in competitive learning. The overall mean effect size of 63 studies reviewed is .547. All of the four types of problem-solving investigated in the study favor cooperative learning. Cooperative efforts are more successful in non-linguistic problem-solving (effect size is .722) than in linguistic problem-solving (effect size is .366), although no statistically significant difference was found. (2) No statistically significant difference was found between two age groups: younger learners (below 6th grade) and older learners (7th grades up to adults). However, under cooperative learning, there was a tendency for older learners to do better than younger learners in three types of problem: linguistic, non-linguistic and well-defined problem, but not in ill-defined problem. The effect sizes for older learners' achievement in each of these three types of problem-solving are at least 0.2 standard deviations higher than those of younger learners. (3) It was found that for older learners, cooperative learning promotes greater success in well-defined problem-solving than in ill-defined problem-solving; however, younger learners did better in ill-defined problem-solving than in well-defined problem-solving. Also, some interaction effects were found between age and types of problem-solving. Further research is needed to examine the hypothesis.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: historic

(28) Title: THE RELATIONSHIP BETWEEN THE RESEARCH PRODUCTIVITY AND TEACHING EFFECTIVENESS OF BACCALAUREATE NURSE EDUCATORS (NURSE EDUCATORS)

Author: MELLAND, HELEN ISABELLA HEUTZENROEDER
UNIVERSITY OF MINNESOTA Degree: PHD
Advisor: LOUIS, KAREN SEASHORE

pp: 164

Source: DAI-A 53/10, p. 3455, Apr 1993

Research Problem: The purpose of this research was to study the relationship between the research productivity of baccalaureate nurse educators and their teaching effectiveness as perceived by nursing students. The research was a nonexperimental, correlational, retrospective study. One hundred baccalaureate nurse educators completed a questionnaire which assessed their research productivity as well as their beliefs regarding the pressure to publish and their preferences between teaching and research. Of those 100 educators, 60 administered a teaching effectiveness questionnaire to all students in their classes in a week. No relationship of significance was found between faculty research productivity and teaching effectiveness. The variables of student motivation and teaching awards received were found to be significantly positively related to teaching effectiveness and the variable of the number of years in which a nurse educator had been employed in nursing education was significantly negatively related to the dependent variable of teaching effectiveness. No significant difference was found in the teaching effectiveness as perceived by nursing students of faculty at research, comprehensive, or liberal arts institutions nor was

an statistical difference found in the teaching effectiveness of faculty when evaluated based on the highest academic degree or the major of the highest degree.

The majority of participants reported perceiving high to intense pressure to publish. Faculty with a doctorate perceived significantly more pressure to publish but no significant difference between the perceptions of the pressure to publish was found among tenured, untenured, or non-tenure track faculty.

The majority of faculty at all three types of institutions believed they could remain current in nursing without a major focus on research and the majority believed that the increased emphasis on research does diminish the quality of classroom instruction. The majority of participants would select a teaching only career track if they could still be promoted and achieve tenure.

Recommendations included broadening the definition of research to include the teaching and application of research, and the implementation of two career tracks for faculty in higher education with different reward structures for teaching and research on each track.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-phenomenological

(29) Title: TEASING APART VARIOUS ASPECTS OF COOPERATIVE LEARNING: A THEORY GENERATING META-ANALYSIS (RACIAL RELATIONS)

Author: FRANK, KERRY DEAN

UNIVERSITY OF MINNESOTA Degree: PHD pp: 116

Source: DAI-A 53/12, p. 4252, Jun 1993

Research Problem: The present study developed as a result of an interest in determining what specific strategies and techniques used in various cooperative learning conditions contributed to enhanced cross-racial relationships.

The current investigation focused on ways of operationalizing aspects of cooperative learning techniques and settings that potentially could account for variability in the magnitudes of findings. The resulting coding system was in large part subjective; specifically, raters were instructed to "form a subjective estimate of whether the level in each study is high or low and come to some global estimate." The twenty-one dimensions coded include perceptions of types of interdependence, accountability, interaction required, degree of engagement of the task, and likely types of interactions.

A total of 51 studies were selected from a broader array of studies. The 51 studies were chosen on the basis of whether or not the research (a) focused on cross-racial or cross-ethnic interpersonal relationships, which provided the dependent variables, and (b) provided the study contrasted cooperative with individualistic or competitive goal structures. Raters read each study carefully and rated the study on the basis of the extent to which various conceptual variables existed in the study.

The overall patterns of the findings revealed that six variables were significantly related to the superiority of cooperative over other goal structures. They were: (1) personalized interaction/task focus; (2) class numerical distinctiveness; (3) school numerical distinctiveness; (4) individual task focus; (5) democraticness of group and; (6) ability based versus opinion based.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

(30) Title: TREND ANALYSIS AND PREDICTION OF STUDENTS' SCIENCE ATTITUDE AND ACHIEVEMENT IN TAIWAN, REPUBLIC OF CHINA

Author: LIN, HUANN-SHYANG

UNIVERSITY OF MINNESOTA Degree: PHD pp: 141

Advisor: LAWRENZ, FRANCES

Source: DAI-A 53/09, p. 3161, Mar 1993

Research Problem: The purpose of this study was to examine elementary,

junior, and senior high school students' science attitudes and achievement in Taiwan. A stratified random sampling procedure was used to select 380 elementary, 511 junior, and 366 senior high school students to participate in this study.

The trend analysis of elementary, junior, and senior high school students' science attitudes revealed that attitudes toward science are stable across the grade levels, although junior high school students' attitude mean score was slightly lower than the scores of elementary and senior high school students.

Although most students in this study said that they would like to take more science courses. Comparisons between males and females revealed that more males (in each level of elementary, junior, and senior high schools) expressed interest in taking science courses and pursuing science-related careers than their female counterparts.

In the prediction of elementary, junior, and senior high school students' science attitudes, it was found that the five selected variables (time on task, hours of homework, hours of laboratory, school location, and gender) explained 3-10% of the variance. The addition of the three variables (wanting to take more science courses, interest in science-related careers, and T.V. watching) improved the predictive ability, explaining an additional 10-15% of the variance.

In the prediction of junior high school students' science achievement, it was found that time on task, attitudes toward science, gender, school location, and hours of homework were significant predictors, explaining 48% of the variance.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(19) THE UNIVERSITY OF NORTH CAROLINA
Public coed university

The University of North Carolina (UNC) at Charlotte is a modern campus of one of the oldest university systems in the United States. It is located in the largest urban center in the two Carolinas, a city with a metropolitan population of 1.2 million people. UNC Charlotte was established in 1965 as one of the 16 campuses of the University of North Carolina system. The campus is located on a 1,000-acre tract of rolling hills, forest and streams. UNC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The University is a member of the North Carolina Association of Colleges and Universities. The university emphasizes international issues, as it realizes that much of learning is international in origin and scope. The University seeks to treat each person as an individual, respecting differences and guaranteeing individual rights for all students, faculty, staff, alumni and the public.

The University of North Carolina at Chapel Hill has been educating teachers and other school personnel since its opening in 1795. The role of the University in educating teachers was institutionalized in 1885 when the Department of Pedagogy was formed. This makes it one of the oldest organizations for teacher education in the country. In 1913 this department became the School of Education. Specialized graduate programs of the School of Education have the function of producing professional personnel to fill nonteaching roles in educational institutions such as public school systems, colleges and universities, and state departments of education, and of producing individuals who will assume leadership roles in higher educational institutions as trainers and scholars.

The Graduate School: Unique Features

1. **Enrollment:** 23,944 graduate, professional, and undergraduate students; 8682 full-time matriculated graduate/professional students (4565 women); 0 part-time matriculated graduate/professional students. Faculty: 8,682 members.
2. **Graduate Students and Faculty Groups:** Students: 7,029 matriculated full-time (3,865 women) includes 371 African Americans, 152 Asian-Americans, 96 Hispanics, 29 Native-Americans) 724 internationals. Faculty 2,252 full time (613 women), 0 part-time, includes 183 minority (79 African-Americans, 70 Asian-Americans, 32 Hispanics, 2 Native Americans).
3. **Graduate Tuition:** \$ 846 per year full-time, \$ 106 per semester (minimum) part time for state residents; \$7888 per year full-time, \$98 per semester (minimum) part-time for non residents. Fees of %600 per year full time \$253 per semester (minimum) part-time.
4. **Programs:** are provided through the College of Arts and Sciences: Schools of Education, Information and Library Science, Journalism and Mass Communication, Nursing, Public Health, Social Work, Business, Dentistry, Law, Medicine, Pharmacy and other graduate programs.
5. **Degrees offered:** Doctoral: Ph.D., D.Ed, and Master's degrees.
The graduate School of Education offers the M.A.T (Master of Arts in Teaching) with major in curriculum and instruction, educational psychology, school counseling, school psychology, and special education; the M.A (Master in Arts) in Curriculum and Instruction, M.Ed.(Master of Education) with majors in educational media and instructional design, early childhood education, intermediate education, middle grades education, educational leadership, educational psychology, special education, among others; two doctoral degrees: the Doctor of Philosophy (Ph.D) with majors in curriculum and instruction,

educational administration, educational psychology, social foundations, and special education, the Doctor of Education (Ed.D.) in Curriculum and Instruction and educational leadership. In addition, the graduate School of Education also offers specialized graduate programs: Curriculum Instructional Specialist Certification in three levels (I, II, and III), for the first one, candidates should have a Master's degree and class G certification in order to be admitted, the II may be obtained on a basis of a non-degree basis and the III certification may be obtained completing the Doctoral degree (Ed.D.).

6. **Requirements for Admission:** The prospective student must hold the bachelor's degree from an accredited college or university in the USA or its equivalent in a foreign institution based on a four-year curriculum. Applications must include: official transcripts for all undergraduate and graduate degrees and for other course work from each college or university attended (the student's record should be a strong one overall, with a grade point average of 3.0 or better), three academic recommendations; an essay or statement of goals and previous experience, and a competitive score (at least 1000) on Graduate Record Examination (GRE). The TOEFL (for international students whose first language is not English), must be sent to UNC from the Educational Testing Service or the American College Testing Program. Each program may have specific additional requirements (such as professional or work experience, scores on the Graduate Management Admissions Tests - GMAT).
Office Address: Graduate School
The University of North Carolina at Chapel Hill
CB # 4010, 200 Bynum Hall,
Chapel Hill, NC 27599-4010
Phone: 919-966-2611
7. **Requirements for Graduation: Master's:** The time limit for completing the Master's is five calendar years; a master's thesis research is required, practicum course work (minimum 36 credits) which focuses on experiences and activities in the field may be arranged if desired. Students should take courses in curriculum design and development, instruction and measurement and evaluation. **Specialist:** 36 minimum of credits, and GPA of 3.0 minimum. **Doctorate:** The time limit for completing the doctoral degree is eight calendar years. Residence credit is earned through continuous full-time or part-time study, with satisfactory completion of semester hours (9 hours earns a full semester of residence) and at least two of those semesters (18 hours) must be earned in continuous registration on UNC Charlotte campus. GPA: 3.0 minimum.
8. **Doctoral degrees awarded in 1993-94:** 739 doctorates awarded.
9. **Student Services:** Low cost health insurance, free legal counseling, free psychological counseling, career counseling, day-care facilities, emergency short-term loans. Housing: the university provides residence hall accommodations for approximately 6,800 registered students. Three hundred and six apartments are available for married students.
10. **Financial Aid:** Minority Presence Grant Program, Graduate School Awards (fellowships), School of Education Assistantships (teaching, research, graduates), Student Aid (loans and employment), Federal-work study and aid to part-time students.
11. **Research Facilities:** Davis Library; total holdings of 3,520,273 volumes, 2,731,236 microforms.
12. **Computer facilities:** IBM 4381; access to IBM 3081, System 370/155, and System 370/168 at the Triangle Universities Computation Center.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: matriculated students in the School of Education: 148 full-time (118 women), 165 part-time (123 women); includes 40 minority (30 African-Americans, 6 Asian-Americans, 2 Hispanics, 2 Native-Americans), 9 internationals. Graduate School of Education includes: 48 faculty members (14 women), 72 part-time (27 women) plus research and teaching assistants. Faculty in Curriculum includes 3 full-time (1 women), 4 part-time (2 women); matriculated students in curriculum: 11 full-time, (6 women), 28 part-time (22 women).
2. Name of Department: Programs in Curriculum and Instruction, School of Education
3. Head: Dr. Barbara Day, Chair. Contact faculty: Dr. Pam Wilson/Dr. William Burke
 Office:
 Graduate Programs, School of Education
 307 Peabody Hall
 Campus Box 3500
 The University of North Carolina at Chapel Hill
 Chapel Hill, NC 27599-3500
 Phone: 966-1395
4. Name of Program(s) that focuses on Curriculum: Curriculum and Instruction (MA, Ed.D, Ph.D.) accredited by NCATE.
5. Departmental requirements: Entrance: General requirement is the GRE general test. For master's, thesis, comprehensive exam required, foreign language not required; for doctorates: dissertation, comprehensive exams required; foreign language not required; students must approve all the course work in education, required for the major and the minor, field experience, 4 seminars and conferences, 4 major examinations, and doctoral dissertation approved by a doctoral committee of at least five members.
6. Doctoral Degrees granted in 1993-94: 15 doctorates in Curriculum and Instruction. In 1992, 3 Master's, 4 doctorates awarded.
7. Primary Goals of the Graduate Programs in Curriculum are: Within the context of the School of Education, the primary mission is to support efforts at improving the quality of education provided for the citizens of North Carolina. The activities in the pursuit of this goal are: (1) the preparation of educational professionals who will serve as public school teachers, administrators, and allied staff personnel; (2) the preparation of scholars who will improve theory and inform practice through disciplined inquiry into education; (3) the dissemination of information through teaching and written publications about education and (4) collaboration with other local, state, and regional schools and agencies in the development of educational programs. The doctoral degrees (Ph.D.) in curriculum and instruction are designed to develop expertise and leadership talent as teacher educators, curriculum planners, and researchers; emphasis is given to theoretical aspects, as well as teaching, research, and supervision. Students learn to deal with existing knowledge and to become proficient in generating new knowledge in their field. The Ed.D. program is designed to prepare curriculum-instructional specialists who will serve as leaders in elementary and secondary systems; the curriculum-instructional specialist is defined as one whose primary concern is the improvement of learning opportunities through the provision of instructional leadership. The specialist has the role of decision maker, consultant, and

specialist in advising administrators, teachers, and other professional personnel. responsibilities include curriculum development, instruction, and staff development. The program is field oriented and focuses on providing graduates with the expertise to provide creative leadership in a variety of settings.

8. This Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, and participation of faculty and students in professional groups, and research. UNC encourages collaborative research between faculty and students. Students may become involved in ongoing research efforts with the State Department of Public Instruction in Raleigh. They may also become involved with national projects on educationally related services conducted in the Research Triangle Park. Major industrial and governmental research projects are conducted in this setting; and liaison between the School of Education and many of these organizations makes collaborative research efforts possible.
9. Unique strengths of the Graduate Program in Curriculum Studies: (1) Curriculum: interdisciplinary, competence based, a core of required course, cohesive academic; most of the graduate program is individually tailored to each student, (2) faculty (productivity, research-oriented, stable and dedicated, diverse interests & backgrounds, wide number of publications, many speeches and papers for conventions, (3) Students: placement and national recruitment; the students come from a wide variety of disciplinary, professional, cultural, and geographic backgrounds. (4) environment: academic life, resources and libraries provide an atmosphere of excellent faculty-students relations. While the research and study resources of the area are of special interest to education students, the cultural and artistic resources of the area are outstanding. Excellent libraries, museums, art collections, and theaters are available, as is a constant offering of fine music. The town of Chapel Hill itself is considered a highly desirable place to live. (5) research: emphasis on inquiry, reputation for research, national visibility. The research interests and scholarly activities of faculty members at UNC embrace a wide range of concerns in the conduct of instruction and the operation of educational institutions. These include investigation into the nature of learning, the dynamics of human growth and development, the improvement of instructional techniques, the development of curriculum materials, the provision of education for special populations, the development of public policy, the historical and philosophical bases for educational institutions and the role of educational institutions in a democratic society. In support of and as complements to its academic programs, the School of Education has a number of research, training, and resource activities that are ongoing. These efforts include both projects by individual faculty members and large collaborative undertakings between units within the school, as well as several between the School and other units on the campus with which the School maintains close linkage,
10. Faculty Research: Dr. Barbara Day (Specialty: Early Childhood, Elementary Education, Supervision) 20 years teaching Curriculum Research and has published between 11 and 15 articles or reports focused on philosophical research; between 6 and 10 historical, evaluative-normative, ethnographic/naturalistic and deliberative research; more than 15 on theoretical inquiry and integrative-review-synthesis research, and several textbooks. At present time, she is finishing a textbook, 4th edition and is writing another one on Education for the 21st Century. She prefers to prepare graduate students by recommending them take a specific research methods course; initiating graduate students into her research methods while she is engaged in a specific kind of research; putting students in an overview course on different types of research methods; asking students to enroll in a research methods course that includes students from many different programs.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Graduate programs at UNC emphasize the acquisition of appropriate research and forms of curriculum inquiry skills; UNC have a strong research core and doctoral programs require between 6 to 8 research courses focused in: research design, research methodologies, phenomenological, hermeneutic, historical, philosophical, scientific, ethnographic, naturalistic, theoretical, evaluative-normative, integrative-review-synthesis, action, simulations/modeling, or combination of methods. A typical Ph.D student, (in addition to four seminars in curriculum and instruction research) should take EDFO 180: Statistics, EDFO 280 Statistical Analysis of Educational data II, EDFO 285: Logic Inquiry, EDFO 206: Applied Measurement Theory for Education, EDFO 297 Field Techniques in Educational Research, and EDFO 394 Doctoral Dissertation). Other graduate research courses available to the students include different forms of curriculum inquiry: EDCI 186 Research in Music Education (concepts, potential limitations of research methodologies), EDCI 199 Independent Study in Curriculum and Instruction (readings and research under the direction of a faculty member of the program), EDCI 240-245-246-247 and 283 Investigations and Trends in the Teaching of English, Social Studies, Science, Mathematics and Foreign languages (examination of research, current experimental practices, and the effects of theories upon the purposes, structure, and program of each area), EDCI 297 Problems in Curriculum and Instruction (independent study under supervision in an area).

2. Ways to prepare graduate students as curriculum researchers: (1) Recommend all doctoral students to take research courses: six-eight courses on curriculum research as minimum required. (2) initiate graduate students into specific research methods while professors are engaged in a specific kind of research (independent studies according to the students' needs and interests with the guidance of faculty members), (3) put students in an overview course on different types of research; and (4) ask students to enroll in research methods courses which includes students from the same program.
 The Ph.D students, in addition to 6-8 research courses, will be required to participate in 4 seminars in curriculum and instruction (during 4 semesters). The first two seminars will focus on ongoing research in curriculum and instruction (C&I) and theory and research applicable to the various specialty fields within curriculum and instruction . The focus of seminar III will be on research in C&I. This seminar will follow the formal courses related to curriculum theory and instructional theory. Seminar IV will follow the formal course EDCI 297, Research in C&I, students will be expected to present their research proposals for their research apprenticeship and/or dissertation. Each doctoral student is required to complete a research apprenticeship (EDCI 306- Practicum in C&I) with one or more division faculty members, or with a faculty member outside the division who has been approved by the student's doctoral committee. The apprenticeship must follow the completion of EDFO 285, EDFO 180, EDFO 280 and EDCI 209 (may be taken concurrently with EDFO 280 and/or EDCI 209). The student and faculty member(s) planning to engage in the apprenticeship must sign and submit a research apprenticeship proposal to the Program Chairperson. Before submission, this proposal must be approved by three members of the student's committee who are members of the C&I faculty.

Research Problems and Forms of Curriculum Inquiry employed in Doctoral Dissertations at the University of North Carolina, January, 1993-June, 1994

(1) Title: LEADERS FOR NORTH CAROLINA'S SCHOOLS: A REVIEW OF PROGRAMS FOR THE PROFESSIONAL DEVELOPMENT OF PRINCIPALS

Author: HOPPE, SHARON MCMAHAN
 School: THE UNIVERSITY OF NORTH CAROLINA
 Degree: EDD pp: 85
 Advisor: BRYSON, JOSEPH E.

Research Problem: The purpose of this study was to describe and evaluate four programs North Carolina has implemented for the professional development of principals. The programs included the Principals' Executive Program of the Institute of Government at the University of North Carolina at Chapel Hill, the North Carolina Effective Principal Training Program of the Personnel Services Area of the North Carolina State Department of Public Instruction, the North Carolina Assessment Center of the National Association of Secondary School Principals and the Leadership Institute of the Personnel Services Area of the North Carolina Department of Public Instruction, and the Initial Certification Program for Administrators and Curriculum-Instructional Specialists of the Division of Teacher Education of the North Carolina Department of Public Instruction. The criterion for evaluation was the development of skill within areas identified from the literature of Effective Schools Research as essential for success as a principal. These skills' areas included having and communicating a vision of what the school might become, setting goals and monitoring progress toward those goals, intervening when necessary, providing instructional leadership, and maintaining order and discipline. Two hundred and twenty practicing principals who had completed one or more of the programs within the twenty-four months prior to the study comprised the principal sample. Two hundred fifty-one teachers identified by the principals as having been continuously employed at their schools for three consecutive years before, during, and after the principal participated in the training, comprised the teacher sample. An ANOVA showed that there was a significant difference in the perceptions of the development of the designated skills by both samples. The Principals' Executive Program was rated highest by principals and teachers in the overall development of the target skills.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative Scientific

(2) Title: INTERPRETATION OF THE ORAL READING MISCUES OF PROFICIENT AND LESS PROFICIENT FOREIGN LANGUAGE COMPREHENDERS BASED ON THE INTERACTIVE MODEL OF READING: A STUDY WITH THIRD, FOURTH AND FIFTH YEAR HIGH SCHOOL SPANISH STUDENTS (INTERACTIVE READING, COMPREHENSION STRATEGIES)

Author: ARCURI, GUY MATTHEW
 School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
 Degree: PHD pp: 208
 Advisor: SPIEGEL, DIXIE LEE

Research Problem: Using the interactive model of reading, this study investigated the comprehension processes based on oral reading of proficient and less proficient comprehenders. The purposes of the study were to compile profiles of the comprehension processes of these two kinds of comprehenders, determine if those profiles differed in significant ways, and characterize the profiles based on the interactive model of reading.

The results showed the following strategy profile for proficient comprehenders: good use of graphophonic information (as shown by the average graphophonic similarity of their overall miscues, 3.65 out of 5, and of their corrected miscues, 3.31), low use of syntactic and semantic cues (since the average syntactic and semantic acceptability for miscues did not reach partial acceptability, a score of 1 out of 2) and some use of correction strategies (as shown by their average correction attempt rate, 37.11%). This pattern of good use of graphophonic information, low use of syntactic and semantic information, and some use of correction strategies led to the conclusion that proficient comprehenders tend toward oral reading in an interactive manner.

The results showed the following strategy profile for less proficient comprehenders: good use of graphophonic information (as shown by the average graphophonic similarity of their overall miscues, 3.86 out of 5, and of their corrected miscues, 2.78), low use of syntactic and semantic cues (since the average syntactic and semantic acceptability for miscues did not reach partial acceptability, a score of 1 out of 2) and low use of correction strategies (as shown by their average correction attempt rate, 11.99%). This pattern of good use of graphophonic information, low use of syntactic and semantic information, and low use of correction strategies led to the conclusion that less proficient comprehenders are overall bottom-up processors of information.

The strategy profiles of proficient comprehenders differed statistically in 4 ways: (1) the average syntactic acceptability of corrected miscues, (2) the average semantic acceptability of corrected miscues, (3) the average use of a correction strategy, and (4) the average level of language at which each subject miscued.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative Action

(3) Title: THE EFFECT OF WRITING AFTER READING ON COLLEGE NURSING STUDENTS' FACTUAL KNOWLEDGE AND SYNTHESIS OF KNOWLEDGE

Author: BEESON, SUSAN AYERS

School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Degree: PHD pp: 105

Advisor: FITZGERALD, JILL

Research Problem: The purpose of the present study was to investigate the effect of writing after reading on college nursing students' factual knowledge and synthesis of knowledge about selected legal issues in nursing. Additionally, the present study sought to determine: if an interaction occurred between time of test and type of writing on factual knowledge; if there were differences between texts; and, if an interaction occurred between text and type of writing on factual knowledge and synthesis of knowledge.

College nursing students (N = 118) were randomly assigned to: a control group which read, reviewed and did no writing; a notetaking group; or, an essay writing group. Students worked with two texts with text order counterbalanced across students. Ten-item multiple-choice tests of factual knowledge were administered to all subjects immediately after completing each reading and writing task and again seven days later. Also, at the delayed time, each student wrote a synthesis-of-knowledge essay for each of the two texts. Each subject had a total of six scores. For each text there was an immediate and a delayed factual knowledge score and a synthesis-of-knowledge score.

The study used a three-group repeated measures analysis of variance design. There were two models. In one, the between-subjects variable was type of writing (no writing, notetaking, and essay writing); the within-subjects variables were time (immediate and delayed) and text (1 and 2); and the dependent variable was factual knowledge. In the second model, the between-subjects variable was the same; text (1 and 2) was a within-subjects variable; and the dependent variable was synthesis of knowledge. Results showed that notetaking after reading was better than essay writing or no writing for factual

knowledge. There was no difference between essay writing and no writing for factual knowledge. On the other hand, essay writing helped students synthesize better than not taking. However, there was no difference between essay writing and no writing on the synthesis-of-knowledge measure. Also, there was no difference in not taking and no writing on synthesis of knowledge.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(4) Title: THE EFFECTS OF INTERACTIVE TELECONFERENCING AS AN INSTRUCTIONAL MEDIUM ON THE LEARNING ENVIRONMENT FOR STUDENTS (TELECONFERENCING, DISTANCE EDUCATION)

Author: FOSTER, BEVERLY BROWN

School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Degree: PHD pp: 203

Advisor: STRITTER, FRANK T.

Research Problem: Advances in multimedia distance education have made it possible for many students to access educational programs at a reasonable cost in their local environment. Recent research demonstrates that there is little difference in student outcomes when interactive teleconferencing is used as an instructional method, but suggests, however, that the learning process may be altered. This effect may differ based on learner characteristics, group dynamics, teacher-student relationships and other factors.

The purpose of this case study was to explain the effects of teleconferencing on classroom interactions and the students' responses to the medium for their learning. Subjects were all persons enrolled in a required graduate course offered by the School of Social Work at the University of North Carolina-Chapel Hill (UNC-CH) for students located at an external site at the University of North Carolina-Asheville (UNC-A) during the Fall semester, 1992. An embedded, single-case design was used to compare classroom processes as teaching strategies of face-to-face instruction and interactive teleconferencing were alternated weekly. All classes were videotaped, and analyzed for themes and patterns in interactions. Direct observations of classroom behaviors, focused group interviews, and the relationship of selected learner characteristics to student participation and satisfaction were considered. Specific relationships explored included the effectiveness of the medium for students with differing learning and personality style preferences; and the influence of the medium on group dynamics, teacher-student interactions and other classroom behaviors.

Data analysis used a within-case comparison of classroom behaviors by instructional method. Differences in response to instructional methodology by learner characteristics were analyzed. Comparisons between telecast and on-site instruction revealed that faculty teaching methods, student-faculty interactions and peer interactions differed by method. Faculty used more monologue, reading and visual cues to focus discussion, and students more often guided topic shifts during telecast. Students identified by learning style or personality type preference varied in their responses to the medium, but definite patterns could not be established. Further research is suggested in this area.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(5) Title: ENTRY-LEVEL COMPETENCIES FOR BSN'S TO WORK WITH GERIATRIC CLIENTS IN COMMUNITY HEALTH SETTINGS IN NORTH CAROLINA: A DESCRIPTIVE STUDY COMPARING RESPONSES BY FACULTY AND NURSES IN COMMUNITY HEALTH

Author: MAILEY, SHARON SEARLS

School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Degree: PHD pp: 204

Advisor: STRITTER, FRANK T.

Research Problem: Demand for community health gerontological nurses is rising because the American population is aging dramatically: "demography is destiny". This descriptive study focused on gerontological nursing competencies necessary for Bachelor of Science in Nursing graduates (BSNs) to assume careers in community health. To identify competencies for a questionnaire, a needs assessment, as recommended by Tyler in his curriculum design model, was conducted using concept hierarchy task analysis. A modified Delphi technique was used to confirm categories and the questionnaire was validated with factor analysis. Questionnaire format and mailing techniques followed Dillman's Total Design Method. Questionnaires were mailed to all community health faculty in the 12 Baccalaureate nursing programs and 50% of the community health nurses in North Carolina. The return rate was 65%, with 26 faculty and 275 nurses responding. Four null hypotheses were tested by the Wilcoxon rank-sum test. Three 'frequency of use' and twelve 'relevancy to practice' competencies were found to be different. When assessing demographics, four 'frequency of use' and two 'relevancy to practice' variables were significant. Multiple regression analysis employed seven predictors of 'frequency of use' and 'relevancy to practice'. 'CEUs in gerontology in the last two years' had the largest regression coefficient for both variables and was statistically significant. The study identified many "gaps", as described by Tyler, between gerontological competencies taught and those used in the workplace. Descriptive statistics indicated inadequate training and lack of continuing education in gerontology and community health; only 27% of faculty had doctorates; 88% of faculty and 93% of nurses reported no gerontological training other than CEUs; only one nurse and nine faculty had published during the past five years. The competencies identified in this study could be used to assess clinical practice and to develop nursing curricula in competency-based programs. The study suggested that: practicing nurses' opinions differ from those of faculty regarding what competencies are relevant to practice; faculty are not adequately educated in gerontology; continuing education influences attitudes and practice. These issues should be addressed to meet the challenges of caring for the elderly in the Twenty-first Century.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(6) Title: THE DEVELOPMENT OF SPELLING KNOWLEDGE IN A FIRST-GRADE CLASS: THE SPELLING-READING CONNECTION (INVERTED SPELLING)
 Author: EAST, JOAN ANNE KERNS
 School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
 Degree: PHD pp: 236
 Advisor: DAY, BARBARA D.

Research Problem: The purpose of this study was to document the development of spelling knowledge in a class of first grade students over an eight month period. Of special interest was to determine if spelling, particularly invented spelling, was predictive of word recognition at the end of the year. The classroom teacher was the research investigator in this descriptive, observational study. Both quantitative and qualitative research methods were utilized in the study. The twenty-one students in the class engaged in everyday instructional activities; no interventions were carried out. In September students were assessed with a Letter Identification Test (Clay, 1985, 1993) which measured knowledge of 54 letters. Measures of conventional spelling and invented spelling were obtained in September, November and January. Conventional spelling was measured with the Writing Vocabulary Test (Clay, 1985, 1993); the score was the number of self-generated conventionally spelled words in list format. An analysis form and scoring system, based on Gentry's stages of invented spelling, was devised to analyze the invented spelling which was obtained from naturalistic writing samples. In May two subtests (Word Identification and Word Attack) from the Woodcock Reading Mastery Test-

Revised (1987) were administered; these were the criterion variables in the multiple regression analyses.

A descriptive account of four spellers in the class, two girls and two boys, is also included. Their spelling growth is documented from the beginning of the year to the end of the year. Findings include: (1) invented spelling as well as conventional spelling was predictive of word recognition ability; (2) spelling was a better predictor of word recognition than letter identification; (3) invented spelling can be reliably assessed using naturalistic writing samples; (4) knowing letter identities is important, but not sufficient, for spelling and reading; (5) children's spelling changed qualitatively and at different rates; (6) children did learn to spell in the absence of a traditional spelling program, as shown by the Writing Vocabulary Test results and naturalistic writing samples. Invented spelling reflects knowledge of alphabet letter identities and phonemic awareness, particularly phonemic segmentation. Although invented spelling is usually discussed in reference to writing, this study suggests that young children's invented spelling can be a valuable source of information for the classroom teacher in planning early reading instruction. Analyzing young children's invented spelling can reveal what students understand about the structure of language and its representation in print and thus suggest what needs to be learned next.

Forms of Curriculum Inquiry employed in this Dissertation: Action

(7) Title: TALK ABOUT WRITING IN STUDENT-STUDENT CONTENT CONFERENCES AND STUDENT-TEACHER EDITING CONFERENCES (WRITING CONFERENCES)

Author: STAMM, CAROL ANNE

School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Degree: PHD pp: 176

Advisor: FITZGERALD, JILL

Research Problem: This study investigated writing conference talk in a seventh-grade English class. Two research questions were addressed: (1) What are student-student content conferences and student-teacher editing conferences like with regard to who talks, how long they talk, what they talk about, and what the structure of their talk is? (2) What are the similarities and the differences in talk in conferences (a) between female and male writers and (b) between high- and low-achieving writers? The study was conducted during writing workshop sessions for 9 weeks and included the teacher and 13 of the 14 students in the class. Naturally occurring conferences, which were an integral component of the writing process classroom, were taped, transcribed, coded, and analyzed to ascertain the nature of the talk in conferences. The analysis combined qualitative and quantitative procedures. The findings showed that in the student-student content conferences both writers' and responders' talk mostly informed about the content of the writing. Responders rarely identified problems for writers or offered constructive criticism. The structure of the talk was influenced by the Content Conference Form, which in some instances precluded meaningful talk about the writing. Female writers talked more, and helped writers improve their writing more, than male writers did. High-achieving writers talked much more, and made many more suggestions to help writers improve their writing, than low-achieving writers did. In the student-teacher editing conferences the teacher talked much more than the writers. Half of her talk informed the writers; about one-quarter asked the writers questions. The teacher talked mostly about the content of the writing. More than a third of her talk identified ways in which writers might improve their writing. The teacher's talk comprised interactive talk and teaching talk. The teacher talked more, and engaged in connecting talk more, with female writers than she did with male writers. She talked much

more, and taught using scaffolding more, with high- than with low-achieving writers. The teacher identified problems more often with low-achieving writers, but she also praised them more than she did high-achieving writers.

Ethnographic-naturalistic

(8) Title: FUNCTIONS OF METAPHOR: A STUDY OF EIGHT WRITERS
(CONNECTIONISM)

Author: VESILIND, ELIZABETH MCTAGGART

School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Degree: PHD pp: 272

Advisor: PALMER, WILLIAM S.

Research Problem: Metaphor, as cognitive activity, mediates among experience, cultural models, and language. Studies of metaphor may help us understand cognitive activity in contexts where students construct meaning. This exploratory study describes how writers spontaneously used metaphor and how these functions of metaphor differed across four grade levels, between girls and boys, and in five tasks. It explores sources writers used for metaphors. Findings are discussed in terms of connectionist models of cognition. The research design was a descriptive multiple case study in which categorical data informed the interpretive analysis of writers' protocols. Writers were rising second, fourth, seventh, and eleventh graders, selected for interest in art and writing. Writing tasks were (1) advertising, (2) explaining, (3) describing, (4) narrating, and (5) defining. Protocols were gathered from prewriting talk, think-aloud talk, and reflective interviews. These, along with written products, were coded for novel and conventional metaphors and then for four major functions: holding information, generating hypotheses, elaborating ideas, and mediating cultural knowledge. Writers' explicit rejection of metaphors were coded, as was personification. Findings were that (1) for all writers metaphors functioned to hold information, to generate and elaborate ideas and hypotheses, and to mediate cultural models; (2) of the tasks, explaining elicited the most generating and elaborating metaphors, especially in contexts where writers reported lack of knowledge about topics; (3) multiple, interacting metaphors functioned to test hypotheses orally, but did not appear in the written products; (4) criteria were used differently by writers to test goodness of fit of metaphors, and these differences relate to how writers perceive purposes and audience; (5) idioms operated as tacit cultural models, influencing how writers talked about composing; (6) sources of metaphors were embedded in narrative contexts; (7) domain knowledge was not a simple developmental factor in metaphor use, but was related to other factors in the task context. Gender differences appeared to be task related. While overall frequency of metaphor increased with grade level, fourth graders used a higher percentage of idioms in all tasks than did other writers. Connectionist constructs provided a useful theoretical frame in which to discuss the findings.

Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-Hermeneutic

(9) Title: THE EFFECT OF WIDE READING ON LISTENING COMPREHENSION OF WRITTEN TEXT (LANGUAGE DEVELOPMENT)

Author: HEDRICK, WANDA BURNS

School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Degree: PHD pp: 102

Advisor: CUNNINGHAM, JAMES W.

Research Problem: This study is an attempt to determine whether it is likely that increasing wide reading in the early grades would help develop the language facility that later reading achievement may be built on. Children's oral language development is

almost certainly a major contributor to the language development required for reading comprehension. What has not been previously investigated empirically is whether wide reading itself is also an important contributor to the language development required for reading comprehension. In other words, does wide reading foster reading growth in part because it develops the language base that further reading growth can build on? This study is interpretable in light of the research on three controversies surrounding the relationship between later language development and reading; the aptitude/achievement controversy of listening comprehension; the one-way or reciprocal controversy of reading and reading-related language; and the unitary or dual process controversy of reading and language comprehension.

The results of this study support the achievement position of listening comprehension, the reciprocal position of the relationship between reading and reading-related language, and the dual process position of reading and language comprehension.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(10) Title: CLINICAL LABORATORY SCIENTISTS' PERCEPTIONS OF THEIR PROFESSIONAL PREPARATION

Author: BECK, SUSAN JEAN

School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Degree: PHD pp: 150

Advisor: STRITTER, FRANK T.

Research Problem: The professional preparation of clinical laboratory scientists was assessed in order to evaluate the current clinical laboratory science (CLS) curriculum and suggest changes needed to prepare students for future professional practice. A survey based on Stark and Lowther's definitions of professional preparation competencies was developed and sent to a sample of 1987, 1989 and 1991 graduates of four CLS programs in North Carolina in March of 1992. The graduates were asked to assess their level of preparation in each competency described on the survey and to indicate the importance of each competency for their current jobs.

The results of the study indicated that CLS graduates were well prepared in conceptual, technical and integrative competencies and less well prepared in contextual competence, career marketability and scholarly concern for professional improvement. The graduates indicated that conceptual, technical, integrative competencies in their current specialty area and professional ethics were the major competencies needed for current practice. Graduates differed in their perceptions of their level of preparation in the competencies and the importance of the competencies for practice based on their program affiliation. Graduates with different years of experience also differed in their perceptions of their preparation in the competencies. Graduates in supervisory positions rated communication competencies and contextual competencies higher in importance for their jobs than graduates in staff positions. The results suggest that the CLS programs are preparing students well in conceptual, technical and integrative competencies; however, students' preparation in communication competence, contextual competence, professional ethics and career marketability should be improved. The results also suggest that curriculum evaluation studies should include graduates from multiple programs, with different years of experience and with varied job positions in order to include a range of perspectives on professional preparation. The effectiveness of the curriculum evaluation based on Stark and Lowther's list of competencies in one profession suggests that this approach may be useful in other professions.

Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-Hermeneutic

(11) Title: SEMINAR DISCUSSION AND ENLARGED UNDERSTANDING OF IDEAS
(DISCUSSION GROUP)

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Author: HOWARD, JUDITH BENNETT
School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Degree: PHD pp: 137
Advisor: GALLAGHER, JAMES J.

Research Problem: This study investigated the question of whether seminar instruction is more effective than traditional teaching methods in enlarging the understanding of ideas. Specific hypotheses posed were that seminar participants would make (a) more associations and (b) more highly organized associations with key concepts than students who observed a video of the seminar or who participated in didactic instruction on the same subject. Students (N = 137) from two middle schools in the Piedmont section of North Carolina participated in the study. Subjects were randomly assigned to a seminar group, a typical didactic instruction group, or an observation group. The seminars and lessons focused on concepts in The Declaration of Independence. Results were mixed in that outcomes differed between the two schools. In one of the schools the quality of associations in the seminar group was significantly higher than in the other two groups, but in the other school, though the seminar group scored higher, the difference was not significant. Results on quantity of associations were also mixed (i.e., differed between schools). Speculation on these outcomes centered around the particular characteristics of the different treatments. Relative time spent in teacher-talk versus student-talk, type of teacher question and response, and amount of experience in seminar-like discussions were among the variables considered and thought to be influential in determining outcomes. One consistent finding was that seminar participants enjoyed their experience more than participants in the other two methods of instruction. It was concluded that further investigation is both needed and warranted.

Forms of Curriculum Inquiry employed in this Dissertation:

(12) Title: A PROFILE OF MIDDLE LEVEL EDUCATION IN TEN EVANGELICAL
CHRISTIAN SCHOOLS IN NORTH CAROLINA (MIDDLE SCHOOLS)

Author: MCCANN, RALPH JEFFERY
School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Degree: PHD pp: 364

Advisor: DAY, BARBARA

Research Problem: Both middle schools and Christian schools have enjoyed phenomenal growth and development during the 1970's and 1980's. The Middle Grades Assessment Program (Dorman, 1981) identified nine characteristics of a middle school. These characteristics are: safety, academic effectiveness, diversity, self-direction, participation, social interaction, physical activity, competence and achievement, and structure and limits. Since the middle school concept has become so widespread, this study examines the level of implementation of middle school principles in the Christian schools of North Carolina. Ten Christian schools with middle level programs from the three geographical regions of North Carolina were randomly selected. Through interviews and observations in each school, the level of implementation of each of the nine characteristics was determined. The principal, teachers of students in grades six through eight, guidance counselor, cafeteria manager, custodian, school secretary, six randomly selected students, and four randomly selected parents were interviewed in each school. The interview with the principal included an interview specifically concerning curricular issues. Observations of the schools and classrooms were conducted. A case study was prepared on each school. A case study summarizing the overall findings in the schools was also prepared. The study concluded that the safety and structure and limits characteristics of the Middle Grades Assessment Program are strongly implemented in the ten Christian schools. The academic effectiveness, participation, social interaction, physical activity,

competence and achievement characteristics are only moderately implemented. The diversity and self-definition characteristics are weakly implemented.
Forms of Curriculum Inquiry employed in this Dissertation:

(13) Title: USING HAND-HELD AND COMPUTER MODELS AS MANIPULATIVES TO TEACH ORGANIC ISOMERS IN THREE DIMENSIONS (CHEMISTRY CONCEPTS)

Author: COPOLO, CYNTHIA FARRAR

School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Degree: PHD pp: 156

Advisor: HOUNSHELL, PAUL B.

Research Problem: This study focused on an instructionally challenging aspect of chemistry: organic isomeric structures. To aid the student with learning organic structures, hand-held models are often advocated as an instructional tool. However, computer simulated models are emerging as an alternative instructional manipulative. The purpose of this study was to compare the effects of using two- and three-dimensional model representations of molecular structures on student learning of organic chemical structures. Organic structures were taught to high school students using one of four methods of molecular representation: (1) two-dimensional textbook representations of molecules, (2) three-dimensional computer molecular models, (3) three-dimensional ball and stick molecular models, and (4) combination of the computer molecular models and the ball and stick models. The computer software used in this study was Molecular Editor, authored by Allan Smith. Student understanding of molecular structures was measured by post-instructional and retention tests. Students in the combination group of using both computer and ball and stick models scored significantly higher on the retention test of isomeric identification compared to the other groups. Molecules were represented in this test in the same manner as the instructional representation. However, on a similar two-dimensional post-instructional test of isomeric identification, this group had a significantly lower mean than the other groups; the two-dimensional group had the highest mean. This difference was not observed with the two-dimensional retention test of isomeric identification. When given a two-dimensional test of isomeric construction, no significant difference was found among the group means with either the post-test or the retention test. These findings were not dependent upon cognitive developmental levels, spatial ability, or gender of the students. This study demonstrated the effectiveness of using the computer and the ball and stick molecular models for instruction of organic molecules and isomers. By using both of these manipulatives, students were attentive to visual and tactile instructional aids with the computer providing a focused, easily manipulated simulation. However, when given a two-dimensional test without manipulatives, transfer to two-dimensional molecular representations was difficult for the combination group. Transfer differences to two dimensions equalized when students were asked to construct their mental images of molecules.

Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic

(20) UNIVERSITY OF SOUTHERN CALIFORNIA
Independent coed university

Located near the heart of Los Angeles, the University of Southern California (USC) is one of the nation's top ranked private research universities and is accredited by the Western Association of Schools and Colleges of the United States of America. Since its establishment in 1880, USC has conferred degrees on more than a quarter-million students - leaders who have helped Southern California grow to become a national trendsetter in public policy, economic and business affairs, urban planning and engineering, scientific research, health care and the arts. Today, USC and its graduates are continuing this tradition of leadership -developing innovative classroom techniques, exploring new fields of scholarly investigation, and establishing a widening network of service and partnership among the nations of the Pacific Rim.

The University Park campus consists of 140 major buildings and residential halls totaling approximately 4,5 million gross square feet. Situated three miles south of the Los Angeles Civic Center, the campus is adjacent to the museums and recreational facilities of Exposition Park and is served by a network of freeways that provides access to most cultural, business and recreational areas of Southern California. In Olympic competition, USC has fielded more athletes than any other institution. Since 1904, 267 Trojan athletes have participated in the Olympic Games, accumulating a total of 83 gold, 52 silver and 46 bronze medals. At least one USC athlete has won a gold medal in every summer Olympiad since 1912. On the other hand, USC and its graduates play an important role in making Los Angeles one of the world's great centers of the Arts. The Schools of Music and Theater produce a regular series of concerts, operas, musicals, plays and other events.

The University of Southern California places a premium on research and scholarship and on the professional and scholarly credentials of its faculty. Since 1960, the university has been a member of the Association of American Universities, the elective body that unites the 58 strongest research universities in the United States and Canada. USC is accredited by the Western Association of Schools and Colleges. USC maintains a tradition of academic strength at all levels of higher education --from the earliest explorations of the undergraduate to the advanced scholarly research of the postdoctoral fellow. In conjunction with different universities and Institutes from the abroad, USC provides opportunities to students to spend a year or a semester studying in England, France, Germany, Israel, Tel Aviv, Italy, Japan, Spain, Russia, Western Europe, Mexico, among others.

The Graduate School: Unique Features

1. **Enrollment:** 27,734, graduate, professional, and undergraduate students; 7,129 full-time matriculated graduate/professional students (3,148 women); 5,247 part-time matriculated graduate/professional students (1,973 women). Research, teaching and service are supported by a total staff of 6,875 members at USC. Graduate/professional Faculty: 2,161 full time (520 women), 0 part-time, includes 358 minority (45 African-Americans, 257 Asian-Americans, 55 Hispanics, 1 Native American)
2. **Graduate Students and faculty groups:** 9,154 full-time graduate matriculated students (3,995 women); 3,169 part-time (1,106 women); includes 2,939 minority (427 African-Americans, 1,866 Asian-Americans, 607 Hispanics, 39 Native-Americans), 2,807 international. Average age: 29 years old.
3. **Tuition:** \$ 555 per unit. Fees of \$ 320 per year.

4. **Programs:** are provided through the following Schools: Communication, Letters, Arts and Sciences, Division of Humanities, Division of Natural Sciences and Mathematics, Social Sciences and Communication, Business Administration, Safety and Systems Management, Law Center, School of Gerontology, Architecture, Cinema-television, Dentistry, Education, Engineering, fine Arts, Independent Health Professions, Music, Pharmacy, Public Administration, Social Work, Theater, Urban and Regional Planning, Medicine, combined programs, among other programs in the Graduate School.
5. **Degrees offered:** Doctoral: Ph.D., D.Ed, and Master's degrees.
6. **Requirements for Admission:** official transcripts for all undergraduate and graduate degrees and for other course work from each college or university attended. Academic records include year-by-year records from each college or university attended that indicate the number of lecture and laboratory hours devoted each week to each course and the grades received, in addition to official documents indicating the award of degrees with the titles and date conferred. Three academic recommendations; tests results of any standardized examinations such as GRE, SAT or ACT and the TOEFL (for international students whose first language is not English), must be sent to USC from the Educational Testing Service or the American College Testing Program. Each department may have specific requirements. Students admitted in the provisional status must satisfy all those conditions by the end of the first semester of enrollment.
Office Address: Dean of Graduate Admissions
University of Southern California
University Park, Los Angeles,
California 90089-0913
Phone 213-740-6755 and 743-5179
7. **Requirements for Graduation:** All graduate students must meet both university degree requirements and those degree requirements specific to their program of study university degree requirements consist of grade point average, unit, residency, and time limit requirement. Degree requirements specific to student's program of study consist of course, examination and research requirements. **Master's:** The time limit for completing the Master's is five years; the minimum number of units required is 24, at least 20 of which must be completed at USC as residency requirement. A master's thesis research is an option in many areas. **Doctorate:** The time limit for completing the doctoral degree is eight years. The minimum number of units is 60 (at least 24 of which -exclusive of Dissertation 794-must be completed at USC, as residency requirement or period of intensive study completed on the University Park campus). The Ed.D. and Ph.D. degrees are conferred on the basis of high scholarship, demonstrated research skill, proven professional competence and personal dedication and integrity as judged by the faculty. The doctoral dissertation must be completed within 3 years from admission to candidacy.
Grade point average: at least 3.0 on all units and on all graduate work attempted at USC.
8. **Doctoral degrees awarded in 1993-94:** 681 doctorates awarded.
9. **Student Services:** Low cost health insurance, free legal counseling, free psychological counseling, career counseling, day-care facilities, emergency short-term loans, campus safety program, campus employment opportunities, counseling/support services for international students, medical care except hospitalization covered by mandatory health fee.
10. **Financial Aid:** Fellowships, research assistantships, teaching assistantships, full and partial tuition and fee waivers, employment, career-related internships or fieldwork available, institutionally sponsored loans, and federal work-study.

11. **Research Facilities:** Doheny Memorial Library plus 19 additional on-campus libraries; total holdings of 2.7 million volumes, 38 million manuscripts, 3 million photographs, 1.5 million microforms, more than 38,000 current periodical subscriptions. A total of 138 personal computers in all libraries. CD-ROM player(s) available for graduate student use. Access provided to online bibliographic retrieval services.
12. **Computer facilities:** Alliant 2800, IBM ES 9000-320, Apple Macintosh, IBM PC. Personal computers on campus linked to Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. **Faculty and enrollment:** Graduate School of Education Faculty members: 1,352 (248 women) and the Curriculum faculty: 40 members (11 women), plus research and teaching assistants. Education students: 504 full-time (339 women), 294 part-time (183 women); includes 175 minority (53 African-Americans, 64 Asian-Americans, 55 Hispanics, 3 Native-Americans), 93 internationals. Average age: 37 years old.
2. **Name of the Unit:** Graduate School, School of Education, Department of Curriculum and Teaching.
3. **Head or contact faculty:** Dr. Barbara Solomon, Dean Graduate School Curriculum and Instruction Graduate Programs
University of Southern California
University Park, Los Angeles,
California 90089-0913
Phone 213-740-2188, 90089-0031.
4. **Name of Program** that focuses on Curriculum: Curriculum and Instruction (Ed.D, Ph.D); Curriculum and Teaching (M.S); Instructional Technology (M.S), and Ph.D. in Curriculum, Teaching and Special Education). Additional programs include: communication handicapped; language, literacy, and learning; learning handicapped; teaching English as a second language.
5. **Departmental Requirements:** Entrance: GRE, general test. Degree requirements: for master's foreign language not required; for doctorate, dissertation required, foreign language not required. Some programs require practicum course work which focuses on experiences and activities in the field.
6. **Doctoral Degrees granted in 1993-94:** 33 doctorates in Curriculum Studies.
7. **Primary Goals of the Graduate Programs in Curriculum are:** The School of Education prepares teachers, researchers, counselors, administrators and curricular specialists to assume leadership within the spectrum of educational settings in the United States and other nations. The School of Education is committed to research and long-term educational development, as well as to the training and support of educational professionals. The faculty is engaged in basic and field research directed toward the improvement of teaching and learning, the administration of educational development, and the analysis and formulation of effective public educational policy. The traditional function of the university is to teach students-- in the classroom, studio, laboratory, seminar room, on the displaying field, and where they live. USC is committed to the principle that this educational mission is most effectively carried out in a context that encourages the creation of knowledge. The program for the Master of Science in Education is designated to develop qualities and

techniques requisite to leadership in professional service. The fundamental objectives of the program are to develop an awareness of the major fields and their relationships within professional education, to develop an understanding and an appreciation of the purposes and procedures of educational research, and to develop a particular proficiency in one or more of the special fields within the education profession. Specializations in Curriculum and Teaching, Learning Handicapped, Communication Handicapped, Instructional Technology, and science education are offered by the Division of Curriculum and teaching. Both doctoral programs (Ph.D. and Ed.D.) place a strong emphasis on the acquisition of inquiry skills and on the collaborative and interdisciplinary study of issues mutually engaging to both students and the School of Education faculty members.

8. This Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, and participation of faculty and students in professional groups, and research. USC places a premium on research and scholarship and on the professional and scholarly credentials of its faculty. The School enjoys international as well as national visibility. Its programs are accredited by the Californian Commission on Teacher Credentialing and the Western Association of Schools and Colleges. In addition to the Los Angeles Campus, the School has graduate study centers in several California cities and in Hawaii. The School of Education is one of the nation's oldest and largest institutions of professional education. Classes in Education and Curriculum started during 1890s. In 1909 a separate Department of Education was organized within USC; in 1911 the state of California authorized USC to grant the high school teacher's certificate; and in 1918 the School of education was established.
9. Unique strengths of the Graduate Program in Curriculum Studies:(1) faculty (productivity, research-oriented, stable and fully dedicated, diverse interests & backgrounds, wide number of publications, many speeches and papers for conventions, (2) Students The students come from a wide variety of disciplinary, professional, cultural, and geographic backgrounds (USC students come from all 50 states -approximately 57% from California, 37% from out of the state- and 107 other countries. Approximately 29,5 % of the university's total enrollment, is composed of American minorities; a further 14% consists of foreign students -giving USC the largest number of international students of any major private university). (3) Curriculum : tailor making most of program; it provides a basis in research perspective, design and methodology for conducting and interpreting scholarly work; (4) research: emphasis on inquiry, reputation for research, national and international visibility, and variety of forms appreciated. Each year, USC's distinguished faculty and modern facilities attract substantial external funding for educational and scientific research. According to the National Science Foundation, USC currently ranks eighth among private universities receiving federal funds for research and development support and 18th among all universities, and (5) environment: atmosphere of faculty-relations and large urban area (national and international).
10. Faculty research: diverse forms of curriculum inquiry in faculty publications.

Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Graduate programs at USC emphasize the acquisition of appropriate research and forms of curriculum inquiry skills to solve contemporary educational problems and to make contributes to theory and general knowledge. Research courses offered for 1994 are: 593ab master's seminar/ 594abz (examination and analysis of research and literature), 790 Research and 791 Proposal for Doctoral Dissertation (preparation of initial dissertation proposal), 792 Critique of research in Counseling Psychology (survey and critical analysis of selected research), 794 Doctoral

Dissertation, 515 Curriculum and research In Mathematics, 517 curriculum and research in Sciences, 518 Curriculum and research in Social Studies (all related to curriculum planning, instructional materials, modern methods of teaching and recent research: its application in the classrooms), 583 Advanced Methods, Practicum and research in Speech for the Hearing Impaired Child (examination and application of current research). 592 Independent Study (creative projects or investigations), 616 Research in instructional Technology (current research, emphasis on empirical and analytic studies), 43 Current Research in Intellectual deficits (critical theories and research), 669 seminar in Literacy, Cognition, and Curriculum,(current theory and research), 694abz Advanced Thesis(Maser's), 790 Research (leading to the Doctorate), 791 proposal for Doctoral Dissertation.

2. Ways to prepare graduate students as curriculum researchers: (1) Recommend all doctoral students to take research courses: six-unit minimum research methodology requirement are required for the Ed.S students and twelve units are required for the Ph.D (three units must be in analysis of variance/multiple regression, three units must be in advanced quantitative research design, six units must be taken in two of the following five areas: qualitative and advanced qualitative research methodology, advanced educational measurement, multivariate statistics and advanced survey research) The student must be enrolled in 794 Dissertation each semester except summer session after admission to candidacy until all degree requirements have been completed; (2) initiate graduate students into specific research methods while professors are engaged in a specific kind of research (according to the students' needs and interests with the guidance of their faculty adviser), (3) put students in an overview course on different types of research; and (4) ask students to enroll in research methods courses which includes students from the different programs.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
University of Southern California, January, 1993 - June, 1994

(1) Title: FACTORS THAT INFLUENCE THE SELECTION OF THE ASSISTANT
 SUPERINTENDENT OF INSTRUCTION

Author: BENNETT, JOHN WESLEY

UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD

Advisor: ROONEY, PATRICK

Research Problem: Purpose. To review the literature for factors considered

important in the selection of the assistant superintendent of instruction and have those factors evaluated by current superintendents and assistant superintendents of instruction.

Methodology. Superintendents with six or more months tenure and assistant superintendents of instruction K-12 with less than 48 months in the position from small districts (700-4,999 ADA), medium districts (5,000-9,999 ADA), and large districts (10,000-40,000 ADA) were asked to respond to factors considered important in the selection of an assistant superintendent of instruction. Data collected from the participants were subjected to analysis by inferential and descriptive statistics with significant responses reported out.

Major Findings. (1) Assistant superintendents rated "prior experience at the site and central office" as significantly more important than did superintendents. Smaller districts rated this factor as more important than did medium and large districts. (2) Superintendents of large districts viewed developing the instructional calendar as significantly more important than did their assistant superintendents. (3) Administrators in both small and medium size districts rated "prior involvement in staff development" as more important than did large districts. (4) Administrators in both small and medium size districts rated "knowledge about current theories of learning" as significantly more important than did large districts.

Conclusions. (1) Assistant superintendents of instruction in smaller districts with less support staff rely on prior experience as a data base for decisions. (2) Assistant superintendents of instruction and superintendents of large districts are more concerned with multi-track year-round calendars that have greater implications for instruction and union contract negotiations. (3) Both small and medium districts rely more on the assistant superintendent of instruction for staff development than do large districts with more support staff. Recommendations. (1) Institutions of higher learning need to explore the development of specific programs designed to provide training for the position of assistant superintendent of instruction. (2) State and national organizations should gather data to develop a standardized profile for the position of assistant superintendent of instruction. (3) Candidates for the position should have 25 or more hours beyond a master's degree in education in either curriculum, supervision, or educational administration. (4) Experience prior to appointment in the position should be a minimum of five years teaching and three years administrative. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Scientific Evaluative

(2) Title: THE ROLE OF THE PRINCIPAL: RESPONSIBILITIES, TIME
 CONSTRAINTS, AND CHALLENGES

Author: DIAZ, MYRNA I.

UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD

Advisor: STROMQUIST, NELLY

Research Problem: The purpose of the study was to assess the role of elementary and middle school principals as educational leaders.

The study, conducted as a survey research, included five counties in the San Francisco Bay area and 200 principals, and covers demographics of the principals and their schools, major areas of responsibilities, utilization of time, critical problems, areas in which principals needed more training, and duties which could best be handled by the central office.

Females were found to hold 60% of the positions and males 40%. Most of the principals (88% males, 72% females) are white. The greatest number of principals (47%) are between 40 and 59 years of age, and most (63% males, 78% females) had held their present positions five years or less. Principals ranked their administrative areas in descending order as follows: instruction, pupil services, supervision, administration, curriculum, human relations, and clerical work. Few of the principals were spending their time according to their stated priorities. The most frequent critical problems were the lack of proper financial support, vocal parents, and lack of community involvement. The top three areas in which principals wished they had received more training were teachers supervision and evaluation, human relations, and time management. Principals believe that the central office should do most of the data gathering in the district.

Although most principals identified instructional leadership as their most important function, they stated that they did not have enough time for it. They reported spending most of their time on administrative and clerical duties. They experienced stress at the mounting paperwork and the amount of time spent gathering data for reports. Principals expressed frustration at not being able to spend their time on their top-ranked educational priorities. It is recommended that principals: receive ongoing training in supervision, human relations, and time management; spend more time on instruction, pupil services, and supervision. It is further recommended that districts: implement orientation programs for new principals; continuously evaluate and revise their training programs; reduce the mounting responsibilities and paperwork of the principal. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Action

(3) Title: IMPLEMENTATION FACTORS RELATED TO SUCCESSFUL OUTCOMES IN
MATHEMATICS AND SCIENCE FOR LIMITED-ENGLISH PROFICIENT
STUDENTS

Author: ROBLES, DARLINE PARRA
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD

Research Problem: The purpose of this study was to complete an analysis of

factors related to the implementation of the math and science curriculum promoted by the math and science frameworks with the teaching of limited-English proficient students. The study focused on the decisions made by one district at one school site that determined which new math and science emphases the school implemented, their plans for implementing the selected emphases, the new instructional strategies employed by teachers and the impact on student achievement.

The study was designed specifically to answer the following questions at the district and school levels: (1) What were the district and school visions and concepts of the new science and mathematics programs related to limited-English proficient students? (1.1) What roles do various state policy levers play in school/district implementation of the new science and mathematics curriculum that emphasizes hands-on, manipulative approaches to content topics, and complex thinking skills? (1.2) What are the implementation factors associated with effective implementation that affected positive outcomes for limited-English proficient students? (2) What changes in classroom instructional practices for limited-English proficient students resulted from effective implementation of the Frameworks? (3) What were the outcomes for students, teachers, administrators, and schools as organizations?

A case study research design was utilized to provide information regarding the implementation of the math and science frameworks. District and school site visitations, observations and interviews were conducted during the Fall semester, 1988-89. An analysis of the findings was conducted and identified the following implications of district and school vision, the role of policy levers, implementation factors and conception of new science and mathematics on student outcomes for limited-English proficient students: (1) In schools where there are high expectations for all students to succeed, all students succeed, including limited-English proficient students. The implication for state and local policymakers is to ensure that all students receive quality instruction, that all staff members reflect in their attitudes and instructional strategies high expectations for all students. (2) If the factors for successful initiation/adoption and implementation (tightly coupled district/school vision; initial awareness, content, and skill training; ongoing assistance; and administrative support) are evident, then successful implementation of other curricular areas, and positive outcomes for teachers and students will develop. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Action Phenomenological

(4) Title: TEACHERS' SELF-REPORTED SENSE OF EFFICACY AND ITS RELATIONSHIP TO TEACHERS' PERCEPTIONS OF PRINCIPAL LEADERSHIP AND SCHOOL CLIMATE

Author: SHAWN, JOEL PHILLIP

UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD

Advisor: SCHWARTZ, AUDREY

Research Problem: Purpose. The purpose of this study was to determine the relationships among teachers' perceptions of their principal's leadership, their school climate and their self reported sense of efficacy. In addition, the relationships among the involvement of school principals in the California School Leadership Academy (CSLA) training program and teachers' perceptions of their principal's leadership, school climate and their self reported sense of efficacy was studied.

Methodology. A review was made of relevant literature related to the topic. Based on the literature review research questions were developed to examine the study problem. Three validated self report survey instruments were selected for use. A stratified random sample was constructed from the population of interest and self report survey instruments, principal data sheets, teacher data sheets and cover memos were sent to selected schools. Data collected from the 52 schools of the study sample were analyzed.

Selected findings. (1) There are no statistically significant relationships between the number of years the principal has been in the CSLA program and the dependent variables: "Personal Efficacy," "Teaching Efficacy," "School Climate," and "Principal Leadership." (2) The variables, Supervises and Evaluates Instruction, Frames the School Goals, Provides Incentives for Teachers, Accomplishment, Satisfaction, Power and School Plans to Apply for SB1274 Demonstration Grant, positively contribute to the discriminant function predicting "Personal Efficacy." (3) The variables, Supervises and Evaluates Instruction, Frames the School Goals, Accomplishment, Commitment, and Power contribute positively to the discriminant function predicting "Teaching Efficacy". Selected conclusions. Teachers in the sample believe that they can learn what it takes to reach all children but believe less strongly that they have the innate ability to reach all children.

Selected recommendations. Principal leadership programs should include curriculum that promotes the understanding of the relationship among teacher efficacy, principal leadership and school climate. Research should be conducted that compares schools whose principal has not participated in a leadership program with schools where the principal has participated to develop a greater understanding of how principal training

affects and influences the perceptions of teachers. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-

(5) Title: THE FUTURE OF HIGHER EDUCATION IN THE UNITED ARAB EMIRATES

Author: ALSUWAIDI, KHALIFA A.

UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD

Advisor BROUSSARD, VERNON

Research Problem: Problem. The purpose of this study was to answer two major questions. The first dealt with the historical development of higher education in the United Arab Emirates. The second concerned major issues and problems facing higher education in the U.A.E.

Procedures. To answer these two questions, the researcher reviewed literature about the historical development of higher education in the U.A.E. and conducted formal interviews with experts in the field. Moreover, he designed a questionnaire that addressed major issues and problems facing higher education in the U.A.E.

Results and recommendations. The findings and recommendations of the study are summarized in four categories. The first concerns the curriculum and technology and includes (1) the need for long-term plans; (2) re-evaluation and modification of the Basic Education Program; (3) the necessity to purchase updated textbooks; (4) the importance of maintaining segregation between males and females; and (5) the importance of computers. The second area concerns scientific research needs: (1) reducing faculty's teaching and administrative loads to give them more time for research; (2) enriching the U.A.E. library with references and books and to link it with research centers around the world; and (3) providing financial resources for research. The third category involves academic freedom: (1) improving and fully implementing the bill of rights and duties of faculty members; (2) providing long-term contracts for faculty members; and (3) allowing faculty members to form a labor union. Finally, miscellaneous findings include: (1) the importance of the Ministry of Higher Education; (2) adopting a new national educational policy; (3) the need for another public university in the country; (4) the importance of accrediting private higher education institutions; (5) nationalizing administrative and academic positions; (6) reviewing student admissions policies; and (7) the need for other sources of financing higher education in addition to the government.

Further research. Further research is recommended in the areas of (1) the role of private institutions of higher education in the country; (2) the government's policy regarding sending students abroad for their higher education; and (3) the role of the Ministry of Higher Education in the future of the education system. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Historical

(6) Title: IMPLICATIONS FOR EFFECTIVE IMPLEMENTATION OF MATHEMATICS AND SCIENCE FOR CALIFORNIA SCHOOLS

Author: AYALA, CELIA C.

UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD

Advisor: ODDEN, ALLAN

Research Problem: This case study was to complete an analysis of an elementary school site actively implementing a new science and mathematics program. The school was selected because it was believed to encourage the use of new science activities or a manipulative concept approach to mathematics and had been successful in producing positive outcomes among students, teachers, administrators, and the school as an organization. The study also sought to identify the nature of the new mathematics and

science curriculum and the different teaching strategies needed to teach the new curriculum to all students.

A case study research design was utilized with district/school site visitations, observations and interviews conducted during 1988-89. Analysis of the findings identified the following implications for schools, districts, and the state: (1) additional research is needed to determine if findings in this study applies to implementation of frameworks in other areas; (2) state policy levers should support "top-down" pressure for districts to implement curriculum reform. Continuing development of frameworks, aligned assessment, and text adoptions with thinking/meaning content is crucial to instructional improvement; (3) linkage of district and school site vision, goals, staff development, and ongoing support are critical to the long-term change process; (4) teacher involvement is critical up front, in the planning and implementation of the change process; (5) needs of language minority students should match the same outcome expectations as the general population; (6) the needs of bilingual teachers to address primary language instruction and/or training on second language acquisition, bilingual education and sheltered approach are critical in terms of content implementation; (7) there tends to be a higher level of participation and achievement of LEP students when the teacher is bilingual. For mathematics, teachers and students are further in the implementation of school plans. In science, additional in-service, resources and practice are needed; (8) cooperative groups make a difference for all students. Teachers who use cooperative groups tend to have higher expectations for their students. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

- (7) Title: CALIFORNIA HIGH SCHOOL RESTRUCTURING: A CASE STUDY OF
INLAND EMPIRE HIGH SCHOOL
Author: BARNES, VIRGIL DEAN
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: MARSH, DAVID D.

Research Problem: California's policy-based school reform strategy is aimed

at engaging high schools in comprehensive holistic reform. Little is currently known as to how a local high school develops its vision for restructuring and manages the implementation and change brought about by these new comprehensive reforms. Therefore, it is important to understand how lead high schools are carrying out restructuring.

The purpose of this study was to examine how a lead high school was implementing principles of restructuring such as those contained in California's policy-based reforms: SB-1274 and Second to None. The study focused on content, vision, change process, extent of implementation, and connections across these topics.

A research team of 12 doctoral students, at the University of Southern California, conducted qualitative case study research of lead high schools in California. This study was one of the twelve studies.

Purposive cluster type sampling was used from the set of high schools which were already implementing principles of restructuring as set forth in SB-1274 and Second to None. The high school in this case study was selected from this sample.

The case study utilized a case study guide, administrative, teacher and student questionnaires, extensive interviewing, and document analysis, classroom observations, and student focus groups as data collection strategies. Selected findings included: (1) A new professional culture was emerging in the school based around shared decision making and to some degree teacher networking. (2) An evolutionary vision building process had a significant influence on the adoption and implementation of reforms. (3) The role of instructional leadership, blended with that of change facilitator in the principal

had significant influence on culture building, vision evolution, and the change process across a large (4,200 enrollment) high school. (4) Large policy levers like SB-1274 and Second to None influenced the school's reform efforts. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-

(8) Title: A CHANGE PROCESS FOR DEVELOPING EXEMPLARY MIDDLE SCHOOLS
 (MIDDLE SCHOOLS)

Author: BROWN, ELEANOR LORRAINE
 UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
 Advisor: MARSH, DAVID D.

Research Problem: The purpose of this study was to understand what elements of exemplary middle school reform as depicted in the California State Department of Education's Caught in the Middle (1987) were implemented in identified exemplary middle schools and how these elements were implemented within the context of the post 1983 educational reform agenda. The study assessed the extent of the schools' intention to implement and their actual implementation of each element. A focus of the study was the interaction between state policy direction and the local implementation process. With the emphasis on reform in the middle schools and with various state policy directions initiated during the same time, the study examined how the schools and their district-level organizations responded to these directions and the interaction between the two organizations during the implementation process. The design of the study was based on a comparative case survey research design. Detailed, descriptive individual case studies were compiled for each of the selected eight middle schools; these case studies were then analyzed both vertically within the site and horizontally across the sites. Several major themes emerged as a result of reviewing and analyzing the findings of the study. These themes in turn pointed to policy issues and subsequent recommendations that have the potential to enhance the support provided to schools and districts for educational improvement. The four conclusions that developed were that (1) the state's waves of reform have the capacity to prod schools to implement new types of curriculum and instruction, (2) there is a need for a schoolwide change process to support complex reform effort, (3) the SIP can provide some support for the change process at a school site, and (4) the SIP demonstrated a capacity to facilitate staff development, a critical component of Wave 3 reforms. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-

(9) Title: EVALUATION OF ELEMENTARY SCHOOL SELF-ESTEEM PROGRAMS FOR
 AT-RISK STUDENTS (AT RISK)

Author: FILER, JANICE THOMPSON
 UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
 Advisor: SCHWARTZ, AUDREY

Research Problem: A quasi-experimental design was used to determine the effectiveness of three different programs designed to raise the self-esteem of fourth grade students. Six classrooms with 114 students in all comprised the sample. Three additional classrooms consisting of 79 students served as the control group. Most of the students in the control group and in the experimental group were identified by their teachers to be at-risk. At-risk factors included low attendance, gang membership, family problems, poor discipline, low achievement, and exposure to drugs. The study took place over five months. A pre/post questionnaire containing 32 questions about how the

students felt about themselves assessed changes in their self-esteem. Self-esteem was measured in the five areas of security, self-hood, social attributes, achievement, and potential.

The teachers of the students and the review of the literature supported the position that at-risk students suffer from low self-esteem. The self-esteem programs used in this study were Reasoner's Building Self-Esteem, Borba's Esteem Builders, and McDaniel and Bielen's Project Self-Esteem. These programs were all found to be in use in Los Angeles area schools.

The literature review suggests that successful programs for at-risk student use advisory committees, contracts, high expectations, the learning style approach, and the enhancement of self-esteem. The results of this study do not indicate that self-esteem can be raised using a deliberate program. Reasoner's Building Self-Esteem program showed a significant difference in the area of achievement. None of the other areas of security, self-hood, social attributes, or potential were changed significantly. The overall findings of this study did not give support to the contention that a formal self-esteem program will raise self-esteem significantly. Further research is needed in the area of self-esteem and at-risk student. Alternative programs and assessment tools are needed to enhance the self-esteem of fourth grade students. More research is needed which considers the use of self-esteem strategies for both the home and in the community. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Scientific

(10) Title: IDENTIFICATION OF ATTRITION FACTORS IN TELECOURSE STUDENTS
AT PASADENA CITY COLLEGE (CALIFORNIA)

Author: FOLEY, AHNI DALE

UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD.

Advisor: KAZLAUSKAS, EDWARD J.

Research Problem: Purpose. The purpose of this study was (1) to test the

significance of seven specific variables on successful telecourse completion (gender, age, ethnicity, distance from campus, number of hours worked, educational-degree goal, procrastination); (2) record "when" during the semester non-completers decide to leave the course; (3) identify reasons for telecourse student withdrawal; and (4) determine a profile for the successful telecourse student.

Procedure. Questionnaire and attendance data were collected for 708 students in nine telecourses during the Fall 1992 semester at Pasadena City College. At the end of the semester, the questionnaires were divided into two groups: those who finished, and those who did not. Instructor records were examined to determine when students had dropped out of the course. Telephone interviews were made to the non-completers asking why they decided to withdraw from the course. Finally, determination of a profile for the successful student was made based on the seven variables evaluated.

Treatment of the data. T-test and chi-square statistics were run to determine the significance of seven variables on telecourse completion. Charts were constructed to show the attendance and withdrawal activity of students for each telecourse and to reveal the percentage of students who dropped out for various reasons.

Findings. T-test and chi-square statistics showed no statistical significance for the success of a telecourse students based on gender, ethnicity, age, living distance from campus, number of work hours, educational-degree goal, or procrastination tendencies.

Attendance records emphasized the propensity for telecourse students to drop out at the third or fourth class session. Since telecourses meet either five or seven times during the semester, this coincides with the midterm examination.

The primary reasons for telecourse student withdrawal were job conflict (23%), personal problems (20%), structure of telecourse (19%), academic ambition (12%), teacher-initiated drop (7%), academic failure (7%), and other (12%).

The profile for a successful telecourse student could not be determined, showing that all participating students had an equal chance at success.

Recommendations. (1) Improvement of the advertisement of telecourses. (2) Improvement of academic guidance. (3) Additional training for telecourse instructors. (4) Implementation of student retention strategies. (5) Periodic evaluation of telecourse programs. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Scientific

(11) Title: A CASE STUDY ANALYSIS OF PERFORMANCE-BASED SCIENCE ASSESSMENT IN TWO CALIFORNIA SCHOOLS AND TWO ENGLISH SCHOOLS

Author: FOSTER, CHRISTOPHER WAYNE
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: MARSH, DAVID D.

Research Problem: Purpose. During the past decade serious questions of science education in the United States have come into view. Reports have highlighted the important assumptions toward creating a more scientifically literate society in which assessment of student progress was seen as a critical component. The major purpose of this study was to examine performance-based science assessments used in California and English schools and to determine the extent to which informational feedback from these forms of assessment had on student achievement. Three secondary purposes of the study were to examine performance-based assessment and (a) conditions that led to the establishment or modification; (b) the way in which assessment was carried out locally, and (c) how local conditions influenced the use of the assessments.

Method. A case study methodology was designed to examine the establishment and modification that was involved in the process of implementing performance-based assessment in four schools in two different contexts.

Findings. (1) Initial attempts to try was affected by pressure encountered, policies and political constraints. (2) Classroom teachers enacted new policies based on their already established knowledge, beliefs and practices. (3) The antecedent phase of the change greatly influenced the ability of teachers to build capacity for the implementation. (4) Instructional alignment and assessment-driven instruction were evident. (5) Curriculum-embedded assessments provided formative informational feedback. Conclusions. (1) Successful implementation relied on the expertise of local experts. (2) Local influences had a strong effect on use. (3) Information received from the assessments had an effect on the teachers' instructional decisions. (4) Assessment-driven instruction appeared to be an underlying principle for curriculum-embedded assessments and end-of-course examinations.

Recommendations. (1) Staff development must be an integral component of policy change. (2) Opportunities for students to experience, experiment and develop process-oriented investigative skills should be provided. (3) Additional investigations should focus on performance-based assessment to consider whether the assessments are completing the intended conceptual loop and whether the assessments are valid levers in implementing the desired change. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(12) Title: WRITING-TO-READ PROGRAM: IMPLEMENTATION AND EFFECTIVENESS

Author: GARCIA-NAVA, TRINIDAD
 UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD
 Advisor: STROMQUIST, NELLY

Research Problem: The focus of this study was the implementation and effectiveness of the Writing-To-Read program. In terms of implementation, the Concerns-Based Adoption Model measured through the Stages of Concern Questionnaire was used to document the adoption of the program. The IBM Site Visitation Inventory instrument provided evidence regarding fidelity and level use of the program. The Stages of Concern Questionnaire provided limited support that the concerns of the users attained the level hypothesized for impact on student scores to occur; but the Site Visitation Inventory provided evidence of fidelity and program implementation. Regarding effectiveness, comparisons of the before program data to the after program data and two-way analysis of variance calculations were made for a sample ($n = 2,208$) of Non-English, Limited-English, Fluent-English, and English-Only students in kindergarten, first, and second grades. The program was found to be ineffective in all grades although statistical significance ($p < .05$) was verified only for kindergarten students in English reading. The mean scores in English reading for Spanish speaking students who became Fluent-English Proficient students were found to be significantly higher ($p < .05$) than the mean scores for English-Only students. The mean scores for Limited-English Proficient students in English reading were found to be higher than the mean scores for English-Only students; and although the differences in scores were not found to be statistically significant the mean scores were above the at-risk level of 40 NCE units. An increase in the mean scores in English reading for Non-English Proficient students was also noted; again even though the increase was not statistically significant, the mean scores were above the at-risk level of 40 NCE units. Writing-To-Read students registered greater gains than comparable students before the program was implemented. Regarding Spanish achievement, one-way analysis of variance calculations for a sample ($n = 5,300$) of pupils in kindergarten, first, and second grades provided evidence that the Writing-To-Read English program does not decrease the achievement of students in Spanish reading. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Scientific

(13) Title: IMPLEMENTATION OF THE CALIFORNIA ENGLISH LANGUAGE ARTS FRAMEWORK IN AN ELEMENTARY SCHOOL: A CASE STUDY OF BEACHFRONT SCHOOL

Author: LOVE, LAURIE
 UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
 Advisor: ODDEN, ALLAN

Research Problem: Implementing the English Language Arts Framework throughout California schools represents a major challenge. Several critical factors affect implementation if it is to be successful. These factors are: district leadership, academic orientation, cognitive demands of the strengthened curriculum, active involvement of teachers and administration, a shared vision between the district and the school and between administrators and teachers. There is insufficient research regarding implementation of state initiated programs in California classrooms. This study was designed to identify the factors involved with successful implementation of the CA Language Arts Framework at a single school site. Data were collected using three sources: interviews, observations, and document review. This study employed quantitative and qualitative data analysis and provided an in-depth examination of a school site in the

process of implementing curriculum changes. Specific data were collected in district and school vision, state policies and programs, classroom practices including degree of implementation of the 14 critical elements of the Language Arts Framework, change process, staff development, curriculum content, and leadership functions.

This study site had an articulated vision of the Language Arts Program. Critical elements that were valued by the district and school were the ones that were at a higher degree of implementation. Principal support, including visionary leadership, pressure, and fidelity of implementation, proved to have a large impact on the study participants.

State policies and programs affected the study site in various degrees. The CA Literature Project, Program Quality Review Process, and mentor teachers had high impact on implementation.

Staff development programs assisted in bringing about change. There was extensive use of outside consultants. The principal played a key role in staff development, modeling, coaching, and demonstrating. The antecedent phase provided teachers an opportunity to familiarize and practice the new curriculum expectations. Teachers were required to practice new instructional practices before formal adoption/initiation of the new Language Arts Program.

This study identified and analyzed the implementation process used by one school site and district. Other schools and districts can use the information to assist in the implementation of new curriculum and instructional models. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182).

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(14) Title: DIALOGUE JOURNAL WRITING AND THE MEDIATED DEVELOPMENT OF WRITING: HOW DO SECOND LANGUAGE LEARNERS ENGAGED IN AUTHENTIC ACTIVITIES DEVELOP AS WRITERS?

Author: ULANOFF, SHARON HILDA

UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD

Advisor: RUEDA, ROBERT

Research Problem: This study examines the impact of primary language

instruction on second language writing acquisition, specifically when students are engaged in socially mediated writing activities. This study attempts to describe the writing development of nine English learners over the course of three years. Observation, interview and documentary analysis were used in order to generate case studies of three groups of students: English learners who received English-only instruction and those who received primary language support and instruction in a transitional bilingual education program, both early-exit and late-exit. Analysis of the data reveals growth patterns for students in all three groups in terms of both content and surface features.

As the main data source, this study examines the dialogue journals of nine fifth grade students from an urban Los Angeles school. These students participated in a pilot program where they remained with the same teacher for four years. Dialogue journals, interactive books that teachers and students shared over the course of the four years, were collected for three years. It is in the analysis of the writing in these journals that the developmental patterns in writing throughout the course of the study emerged. Findings indicate that the students who had initial primary language support made greater progress than those who received instruction only in English. Furthermore, those late-exit students who spent more time developing literacy in their first language had a stronger learning curve, paralleling other research studies in bilingual education that predict that those students with longer primary language support will eventually progress even further than those who learned only in English. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(15) Title: CORRECTING MISCONCEPTIONS. A COMPARISON OF TWO ANALOGICAL METHODS: USE OF VERBAL/GRAPHIC AND USE OF A PHYSICAL MODEL
 Author: WEBER, BARBARA JEAN
 UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD
 Advisor: O'NEIL, HARRY

Research Problem: Two categories of analogical instruction were compared on effectiveness of misconception correction. One hundred fourteen subjects were randomly assigned to each of three instructional groups, (1) verbal/graphic/physical model (2) verbal/graphic and (3) no instruction. Significant differences between groups 1, 2 and 3 were established on the posttest. Significance was also confirmed for measures of precise time, and solution of both tasks between all three groups. Significantly more subjects in group 1 precisely solved both tasks than subjects in group 2. Subjects that precisely solved both tasks reported significant use of cognitive strategy thinking. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Evaluative-Normative

(16) Title: AN ASSESSMENT OF SCHOOLING BY HIGH SCHOOL DROPOUTS AND GRADUATES ENROLLED IN THE FRESNO METROPOLITAN REGIONAL OCCUPATIONAL CENTER/PROGRAM (CALIFORNIA)
 Author: FORD, BARBARA ELIZABETH
 UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
 Advisor: ROONEY, PATRICK O.

Research Problem: This study was designed to survey student perceptions of traditional schooling and the schooling received in the Fresno Metropolitan Regional Occupational Center/Program (FMROC/P). It identified school related reasons that influenced students to dropout or stay-in high school; identified reasons dropouts and graduates enrolled in FMROC/P; appraised students' satisfaction with the FMROC/P; and, determined if there are gender, racial/ethnic, and/or socioeconomic differences in student perceptions. Adult students enrolled in the FMROC/P were surveyed using an instrument in which students responded to questions and rated statements about their experiences at FMROC/P and their experiences in regular junior and senior high school. Responses to questions were cross tabulated with sociodemographic data and statement ratings were analyzed using the ANOVA and T-tests. It was concluded from the study that: students who were high school dropouts did not complete high school due to in-school and personal reasons; high school graduates got along better with their junior and senior high school teachers than did dropouts; found lessons more interesting and useful, teachers more interested in helping, and received more instruction through lecturing than did dropouts; males found lessons more interesting and useful, instructors well informed of job opportunities, and were encouraged more than females in their junior and senior high school experiences; Black and Hispanic high school graduates received less instruction through lecturing than did other graduates; most graduates and dropouts returned to school and enrolled in FMROC/P to develop and upgrade skills; and, students perceived the differences between FMROC/P and regular junior and senior high school were that: FMROC/P has a personal and individualized approach, teaches job specific skills, has an updated and relevant curriculum, has caring instructors and staff, instructors take more time with students, and offers a hands-on approach. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Scientific

(17) Title: A COMPARISON OF THE EFFECTS OF SYNTHESIZED AND VOCAL TIMBRE ON THE MELODIC PERCEPTION OF CHILDREN, AGES 6-12 (SYNTHESIZED TIMBRE)

Author: FALCONER, DAVID JOHN
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: DMA
Advisor: HANSHUMAKER, JAMES

Research Problem: This study examined the comparative effectiveness of synthesized versus vocal musical timbres as sound sources for melodic dictation with children at the elementary-school level. A review of the literature revealed no investigations that had measured the effect of timbre on children's melodic perception using melodic dictation as the evaluative tool.

During the 1991-1992 school year, a battery of 126 melodic-dictation tests was administered to 258 students enrolled in a private elementary school in Los Angeles, California. A Kodaly music-education curriculum was used in the test school. Students were divided into two sections per grade level, grades one through six. Prior to the test year, class membership was manipulated to create equal or nearly equal sections. The following factors were considered in determining class membership: ethnic/racial balance, gender, achievement, quarterly grades, daily performance, attitude, and musical aptitude.

Each grade level was administered its own series of twenty-one researcher-developed melodic-dictation tests, which were consistent with the Kodaly sequence of melodic instruction. Because the study was concerned with the effect of timbre on melodic perception, one group at each grade level was given its dictations by one of seven orchestral timbres played on a keyboard synthesizer. The researcher sang the dictations on a neutral syllable for the other group at each grade level. All dictation examples were played or sung in the same range, at the same tempo, and at approximately the same dynamic level. Tests were scored according to a standard intervallic procedure. Results were analyzed using a variety of statistical procedures.

Analysis of the data revealed the following: (1) use of synthesized timbres produced more significant results than use of the human voice; (2) developmental differences were noticed among the grade levels, with first- and sixth-grade students scoring higher than those in the other grades; (3) musical aptitude was a significant factor: high-aptitude students scored better than those with low aptitude; (4) male subjects scored significantly lower than female subjects; (5) Selected synthesized timbres were more effective than others, but no conclusive recommendations could be generated from these data. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-Hermeneutic

(18) Title: LITERATURE-BASED ENGLISH-LANGUAGE ARTS IMPLEMENTATION STUDY

Author: FOGEL, JUDITH MARIE
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: ODDEN, ALLAN

Research Problem: The purpose of this study was to determine what strategies facilitated the successful and effective implementation of the K-12 English-Language Arts Framework and a literature-based language arts program in one district and school in California, and to examine the degree to which characteristics of the program were being implemented. To achieve the stated purpose, an in-depth case study was conducted at a school identified as one implementing the new framework and highly involved in a literature-based approach to instruction in the language arts.

The framework components associated with features of an effective English-language arts program were reflected in the instruments used to gather data. Interviews, observations,

questionnaires, lessonplans, and other documents were employed in the process and analyzedwith respect to district and site level functions and activities thatsupported adoption and implementation. The study was of a largerstudy which included fourteen sites that were in the second or thirdyear of implementation of the framework. Inherent in the purpose wasthe study's contribution to the larger study.

To address the questions of the study, the related literature wasreviewed in several key areas. Those areas included the broad themesof a new approach to language arts instrúction and issues of policyimplementation. The analysis of the data collected in the study wascompleted in the form of a case study write-up which presentedantecedent, initiation/adoption, and implementation processes for thenew English-language arts program, as well as a summary and analysisof the interrelationship of the curriculum content, the instructionalstrategies and materials used to support the curriculum, and the roleof the teacher and of state policies and programs in implementation.

Findings describe the vision for the school and district for thelanguage arts program, the implementation process, the role andimpact of state policy on program content and the change process,site and district leadership behaviors, and outcomes for teachersinvolved in the in-depth study. The findings suggest conclusions andrecommendations regarding the implementation of the new framework.(Copies available exclusively from Micrographics Department, DohenyLibrary, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(19) Title: A CASE STUDY OF THE IMPLEMENTATION OF THE CALIFORNIA ENGLISH-LANGUAGE ARTS FRAMEWORK IN A LOW SES SCHOOL IN A NORTHERN CALIFORNIA DISTRICT (SCHOOL DISTRICT, CURRICULUM IMPLEMENTATION)

Author: HEXOM, T. DENISE

UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD

Advisor: ODDEN, ALLAN

Research Problem: Currently, many districts are pursuing curricular and

policy reforms in an attempt to restructure education to address thechallenges of the twenty-first century. Few systematic studies havebeen conducted to determine the effectiveness of mandated curricularand policy changes at the service delivery level. Using observations,interviews, and review of lesson plans, student portfolios, and sitedocuments of a low socio-economic elementary school in NorthernCalifornia, this study examines four factors in the implementation ofthe California State Department of Education English/Language ArtsFramework: staff development in the antecedent phase, principal andteacher leadership roles, teacher collaboration, and the impact onbilingual students. In order to institutionalize significantcurriculum changes, findings reveal the importance of staffdevelopment follow-u by site or district staff as well as the needto provide time for dialogue among teachers to promote collaborationand peer coaching. Findings also indicate the importance of trainingteachers in language acquisition strategies, including cooperativelearning, to provide cognizant instruction to bilingual students.(Copies available exclusively from Micrographics Department, DohenyLibrary, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(20) Title: IMPLEMENTATION OF ENGLISH-LANGUAGE ARTS IN BAYSIDE UNIFIED SCHOOL DISTRICT (CALIFORNIA)

Author: PETERSON, SHIRLEY YVETTE

UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD

Advisor: ODDEN, ALLAN

Research Problem: The new English-language Arts Framework hopes to establish a literature-based English-language arts program with changes in teaching strategies, instructional materials and the integration of curricula for all California teachers. The problem is will the new framework work, and will new approaches to teaching language arts be implemented across districts and schools.

The purpose of the study was to examine the implementation process of the new curriculum in one district and school in California. Program content, materials, and instructional strategies of the new English-language arts curriculum were identified and compared to the framework. The study identifies antecedent variables of pre-implementation information about the "environmental history/culture" of the school; the district and site level functions and activities that supported the initiation/adoption of implementation; the implementation factors at the state, district and school levels to support the adoption; the impact of the new curriculum on student achievement; the role of certain state policies and programs in the adoption and implementation process; and, factors indicative of institutionalization are identified.

To achieve the stated purpose, an in-depth case study was conducted at a school identified as one implementing the new framework and highly involved in a literature-based approach to instruction in the language arts.

Using questionnaires, interviews, classroom observations, and gathering documents, the study was designed to reveal both the instructional strategies used in the classroom and the student outcomes that resulted from the new approaches and materials. The district and site curricula were analyzed for curriculum content and pedagogical themes and then compared to the framework.

The study was part of a larger study which included fourteen sites that were in the second or third year of implementation of the framework. Inherent in the purpose was the study's contribution to the larger study. Findings describe the vision for the school and district for the language arts program, the implementation process, the role and impact of state policy on program content and the change process, site and district leadership behaviors, and outcomes for teachers involved in the in-depth study. The findings suggest conclusions and recommendations regarding the implementation of the new framework. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Deliberative Action

(21) Title: IMPLEMENTATION OF THE ENGLISH-LANGUAGE ARTS FRAMEWORK IN
AN OPEN CLASSROOM SCHOOL IN A NORTHERN CALIFORNIA SCHOOL
DISTRICT

Author: STOKES, JOHN FREDRICK
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: ODDEN, ALLAN

Research Problem: This study examined the implementation process of the California English-Language Arts Framework in an open classroom school. The study investigated both school and district effort in implementing the new framework. Both the school and the district were socioeconomically and ethnically diverse, and were actively involved in the second year of implementation of the English-Language Arts Framework. The data were gathered via two rounds of interviews with preliminary data triangulated and verified through observations of classrooms and people, as well as from written documentation.

The study found strong implementation of the new framework and pedagogy. The district and school site believed in the importance of a curriculum in which reading, writing, speaking, and listening were integrated. The district and the school site implemented a program of formal writing and oral language instruction, using instructional strategies as oral reading, questioning strategies, study guides, and cooperative learning. The

antecedent stage, initiation stage, and adoption stage were vigorously acted on by both the school and the district. The school piloted a program which included: language arts instruction with trade books, writing program, whole language instruction, a consultant program, and establishment of a schoolwide teacher network.

The district established and trained a districtwide cross-role team for the initiation state of implementation. The district committed \$500,000 and hired both an outside consultant and an English-language arts coordinator to assist in staff training and implementation of the curriculum. The district provided eight days of staff development for implementation of the new program and direct school site training by both the outside and the district's language arts consultant. Key to implementation at the site level was a cooperative attitude found among the staff members. The teachers worked very closely with each other and spent considerable time meeting and planning. The success of the implementation was directly related to teacher coaching and planning that existed at the school. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Deliberative Action

(22) Title: PERCEPTION OF THE EFFECTIVENESS OF THE ISLAMIC CURRICULUM
IN SELECTED SAUDI ARABIAN MIDDLE SCHOOLS AS PERCEIVED BY
ADMINISTRATORS, TEACHERS, AND STUDENTS (CURRICULUM)

Author: AL-MEAJEL, TALAL MOHAMMED
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD
Advisor: BROUSSARD, VERNON

Research Problem: The purpose of this study was to determine the effectiveness of the Islamic curriculum in middle schools for boys in Riyadh City, Saudi Arabia, as perceived by principals, supervisors, teachers, and students. This information will be provided to those educators who are responsible for designing, implementing, evaluating, and improving the Religious Education curriculum. Questionnaires were designed to explore issues concerning the philosophy of the Religious Education curriculum, methods of teaching, textbooks, and classroom characteristics, and to evaluate the availability and frequency of use of instructional aids in the classroom.

The research population consisted of principals, supervisors, teachers, and students at the middle school level in Riyadh, Saudi Arabia. The study sample consisted of 444 participants from 20 randomly selected schools in Riyadh, as follows: 20 principals, 15 supervisors, 89 teachers, and 320 students. Response rates exceeded 85% for all groups.

The data were analyzed using the Statistical Analysis System. Frequency distributions of responses were generated and t-tests were performed to determine significant differences between groups.

Data analysis indicated that the methods of teaching are poor and are ineffective in terms of student achievement, the design and format of textbooks does not facilitate learning, and curricular content is too difficult for the age level of the students. There is a lack of effective communication between students and teachers. Finally, the study found that parents do not support their children with respect to the children's religious education courses. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-

(23) Title: WHO IS THE UNIVERSITY FACULTY MEMBER? A DESCRIPTIVE STUDY
OF THREE FACULTY GROUPS IN ONE UNIVERSITY (TEXAS)

Author: ALLENDER, JUDITH ANN
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD

Research Problem: This qualitative descriptive study looked at three groups

of faculty from the departments of education, business, and nursing, working at one university. It explored the skills, preparation, values, goals, workload, and strategies that these educators possessed.

A guided interview, developed and used by the University of Texas at Austin in 1980 with teacher educators, was used with appropriate modifications for the broader variety of educators included in this study. Seven research questions were formulated for the investigation.

The participants were members of one faculty in a state university system of a large and populous state. The group was chosen from a stratified, random sample of convenience. Faculty members consented (verbally and in writing) to be interviewed and audiotaped after being assured of confidentiality. The subjects were interviewed at their convenience in their offices and each interview lasted 45 to 90 minutes.

Descriptive statistics were used in the analyses: frequencies, percentages, and cross-tabulations. The themes and patterns that emerged were included in the analysis according to three categories: nominal data, qualitative data (excerpted quotations from individual interviews), and selections pointing up significant trends within the data.

This study revealed that faculty come from a variety of educational backgrounds which may or may not include coursework to prepare them to teach. Being experts in their fields and a bit of an actor are ideal attributes for university faculty as perceived by this group. This faculty had many years of work experience before coming to the university and felt they had "found their niche." The faculty remained fairly isolated within their own department, enjoyed the intellectual stimulation of the university, and working with students. They would do no other job. Committee work and a lack of university support, in the form of time for their research, were two negative experiences expressed by most. Trends in the data indicated that more women were coming to the university to teach, yet remained behind their male counterparts in quantity of publications or amounts of grant monies awarded. The results of this study contribute to the literature about university faculty. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-

(24) Title: PARENTS, TEACHER, AND STUDENT ATTITUDES TOWARD MATHEMATICS AND STUDENT ACHIEVEMENT OF SELECTED EIGHTH-GRADE STUDENTS IN THE INGLEWOOD UNIFIED SCHOOL DISTRICT (CALIFORNIA)

Author: ARMSTRONG, WANDA LIDDELL
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: BROUSSARD, VERNON

Research Problem: Purpose. The purpose of the study was to measure and analyze the correlations between the expressed attitudes toward mathematics of selected eighth grade students, their parents, and their former seventh grade mathematics teachers and relate these attitudes to student achievement in the seventh grade.

Methods. One hundred fifty students were chosen using stratified random sampling procedures from a population of 935 eighth grade students in the Inglewood Unified School District, along with 187 parents, and 13 former seventh grade teachers. Attitude toward mathematics was measured utilizing: (a) Dutton's Attitude Toward Mathematics, Form C (for students), (b) University of California Attitude Scale Three (for teachers), and (c) University of California Attitude Scale Three (modified for parents). Semester mathematics grades were obtained, and the grade point average for each student was calculated (to two decimal places). Standardized achievement scores (CAT-E, Form E, Level 17) were obtained for each student.

Findings. The findings of the study revealed that: (1) There was a significant relationship between the attitudes of students toward mathematics and the attitudes of their parents toward mathematics. (2) There was no significant relationship between the attitudes of students toward mathematics and the attitudes of their former seventh grade mathematics teachers toward mathematics. (3) There was a significant relationship between the attitudes of students toward mathematics and the grade point averages of students in mathematics during the seventh grade. (4) There was a significant relationship between the attitudes of students toward mathematics and their achievement in mathematics. (5) There was a significant difference between attitudes of students with high grade point averages (3.0 and above) in mathematics and the attitude of students with average grade point averages (below 3.0) in mathematics. (6) There was no significant difference between the attitudes of male students toward mathematics and the attitudes of female students toward mathematics. (7) There was no significant relationship between the attitudes of students toward mathematics and the attitudes of former seventh grade mathematics teachers and parents of students toward mathematics when considered simultaneously. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(25) Title: SCHOOL/BUSINESS PARTNERSHIPS DESIGNED TO ENHANCE
CURRICULUM REFORM: A CASE STUDY

Author: CLARK, BARBARA H.
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: MARSH, DAVID D.

Research Problem: The purpose of this school/business partnership case study was to investigate reasons why most partnerships fail to achieve goals. The study investigated the implementation process of a technology curriculum program sponsored by a district and a national corporation.

The definition, structure and types of partnerships were presented. Reasons and purposes of partnership formation were categorized into three headings--school improvement, opportunism and transition from school to work.

Differences in the traditional public approach and the partnership approach to education were identified. The study revealed that the private sector approach was an underlying factor associated with the low level of implementation across the district.

Three sets of factors influenced implementation--factors internal to the district, factors outside (external) the district and factors unique to partnerships. Internal factors included teacher needs met by the program; teacher clarity of the program and its goals; perceptions of quality and practicality of the program; administrative support to teachers; the dynamics between the district decisionmaker and teachers.

The dynamics between the district (decisionmakers and teachers) and the corporation were associated with implementation. External factors included collaborative planning among key players from both organizations; goals of the partnership; clarity of issues, roles, responsibilities and expectations; need for extensive interaction; support for the partnership from top district and business leaders, as well as from a champion for the cause.

Relationship dynamics were influenced by characteristics unique to partnerships. Characteristics included (1) form, or organizational processes used to initiate and operationalize the partnership and (2) goal structure.

Goal structure was comprised of teachers, district and decisionmakers, and business leaders; goals related to the partnership (organizational or self-serving goals, program goals, partnership goals); opportunistic; professional and student needs; public and private interests.

Guidelines for successful partnerships were presented within a quality concept framework. The study concluded that if consideration is not given to these guidelines, partnerships may promote those types of educational programs that partnerships typically seek to solve. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-

(26) Title: PARENT INVOLVEMENT AND STUDENT SUCCESS: A STUDY OF
EDUCATIONAL ACHIEVEMENT OF MEXICAN-AMERICAN STUDENTS

Author: DAHER, JUDITH MARY

UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD.

Advisor: ROONEY, PATRICK

Research Problem: This study was designed to describe the long term academic achievement of Mexican-American children whose immigrant, limited English proficient parents participated in a structured, bilingual parent involvement program for 18 months while their children were enrolled in elementary school in suburban Redwood City, California. The study described high school graduation rates and entry into postsecondary education of project students as well as the perceptions of parents and students of the factors which they reported as influencing achievement.

The research employed a multiple case study design applied to fourteen families representing 93% of project families who had students scheduled to graduate from high school in June, 1990. The study used quantitative data in terms of high school graduation and entry into postsecondary studies to measure student achievement over time. Qualitative data derived from a series of parent and student interviews were employed to determine factors which were perceived to influence student achievement.

Analysis of high school dropout rates indicated that children of project families dropped out of high school to a lesser degree than their peers. Eighty-three percent of project students who graduated entered postsecondary education on either a full- or part-time basis. Two years after graduation, 83% of enrollees continued in institutions of higher education.

The majority of high school graduates attributed their success to two groups of people: their parents and themselves. The graduates indicated that specific behaviors of their parents had significant positive impact. Exhibiting a strong internal locus of control, graduates also cited their own hard work and determination as major contributors to their success. Dropouts cited the absence of a mentor or some adult to serve as an advocate as a major factor in their failure.

Parents of graduates indicated their own attitudes, values, and behaviors as being of great influence on their children's success. Parents of dropouts often appeared to fault themselves for lack of interest in their children and lack of attention to their school progress. In the majority of families with dropouts, parents cited negative peer relationships as the reason their children dropped out of school. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(27) Title: CALIFORNIA ENGLISH-LANGUAGE ARTS CURRICULUM IMPLEMENTATION
IN NEW CENTURY UNIFIED SCHOOL DISTRICT (CURRICULUM
IMPLEMENTATION, CALIFORNIA)

Author: FORCIER, BARBARA JEAN

UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD

Advisor: ODDEN, ALLAN

Research Problem: Implementing a new English language arts state framework,

which intended to influence the teaching strategies and styles, instructional materials selection, and integration of curriculum for all teachers in California, involved all aspects of the change process. The analysis of the district and site level functions and activities that supported the adoption and implementation of the curriculum and delineated the role of certain state policies and programs in the antecedent, adoption, and implementation processes were studied. Key to understanding the degree to which the new approach to language arts was being implemented in one district and school in Southern California, the factors related to the implementation, program content, materials, and the instructional strategies of the language arts curriculum were identified and compared to the state framework. In addition, the study identified the district and site level functions and activities that supported the adoption and implementation of the curriculum; assessed the impact of these new curricula on student achievement; and delineated the role of certain state policies and programs.

To ascertain whether new approaches to the teaching of language arts can be implemented across districts and whole schools rather than just in isolated classrooms, an in-depth study was conducted at a school that was identified as being in the second or third year of implementing a language arts program. Activities included interviews of district and site level administration, teacher leaders, and classroom teachers; analysis of written curriculum and other documents; classroom observations of six teachers; and the use of questionnaires and surveys. Using classroom observations and teacher interviews, the study sought to find both the instructional strategies used in the classroom and the student outcomes that resulted from the new approaches and materials. There was a moderate to high implementation of the fourteen critical components of the English language arts framework by the six classroom teachers. Findings that contributed to successful implementation were a strong alignment of both site and district vision, conceptual clarity, strong central office commitment, and an immediate press for fidelity. An implementation plan developed by the district and staff development program were also important components. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Deliberative

(28) Title: IMPLEMENTATION OF THE CALIFORNIA ENGLISH-LANGUAGE ARTS CURRICULUM FRAMEWORK

Author: KOTOWSKI, NANCY JEAN
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD .
Advisor: ODDEN, ALLAN R

Research Problem: California's curriculum-focused school reform strategy is aimed at producing major changes in classroom teaching and learning. The cornerstone of the strategy has been defining instructional visions in frameworks that are based on professional consensus of what constitutes core curriculum of each subject. Implementing a state curriculum framework is a complex process of a state policy penetrating district and school boundaries to dramatically change classroom teaching and learning. A questionnaire study was conducted to examine the degree to which California's language arts framework was implemented and to identify the factors supporting the change process. A questionnaire was administered to classroom teachers at 14 diverse elementary schools in California (return rate = 82 percent; n = 258) by case study researchers who also conducted qualitative case studies. Factor analysis of the data was used to systematically examine teachers' perceptions of the program being implemented. Five underlying constructs were identified. Three dimensions of the framework were at a moderate degree of implementation (experiential language arts instruction, core program for all students with skill taught in meaningful contexts, and thematic integration) and mixed results were found regarding two dimensions (comprehensiveness and coherence of

the program being implemented and the issue of phonics instruction). Overall, teachers indicated they wanted to more fully implement the framework, but their classroom practice suggested a moderate degree of implementation. Factor analysis identified 12 variables that characterized the implementation-change process at the sample schools and districts. Overall, teachers rated six factors as strongly present and six as present to only a moderate or low degree. The study found that a moderately strong implementation process produced only a moderate degree of program implementation. The survey findings were similar to findings in the detailed qualitative case studies. While case studies provided deeper insight, the survey results showed that it is possible to efficiently collect a large amount of reliable information on both the degree of implementation and processes supporting implementation. While the study raises the question of actual implementation, it suggests that systematic examination of teachers' perceptions provides useful data to facilitate sophisticated observational study of policy implementation at the classroom level. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-

(29) Title: HOW CHILDREN VIEW LITERACY (READING, WRITING)

Author: LAMBERT, JANE GOMILLION

UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD.

Advisor: MACIAS, REYNALDO

Research Problem: The purpose of this study was to investigate the views toward literacy held by four fifth grade students and to more specifically define the role of the teachers and the role of the family in determining how children view and use literacy. Consequently, the purpose of the study was two-fold: (1) to discuss how fifth grade students view literacy and literacy instruction; and (2) to discuss how parents and teachers view literacy and literacy instruction and speculate how their views may have influenced the students' views. The study revealed that literacy beliefs evolve from ongoing participation in social contexts.

A qualitative research design that was descriptive in nature was utilized. The case study was used as the primary research strategy for collecting and reporting the data. The research study included three data collection procedures. Each of four children participated in a structured interview regarding their views toward reading and writing. Additionally, former teachers of the children and the parents of the children were issued questionnaires regarding their beliefs toward literacy and literacy instruction.

Data analysis involved both an intra-analysis and a cross-analysis of the case studies. The intra-analyses indicated that children's definitions of literacy are socially determined, with parents and teachers influencing their understandings to varying degrees. In addition, the cross-analysis yielded the following results: (1) the children viewed literacy primarily from a reductionistic perspective; (2) the children did not recognize their teachers as having influenced their literacy development directly; (3) the children focused on the role of the parents in their literacy development; (4) the children's views of reading tended to closely parallel their views of writing; (5) the parents tended to support a reductionistic view of literacy; (6) the teachers viewed literacy more holistically, with the lower grade teachers showing the strongest holistic belief systems; and (7) there were stronger parallels between the parents' and the children's orientations to literacy than the teachers' and the children's orientations to literacy.

The study broadened the understanding of the social-interactional perspective with regard to children's conceptions of not only reading, but also writing. The results suggested that educators, both teachers and parents, must focus on meaningful communication as the primary purpose for reading and writing. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-

(30) Title: THE ENGLISH-LANGUAGE ARTS PROGRAM IMPLEMENTATION IN
COASTAL VALLEY SCHOOL DISTRICT (CALIFORNIA)
Author: LEIGHTY, CAROL ANN
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD .
Advisor: ODDEN, ALLAN

Research Problem: This case study, one of 14 conducted across elementary schools in the state of California, investigates the implementation process of the California English Language Arts program in grades K-3 at one school. Inherent in the purpose was the single case study contribution to the larger study. Factors related to the implementation process were identified and analyzed by reviewing school climate and change history, district and site activities which supported the adoption including district and principal support. Program content, materials and instructional strategies were determined and the impact of state programs such as the California Writing Project, the mentor teacher program, the California School Leadership Academy and the Program Quality Review were assessed.

The design of the study included gathering data through observations, interviews, questionnaires, case studies and document analysis. Research instruments, such as innovation configuration, structured interviews of central office staff, principal, lead teachers and participating teachers and lesson plan analysis were developed and applied.

The study resulted in several findings. First, teachers were transitioning between the district's previous mastery learning program and the ideals of the California framework. Interviews indicated the transformation to the goals of the framework would take more staff development, more instructional materials in the classroom and more time to fully understand the new philosophy. Second, "plump pieces" or activities carried on in the district prior to the new adoption, had a positive effect on the implementation of the new curriculum. The California Writing Project, for example, provided excellent pre-adoption training, was closely matched to the new program and validated teachers' expertise as they began the new program. Finally, language arts programs provided in English and Spanish were not equal in instruction, materials or technical support. As indicated in the framework, instruction in the student's primary language is important to later success in English. However, few resources or commitment were evident to ensure such success. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(31) Title: EVALUATING BUSINESS AND INDUSTRY TRAINING: A CASE STUDY
ASSESSMENT OF METHODS AND UTILIZATION
Author: LEWIS, HOWARD BRYAN
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD .
Advisor: MARSH, DAVID S.

Research Problem: The intent of this study was to examine methods of evaluating business and industry training and factors associated with the use of evaluation information that were recommended in the literature and to compare these methods with evaluation methods and utilization enablers practiced by training professionals in a corporate environment.

A qualitative, semistructured, or guided interview technique was chosen. Four training programs, within one corporate setting, were selected for in-depth analysis. From over 70 identified evaluations, five from each program were sampled to provide a rich, descriptive database.

Three research-based evaluation models were used in the comparative analysis. Application of the Beer and Bloomer (1986) Levels of Evaluation model was extensive with high

fidelity. Application of the Kirkpatrick (1979) 4-Step evaluation model was not as extensive and fidelity to the model was limited. Alkin's (1985) predominantly school-based evaluation utilization framework was considerably applicable to the corporate training environment. Evaluations were found to be instrumental in nature and served multiple users. Both formative and summative evaluation questions were asked. The information needed to answer those questions was gathered through a variety of people sources and documentation. Qualitative and quantitative analyses were conducted and the resulting reports were in numerous forms with an emphasis on usability. Evaluation information used was reported as 100% by nearly all participants.

Conclusions drawn from the findings of this study included: evaluation methodologies in business and industry range from informal techniques to scientifically rigorous measures; training practitioners do not have to be knowledgeable or conversant in theoretical or research-based evaluation models to appropriately and effectively apply those models; factors attributed to the use of evaluation information are common between school systems and corporate training environments, except for those directly related to the school organization itself; and the relationship between training and evaluation is primarily symbiotic in nature. The implications for further research include (1) additional case studies to increase generalizability and (2) longitudinal and focused studies to learn more about the evaluation of training. New directions for training practitioners focus on developing more in-depth knowledge of evaluation models. (Copies available exclusively from Micrographics Department, Doherty Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(32) Title: SCHOOL REFORM STRATEGIES THAT INFLUENCE SECONDARY STUDENT ACHIEVEMENT

Author: MCQUARY, MICHAEL GORDON

UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD .

Advisor: MARSH, DAVID D.

Research Problem: Most school reform research has been focused on elementary schools and innovation and intensification change efforts. Very little research has been conducted on secondary schools and comprehensive, systemwide change efforts. In addition, minimal attention has been given to examining the effects of school reform strategies on secondary student academic achievement.

Purpose. This study investigated the implementation of comprehensive, systemwide school reforms in secondary schools in order to identify relationships between school reform strategies and secondary student achievement. Research questions included an examination of high and low gain schools in terms of visions of school reform, utilization of state reform policies, implementation strategies, and student outcomes. Procedures. This study was a second phase of a larger phase 1 study. Phase 1 involved a qualitative data analysis of 17 separate case studies of secondary schools implementing California's school reform effort. Phase 2 compared four high schools that had relatively high student reading and math score gains with four high schools that had relatively low student reading and math score gains.

Findings. High gain schools had visions of reform and implementation strategies that were more highly defined and more highly implemented than those of low gain schools. High gain schools utilized a higher percentage of state school reform policies, developed these policies to higher magnitudes of impact, and achieved higher student academic outcomes. High gain schools had more highly developed implementation strategies and greater integration of critical causal factors than low gain schools.

Conclusions. Secondary schools with the highest student academic achievement gain scores were the schools with the most comprehensive vision of school reform, the most clearly defined school reform policies, and the most highly developed implementation

strategies. Recommendations. Policies and resources should be provided to train school staff to implement effective school reform strategies that encourage professional collaboration for positive change and student achievement. Districts should maintain a climate of school reform that supports principal leadership of the change process, cross role team building, and collaborative responsibility for implementing reform strategies. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Deliberative

(33) Title: COUNTY OFFICE INSTRUCTIONAL SUPPORT SERVICES DELIVERED TO SCHOOL DISTRICTS IN CALIFORNIA

Author: TIETJEN, STEVE MAX

UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD

Advisor: LEMLECH, JOHANNA

Research Problem: Purpose. This study of county office instructional support

service to school districts in California identified county instructional services delivered to school districts and school sites. Its purpose was to identify and clarify the level of service available to districts across the State and to identify effective practices of county office consultants.

Methodology. A descriptive methodology was utilized since the information needed to answer the questions posed by the study focused on processes and interactions. Purposeful sampling was used to address the regional service structures of the intermediate agencies in California. Data were collected through on-site structured interviews, shadowing, and observations.

Findings. It was found that county offices of education have created their own environmental turbulence through nonstandardization of service to districts; through euphemisms which create unclear pictures of service potential (technical assistance); and through varying structures of the offices themselves.

Conclusions. The findings of this study are contextual in nature and their complexity belies the character of county office services to school districts and sites. Problems of county offices notwithstanding, each office has addressed service needs in their own unique way.

Recommendations. These include but are not limited to: Providing a clear role definition for consultants, maintaining access to schools through building organizational capacity, developing goal statements and menus of service, and identifying services that the county can and cannot perform more effectively than other service providers. Recommendations for further study include examination of the assister role and how the consultant creates credibility, establishes access, and gains support from key colleagues and superordinates. (Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(21) THE UNIVERSITY OF TEXAS AT AUSTIN
Public coed university

The University of Texas at Austin is a major research institution established in 1876. Classes begin in the fall of 1883 with eight faculty members and 221 students. Today, close to 2,300 faculty, including Pulitzer Prize winners, Nobel laureates, and members of the National Academy of Sciences and the National Academy of Engineering, teach 49,000 students from all fifty states and over one hundred countries. The university is located in the capital city of the state of Texas. Austin lies at an altitude of about 150 meters amid the rolling hills of central Texas, surrounded by a number of rivers and lakes.

The University of Texas at Austin is a public institution, established by the state constitution. It offers undergraduate nearly 2,700 courses in eleven colleges and schools that provide 97 bachelor-level degree programs. The Graduate School offers 115 fields of study, of which nearly 90 offer graduate degrees. The graduate School (which does not include the School of Law) was established in 1909. More than ten thousand graduate students are enrolled, about seven hundred doctoral degrees and more than two thousand master's degrees are awarded each year. The university awards the largest number of doctoral degrees in the South and is one of only three southwestern members of the Association of American Universities.

Graduate School: Unique Features

1. **Enrollment:** Total enrollment exceeds 49,253 students, including more than 13,342 matriculated full-time graduate, professional students (5,681 women), 0 part-time.
2. **Faculty and students groups: Graduate Faculty:** 1,755 (360 women) includes 262 minority (52 African-Americans, 107 Asian-Americans, 96 Hispanics, 7 Native Americans).. **Graduate students:** 13,342 (5,681 women) full-time matriculated graduate/professional students, includes 1,312 minority (288 African-American, 324 Asian-Americans, 668 Hispanics, 32 native-Americans, 2,740 internationals. Average age: 30 years old.
3. **Tuition:** \$ 936 per year full-time, \$100 per semester (minimum) part-time for state residents; \$ 3,276 per year full-time, \$182 per semester (minimum) part-time for nonresidents. Fees of \$393 per year full-time 133 per semester part-time.
4. **Programs:** are provided through the College of Business Administration, Communication, Education, Engineering, Fine Arts, Liberal Arts, Natural Sciences, Pharmacy, Public Affairs, Architecture, Nursing, Social Work, the Graduate School of Library and Information Service and the School of Law.
5. **Degrees offered:** Ph.D., D.Ed, and Master's Degrees (M.S, M.A, M.Ed).
6. **Requirements for Admission:** the TOEFL scores for non English natives are required; official transcripts for all undergraduate (a bachelor's degree from an accredited United States institution or equivalent) and graduate degrees and for other course work. Minimum grade point average: 3.0 (on a 4-point scale) in any undergraduate and graduate work; 3 letters of reference; previous subject preparation for the proposed graduate major; a satisfactory score from the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT) taken within the last 5 years; a vita or resume, and a written essay discussing why the applicant wish to pursue a graduate degree in a specific field (with a statement of professional goals).
Graduate Admissions Office Address:
The University of Texas at Austin,

P.O Box 7608
 Austin, Texas 78713-7608
 Phone 512- 471-5942

7. **Requirements for Graduation:** There are three components of graduate study: coursework, independent study, and independent scholarly research leading to a report, thesis, or dissertation. In some areas, internships, field studies, and other professional experiences may also be an integral part of the program. The proportion of each type of study varies according to the previous training of the student and the nature of the major area. Students must spend at least two semesters or the equivalent in residence as a full-time student and must complete the major portion of the degree program at the University of Texas at Austin. Students must maintain, within the overall grade point average, a GPA of at least 3.00 in all upper-division and graduate courses in his/her major and supporting work. All requirements for a Master's degree (which consists of 30 to 36 semester hours of coursework, plus 6 for the thesis or research report) must be completed, with a minimum of a grade point average of 3.0, within six-year period. No time limit is imposed on acquiring the Doctoral degree; however, all completed work that is included in the degree program at the time of admission to candidacy must have been taken within the previous 6 years (exclusive of a maximum of three years of military service). If the student have not completed the degree at the end of 3 years from admission to candidacy, the Graduate Studies Committee and the Dean will review the program yearly thereafter and they may recommend additional coursework, further examinations, or termination of his/her candidacy. Doctoral students must take comprehensive examinations after the residence requirement has been fulfilled and all coursework needed for candidacy has been completed. Minimum of number of credits: 51 plus 6 credits for the Dissertation. All graduate students must maintain an average of "B" or 3.0 (minimum).
8. **Doctoral degrees awarded in 1993:** 714 doctorates awarded.
9. **Student Services:** Low cost health insurance, free legal counseling, free psychological counseling, career counseling, day-care facilities, emergency short-term loans, campus safety program, campus employment opportunities, counseling/support services for international students.
10. **Financial Aid:** University and Graduate opportunity Fellowships, teaching assistantships, assistant instructors, partial tuition wavers, federal work-study, institutional sponsored loans, and career related internships or fieldwork available. The Alexander Caswell Ellis Fellowships are also available to the students.
11. **Research Facilities:** Perry Castaneda Library plus 20 additional on-campus libraries; total holdings of 6,066,136 volumes, 4,220,837 microforms, 78,446 current periodical subscriptions. access provided to on-line bibliographic retrieval services.
12. **Computer facilities:** CRAY Y-MP Model 24, CDC Dual CYBER 170/750, IBM 3081 D. Personal computers on campus linked to BITNET, CompuServe, Internet. The University library, the sixth largest academic library in the United States, is a resource center for Texas and the Southwest, as well as a national resource center.

Graduate Program in Curriculum Studies: Unique Features

1. **Enrollment and faculty:** The department of Curriculum and Instruction has an enrollment of 323 (249 women); includes 35 minority (6 African-Americans, 4 Asian-Americans, 25 Hispanics), 72 internationals; 175 full time students (140 Ph.D, 4 D.Ed, and 35 Master's

students enrolled for 1993-94. Graduate Education faculty: 1,755 (360 women). Curriculum Faculty : 41 full time with a Ph.D plus 2 with a Ed.D. and a number of graduate assistants. Range years of experience: between 2 to 32 years.

2. Name of Department: Curriculum and Instruction. College of Education. Graduate School.
3. Head: Dr. Joann C. Sweeney, (Ph.D. Specialty: social studies education; international education; multicultural education; economic education). Almost 4 years as Department Chair, Curriculum Studies and Instructional Technology).

Contact faculty members: Dr. Nancy Roser, Graduate Adviser and Pattie A. Rose, Graduate Coordinator
EDB 406 College of Education University of Texas at Austin
Austin, Texas 78712-1294
Phone 512-471-5942/512-471-4116
4. Name of Program(s) : Curriculum and instruction (M.A, M.Ed, Ed.D, Ph.D); curriculum and teaching (M.S); instructional technology (M.S), foreign language education (Ph.D). Additional graduate programs include: international and intercultural education; educational psychology; educational leadership; language, literacy and learning; counseling psychology; communication handicapped; college students personnel services; administration and policy, among others.
Areas of study for the Master's and Doctoral degrees, within Curriculum and Instruction are: Curriculum Studies and Instructional Technology, Multilingual Studies, Early Childhood Education, Language and Literacy Studies.
5. Requirements: Entrance: GRE. Degree requirements: In addition to the graduate school requirements, areas of study within Curriculum and Instruction require students to take a certain number of specified courses, a number which varies with the specialization. With the assistance of the Graduate Adviser or area program adviser, students at the master's level who do not wish to specialize in a specific area may elect to pursue a general degree and design their own program suited to their interest and needs. For a Ph.D student: minimum of credits: 51, 6 credits for Dissertation; for a D.Ed. minimum 51 credits and 6 for a dissertation and for a Master's degree a minimum of 30-36 credits, and 6 credits for a thesis. Grade point average required: 3.0.
6. Doctoral Degrees granted in 1993-94: 51 doctorates in Curriculum Studies (Curriculum and Instruction). In 1992, 60 master's, 38 doctorates awarded.
7. Primary Goals of the Graduate Programs in Curriculum are: The objective of graduate study at the University of Texas at Austin is to develop the intellectual breadth and to provide the specialized training necessary to a career in teaching, in research, or in the professions. Emphasis is placed on the knowledge, methods, and skills needed for scholarly teaching, original research and problem solving, intellectual leadership, creative expression, and other modes of achievement in the student's discipline. Graduate work in Curriculum and Instruction is designed to accomplish two major aims: (1) to strengthen knowledge in curriculum (what to teach) and instruction (how to teach); and (2) to provide experience in educational research. Students may develop degree plans which can prepare them for a variety of careers in school and non-school settings (i.e. industry). Graduates of Curriculum and Instruction usually assume academic, administrative and other leadership positions such as professors of education and teachers with advanced degrees, trainers in government and business, curriculum coordinators and instructional supervisors, curriculum or instructional designers and evaluators, educational

administrators and policy makers, managers of instructional systems, research specialists, producers of educational materials.

8. Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, size and visibility of the program and curriculum research publications.
9. Unique strengths of the Graduate Program in Curriculum Studies: (1) faculty: productivity, research-oriented, stable and fully dedicated, diverse interests & backgrounds, wide number of publications, many speeches and papers for conventions, (2) research: emphasis on inquiry, extensive research data available, reputation for research, national visibility, (3) Students (placement, national recruitment, selection procedures; the major source of the university strength is the high quality of students, whose intellects and curiosity inspires the programs), (4) environment: resources, academic life and libraries, (5) Interdisciplinary Curriculum.
10. Faculty research: John Huntsberger (Ph.D. Specialty: Elementary/Middle School Science Education and Questioning Strategies and Techniques). 22 years teaching curriculum research. He has done 1 to 5 curriculum research reports and publications in the following forms of curriculum inquiry: historical, scientific, ethnographic-naturalistic, evaluative-normative, and integrative-review-synthesis. Research problem that he is investigating at present time: "acquiring science concepts via classroom interaction and discourse" He prefers to prepare graduate students as curriculum researchers by recommending them take a specific research methods course (i.e., Statistics and scientific Educational research); by initiating his graduate students into his research methods while he is engaged in a specific kind of research (i.e., hands on; experiential); and by asking students to enroll in a research methods course that includes students from many different programs.
 Dr. O.L. Davis, Jr. (Ph.D. Specialty: Curriculum Development; Curriculum History; Social Studies in Education). Dr. Davis has 3 years of experience teaching curriculum research. He has published between 11 to 15 research reports and other written materials in each of the following forms of curriculum inquiry: historical, and integrative-review-synthesis; and between 6 to 10 focused on theoretical research. Problems he has been researching at present time: "Curriculum History in US W.W.I"; "Curriculum History in US during W.W.II", "Curriculum History in England during W.W.II".

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Inquiry training is to permeate all aspects of graduate programs, with more emphasis in research design, research methodology, statistics, historical, ethnographic-naturalistic, and independent research. Curriculum research courses available in the Program of Curriculum Studies focused on: research design, research methodology, statistics, scientific, ethnographic-naturalistic, theoretical, evaluative-normative, deliberative, simulations/modeling. All Master's degree programs must include the following two courses: EDC385G Curriculum Studies and Instructional Technology (society, knowledge, and education in an information age), and EDC 384P Research Methods (educational research and design: an overview of diverse forms of curriculum inquiry). For the Doctoral 9 hours minimum of research methodology courses, of which 6 hours must represent content equivalent to that provided in EDC 684 PA/PB, from the following: EDC 384P Statistical Inference, ESC 684 PA-PB Research Design and analysis I & II, 385H Ethnographic and qualitative research Methods, ANT 381K Topics in Anthropological Methodology, EDP 380E Fundamentals of statistics, EDP 380G Principles of statistics and Measurement, EDP 380 Psychometrics, EDP 380-480 Psychometrics, EDP 382-482 K Quantitative Methods, HIS 397K Historiography, PSY 384K Statistical Methods, HIS 397K Historiography, PSY 384-K Advanced Statistics, PSY 391P Design, Measurement and Analysis, SOC 387L Survey Research Methods (diverse forms of curriculum inquiry), SOC 388 K Field and Observational Methods, SOC 388L Historical and Comparative Methods. All students will take the following basic courses: EDC 385 G Advanced Curriculum Studies, EDC 385 G Foundations of Instructional Technology, EDC 385 G Doctoral Seminar. Curriculum Studies students will take EDC 396T directed research or another course that has a substantial research component. Instructional Technology students will take one of the following courses: EDC 385 G Analysis of Instructional Technology Research; EDC 396T Directed Research in Curriculum and Instruction; and EDC 385G Ed. Communications Seminar: Research Practicum.

The Doctor of Philosophy degree (Ph.D.) is a research degree designed to prepare students to become scholars, that is, to discover, integrate, and apply knowledge, as well as communicate and disseminate it. The degree emphasizes the development of the capacity to make significant original contributions to knowledge in a context of freedom of inquiry and expression. In addition to holding a master's degree or the equivalent, those pursuing this degree will be expected to develop the ability to understand and evaluate critically the literature of the field and to apply appropriate principles and procedures to the recognition, evaluation, interpretation, and understanding of issues and problems at the frontiers of knowledge (from the Graduate catalog, University of Texas, 1991-93). The Ph.D. in Curriculum and Instruction offers graduate students opportunity to study the theoretical bases of curriculum and teaching, and prepares them to make significant research contributions to their field. In general, the research courses available are mainly focused in the following forms of curriculum inquiry: historical, ethnographic/naturalistic, scientific, theoretical, evaluative/normative, deliberative. Other courses provide knowledge in statistics, research design, research methodology, survey research, and simulations/modeling. Curriculum Research courses required for a Ph.D student: minimum 2 and for a Master's: minimum 2.

2. Ways to prepare graduate students as curriculum researchers: (1) Recommend all doctoral students to take 9 hours minimum of research courses (quantitative-qualitative approaches); (2) initiate graduate students into specific research methods while professors are engaged in a specific kind of research (according to the students' needs and interests with the guidance of their faculty adviser), (3) put students in an overview course on different types of research; and (4) ask students to enroll in research methods courses which includes students from different programs.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
The University of Texas, January 1993 - June 1994.

(1) Title: STUDENT LEARNING AND THE ORGANIZATIONAL VARIABLE
 OF ABILITY GROUPING

Author: AIDMAN, BARRY JOEL

THE UNIVERSITY OF TEXAS AT AUSTIN - PHD pp: 181

Advisor: WAGSTAFF, LONNIE

Source: DAI-A 54/08, p. 2807, Feb 1994

Research Problem: The purpose of this study was to examine the relationships between student knowledge of ability group level, student self-concept, and student performance on a test of subject matter comprehension. In addition, the study was to investigate whether the effects of ability grouping were mediated by self-concept. A theoretical model of learning (Hallinan, 1987) provided a conceptual framework for this study. One hundred seventy fifth grade students participated in this experimental study which utilized a pre-post multi-group design. First, the participants completed the Piers-Harris Self-Concept Scale (1984). Next, the participants were given a teacher made pre-test about architecture. The participants were then randomly assigned to an ability group: low, high, or uninformed. The experimental treatment occurred when participants in the low and high groups were told that they had been placed in that ability group. Participants then watched a 25 minute instructional videotape about architecture and took a post-test over the material. Throughout the study, the comments and behaviors of the participants were observed and noted. At the conclusion of the study, a random group of students from each experimental group was interviewed to gain insight into student thoughts and motivations during the experiment. The results of the study showed no statistically significant relationship between student performance and what students were told about their ability group placement. The results also revealed no significant interaction between self-concept and ability group placement. Significant relationships were found between self-concept and student performance, ethnicity and student performance, and between ethnicity and self-concept. In addition, student performance was significantly related to the interaction of ethnicity and ability group placement. The study also revealed that students had significant verbal and non-verbal reactions to being told they had been grouped, especially those in the low group. The feedback students received was critical to their motivation. These findings are important for practitioners to consider when deciding how to group students for instruction.

Form(s) of Curriculum Inquiry employed in this Dissertation: theoretical-scientific

(2) Title: ADMINISTRATIVE ISSUES AND EXECUTIVE LEADERSHIP
 BEHAVIOR IN UNITED STATES OF AMERICA-STYLE
 INTERNATIONAL OVERSEAS SCHOOLS: A QUALITATIVE
 APPROACH TO EXECUTIVE-LEVEL SCHOOL
 LEADERSHIP CURRICULUM DEVELOPMENT
 (OVERSEAS SCHOOLS)

Author: HAGEN, LOIS VIRGINIA

THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 286

Advisor: DAVIS, OZRO L. JR.; VEIR, CAROLE A.

Source: DAI-A 54/12, p. 4317, Jun 1994

Research Problem: This study explores the work of USA-style international overseas school superintendents and compares the findings to a model study of Texas school executives for the purpose of expanding and informing the research base of professional training and development programs for chief executive school administrators. Two related sets of research questions were posed which sought to identify and describe (a) issues that

international administrators perceive to be of importance to the mission or well-being of their school, and (b) specific executive leadership behaviors employed by the respondents in the context of dealing with the reported issues. A codebook of 109 behavioral task statements defined the behaviors considered.

The research design employs a naturalistic, qualitative approach based upon the precepts of phenomenology. Qualitative methods (in-depth interviews based on Flanagan's critical incident technique) were used to gather ex post facto data in which twenty-five international school heads described events from their leadership experiences as directors of international schools located throughout the world. Data were analyzed using principles of grounded theory and constant comparative analysis to explain the work of international school superintendents.

Findings for both the Texas and international studies are presented in tables displaying (a) the categorized issues, (b) frequencies with which the specific leadership behaviors are exemplified, and (c) accompanying narratives discussing the results of the analysis incorporating direct quotations and anecdotal material, (from the international data) in a modified case study mode. Similarities and differences between these two disparate, yet comparable, organizational environments are also discussed in summary comments.

Thus, the study offers a candid descriptive profile of administrative issues and executive leadership behavior from both venues for both diagnostic and development purposes while also validating the earlier research efforts.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-hermeneutic

(3) Title: TEACHER WILLINGNESS TO PARTICIPATE IN SCHOOL-BASED
DECISION-MAKING

Author: IDEUS, JOYCE MARIE

THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 165

Advisor: REYES, PEDRO

Source: DAI-A 54/04, p. 1174, Oct 1993

Research Problem: The purpose of this study was to analyze teacher willingness to participate in school-based decision making and the perceived conditions that facilitate such participation. The sample consisted of 260 elementary and secondary public school teachers randomly selected from the membership of a prominent Texas teacher association.

Teachers were asked to respond to a 31 item questionnaire indicating their willingness to participate and current level of participation within four decisional domains: instructional coordination/curriculum development, policies and procedures, general school administration, and professional development. Teachers were also asked about possible influential school conditions of administrative support/leadership, collaborative climate/efforts, orderly school environment, and encouragement of innovation which were measured by 19 items on the survey instrument.

Results indicated that the overall level of teacher willingness to participate was approximately twice the current level of participation. Secondary teachers were slightly more willing to participate than elementary teachers but had a lower level of current participation in school-based decision making. Teachers' willingness to participate varied among types of decisions with a slightly higher willingness level in decisions related to instruction, such as deciding what to teach and establishing instructional goals and objectives. Current level of participation was lowest in the area of professional development which included decisions such as planning staff development activities, participating in teacher self evaluation and evaluating the performance of building administrators. Encouragement of Innovation was the strongest predictor of willingness to participate in school-based decision making. Collaborative Climate/Efforts was a significant predictor for current level of participation. Administrative Support/Leadership as well as Orderly School Environment were not significant predictors

of teachers' current level of participation or their willingness to participate in campus level decisions.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative

(4) Title: A TASK ANALYSIS PROFILING THE INSTRUCTIONAL LEADERSHIP ROLE OF THE ASSISTANT SUPERINTENDENT FOR INSTRUCTION WITHIN LARGER SCHOOL DISTRICTS IN TEXAS (SUPERINTENDENTS)

Author: KNEZEK, DONALD GEORGE
THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 196

Advisor: ESTES, NOLAN

Source: DAI-A 54/04, p. 1176, Oct 1993

Research Problem: This study examined the instructional leadership role of second-level superintendents for instruction in Texas school districts with student membership exceeding 5,000. Data was gathered through self-report as responses to the three sections of the Chief Instructional Officers Instructional Leadership Survey. Section I of the survey utilized the 42 instructional leadership tasks, organized in five task areas, developed by the University of Texas at Austin for the Diagnostic Executive Competency Assessment System of the Meadows Executive Leadership Program to examine instructional leadership. Respondents were asked to rate the level of autonomy experienced on each of the 42 tasks from Section I that they were responsible for performing. Through responses to eight task descriptions in Section II of the survey, formal responsibilities assigned to participants for supervision of building principals were examined. Respondents were asked to indicate whether or not they were formally charged with performing each task. Section III of the survey collected demographic and career information from participants.

Of the 130 larger districts, 108 had qualifying positions in the organizational structure; some had multiple qualifying positions. Eight of the 118 qualifying positions remained vacant throughout data collection. Surveys were sent to the individuals holding the 110 occupied positions, and 100 completed surveys (90.9%) were returned from second-level superintendents for instruction in 91 districts. Demographic and student performance data based on the Texas Assessment of Academic Skills (TAAS) were obtained for each of the 91 districts from the Texas Education Agency. Autonomy ratings were related to district-wide student performance. Formal responsibility for providing substantial technical support to principals related to instruction and curriculum was related to consistency of performance across campuses within a district. Findings of this study indicate that substantial instructional leadership arises from the position of second-level superintendent for instruction. Results indicate that aspects of this leadership are related to level of district student performance and to consistency across campuses of student performance.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(5) Title: CURRICULUM AND INSTRUCTIONAL REFORM IN THE RESTRUCTURED HIGH SCHOOL (RESTRUCTURING)

Author: ROCHA, YOLANDA CAVAZOS
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 336

Advisor: REYES, PEDRO

Source: DAI-A 54/06, p. 2019, Dec 1993

Research Problem: This study explored curricular and instructional reforms in three comprehensive, urban high schools in the United States that were pioneering restructuring efforts. Four research questions guided the investigation to discover (1) the curriculum reforms initiated at the high school level following restructuring, (2) the

instructional reforms initiated at the high school level following restructuring, (3) the catalysts for the reforms in curriculum and instruction at each school site, and (4) what curriculum and instructional reforms were initiated to address student outcomes? A qualitative field study was conducted using open interviewing techniques, personal observations, and document analysis. Three urban high schools outside of Texas were the focus of a multiple case study investigation focusing on cross-site analyses to identify major patterns of curriculum and instructional reform. The research design adhered to the elements of credibility, transferability, dependability, confirmability, and ethics.

After restructuring teachers at the high school level identified a core curriculum for all students. An interdisciplinary focus was another dimension of curricular change, with teachers covering fewer topics in depth, using primary documents more than textbooks, and giving prominence to higher order thinking skills. Attention to broader forms of assessment and a more collaborative approach to learning were also trends that accompanied curriculum changes. Cooperative learning, where students accomplished learning tasks in clusters working interdependently, was a widely used strategy. The integration of multiple technologies and educational experiences away from the school site were pedagogical practices observed at all three sites. In addition, roles of teachers and students in the teaching and learning process were transformed with the teacher assuming the role of curriculum developer and facilitator of learning or coach; and the students becoming more involved in the learning process as producers and workers. The leadership of the principal was the primary catalyst of reform, as the principal assumed the initiative in planning for change, encouraging staff development, sharing decision making with all stakeholders, and securing additional resources. All curriculum and instructional reforms were initiated for the purpose of addressing the performance outcomes of their student populations.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(6) Title: IMPLEMENTING A COMPLEX CLASSROOM INNOVATION: A CASE STUDY IN PROCESS, PROBLEMS, AND POTENTIAL (CHANGE IMPLEMENTATION)

Author: SPRINKLES, SHIRLEY JEAN

THE UNIVERSITY OF TEXAS AT AUSTIN PHD

pp: 396

Advisor: HARRIS, BEN M.

Source: DAI-A 54/12, p. 4328, Jun 1994

Research Problem: This case study focuses on the events and episodes that

took place during the implementation of a complex educational innovation in a mid-sized urban and poor elementary school in Texas. The researcher utilized the methodology of an analytical case study; presenting vivid individual case narratives to describe interactions between the process variables or dimensions of change that were employed: formal inservice training, peer-coaching, supportive supervisory support and individual teachers' levels of implementation. A school wide case narrative provides a contextual orientation that establishes the boundaries of the study while it panoramically enlarges the view. Issues confronting school-based leaders of educational change over a ten month period, as well as critical information about the change process itself are detailed in the study.

Case study methods included the use of qualitative data gathering tools and procedures: formal and informal interviews, structured observations, critical incidents reports, evaluation formats and documents. Five case study subjects were observed during formal inservice training sessions, while teaching, and during peer-coaching activities. Supportive supervisory interventions were reported as critical incidents.

Quantitative data to complement case data included observational ratings by the researcher of implementation levels, participants' evaluative ratings of workshop training and peer-coaching experiences and a summative assessment of congruence relating each of the dimensions of the study with levels of implementation by the teachers. Analytical processes applied to both cases

and quantitative data revealed a very complex pattern of responses to a complex innovation being implemented. The eradic nature of formal training, the limited and sometimes conflicting symbolization of supportive intervention, an internal conflict among faculty members, combined to produce less implementation than might be expected. However, coaching and training, when provided in sufficient amounts and varieties; intently, continuous fashion, were apparently strikingly effective with individual implementers. The complexity of the innovation apparently frustrated some implementers independent of other influencing factors.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(7) Title: A STUDY OF ADULT EDUCATION NEEDS OF
KOREAN AMERICANS: BARRIERS TO PARTICIPATION
(KOREAN-AMERICANS)

Author: KEE, YOUNGWHA
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 208
Advisor: SENG, MARK

Source: DAI-A 54/04, p. 1198, Oct 1993

Research Problem: The 1983 United States census identified Asian Pacific

Americans as the nation's fastest growing group. However, little attention has been given to this population in the literature of Adult Education. For the last ten years (1976-1986) in the five leading Adult Education journals, Nakanishi (1990) found only one brief article focused on an Asian Pacific group. He suggested that Adult Education scholars and practitioners should more fully and more rigorously explore the heterogeneity of the Asian Pacific populations with their corresponding diverse needs and problems. And, Korean Americans (a subgroup of Asian Americans) have their own educational needs and issues reflecting their own cultural and ethnic background.

This study assessed the Adult Education needs of Korean Americans identifying and analyzing both characteristics and areas of need. Further, this study described why Korean Americans do not participate in Adult Education programs. To collect data, this research used the questionnaire and interview method. Nine hundred twenty two questionnaires were disseminated by mail in Austin, Dallas, Houston, Killeen, and San Antonio. In order to obtain more information, five households were sampled using an interview technique in Austin. The collected data were analyzed using Lambda and Chi-square test to assess Korean Americans Adult Education needs and to identify barriers to academic participation. Further, these data were categorized by: educational background, sex, occupation, income, age, and marital status. Korean Americans certainly need to participate in order to function effectively as well as make their own, unique contribution to life in the United States. Research revealed Korean Americans needed certain subjects to facilitate citizenship: American law, and English conversation. They were willing to pay tuition, favoring university sites and Korean institutions (e.g., Korean church sponsored classes). They preferred Korean bilingual teachers as instructors. The barriers differ for Korean Americans than for Americans. Most Americans can easily identify barriers to their participation citing reasons such as cost, time, distance, and availability (Carp, Peterson, and Roelfs, 1974). However, this study found Korean Americans listed different barriers: language barriers, time, and difficulty in accessing needed information.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical-deliberative

(8) Title: THE EFFECT OF TEACHER ADVOCATED CONCEPT
ATTAINMENT UPON STUDENT SUBSEQUENT LEARNING OF
COGNITIVE AND PSYCHOMOTOR NURSING SKILLS (ADVANCE
ORGANIZERS, COGNITIVE
NURSING SKILLS, NURSE EDUCATION)

Author: BACKER, ERNA KARLA
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 247

Advisor: SENG, MARK

Source: DAI-A 54/08, p. 2860, Feb 1994

Research Problem: This study investigated the effects of Advance Organizers on the cognitive and psychomotor performance of nursing procedures by beginning nursing students. Since some research indicates that visual Advance Organizers may offer more power for learning and retention than verbal Advance Organizers (Weisberg, 1970; Mayer, 1975), both the effects of visual and verbal Advance Organizers were investigated.

Although the results of prior research have been conflicting, Advance Organizers do seem to offer the promise of powerful help for nursing students. Those studies that have not shown that Advance Organizers facilitate learning and retention of new material did not demonstrate evidence that the students' prior learning was considered. The impact of Advance Organizers on psychomotor skills was also not considered in any of the research.

The paid volunteer sample consisted of 95 students enrolled in the fundamentals course of a baccalaureate nursing program. Learning of cognitive and psychomotor nursing skills was measured by researcher developed tools. Reliability and validity of the tools were determined and discussed. Data analysis was accomplished by the utilization of correlations to determine if significant relationships existed. There was a significant relationship between the learning of cognitive nursing skills and the student's G.P.A. ($r = .3970$, $p = .01$). The learning of psychomotor nursing skills was significantly related to prior attendance in a nursing school ($r = .4692$, $p = .001$). The study provided evidence that the students did learn and retain both cognitive and psychomotor nursing skills. The introduction of the Advance Organizers, however, did not have a significant impact on this learning and retention of nursing skills. Further research is recommended that investigates individualized Advance Organizers. The individual background of the student can then be considered. Further investigation of the impact of Advance Organizers on learning of students with lower G.P.A.'s is also recommended. Advance Organizers might have a significant impact on their ability to succeed in a program of study.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(9) Title: AN EDUCATIONAL CRITICISM OF AN AUSTRIAN HAUPTSCHULE (ABILITY GROUPING)

Author: CARLILE, VIOLA LENA SIEREN

THE UNIVERSITY OF TEXAS AT AUSTIN PHD

pp: 132

Advisor: DAVIS, O. L. JR.

Source: DAI-A 54/04, p. 1212, Oct 1993

Research Problem: Global educational reform is currently a priority-based mode both in the United States and Europe. Since 1989, the Austrian Hauptschule has converted to a flexible secondary school, offering for the first time in Austrian education all students in the same school at grades five through eight both pre-university schooling or vocational training. This study affords a first-hand reflection of one reformed Hauptschule in Saalfelden, Austria. This study examines flexible grouping in the Hauptschule, which is a departure from the formerly rigid educational structure which mandated children formulate lifetime decisions at the end of grade four. Although Austrian reform calls for considerable change in instruction, progress is slow in coming; however, transfer from one ability group to another ability group is easily achieved in the reformed Hauptschule. Attending the Hauptschule is no longer a sentence for a child to vocational status as an adult. The beginnings of reform are evident in Saalfelden Hauptschule. This study employs educational criticism as a research tool. The researcher shadowed a grade six class through a daily schedule, monitoring teacher and student behaviors. Themes and implications derived from the experience establish that even though educational reform is mandated in Austria, change is variable throughout the Hauptschule, dependent upon teacher strengths and desires.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical

(10) Title: AN INVESTIGATION OF UNIVERSITY AND COLLEGE
INSTRUCTORS' GRADING PRACTICES IN TAIWAN
(UNIVERSITY INSTRUCTORS, CHINA)

Author: CHEN, CHWUN-LI
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 213
Advisor: LASKA, JOHN A.
Source: DAI-A 54/04, p. 1212, Oct 1993

Research Problem: The goal of this study is to provide a preliminary description of the grading practices of a number of university and college instructors in Taiwan. The purposes of this study are to first describe common patterns in grading practices and, if patterns do exist, to identify discrepancies between the practices of teachers and the recommendations of measurement experts about grading practices, and also to find the reasons for these discrepancies.

This study utilized two kinds of data. First, there was a questionnaire consisting of twenty-two dimensions of instructors' grading practices. After the questionnaire, a face-to-face interview was held to follow up. It was hoped that the questionnaire would provide a general picture of what respondents' grading practices are, and the interview data could serve to help the researcher get more details and in-depth knowledge about the instructors' reasons for their grading practices.

The data acquired from the questionnaire was analyzed with tabular and graphic forms using the SPSS statistical computer program. The results show that there are some discrepancies existing between instructors' actual classroom grading practices and experts' recommendations. The teachers use a variety of student characteristics in order to assess their students. Teachers with certain characteristics, such as being female, having lecturer rank, and having a master's degree as the highest degree, are prone to consider non-achievement factors in assigning grades, especially students' effort, improvement, and attitude. Additional information gathered from interviews suggests possible explanations for these discrepancies.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative

(11) Title: NATIONAL TESTING IN TAIWAN: ITS IMPACT
UPON HIGH SCHOOL INSTRUCTION (CHINA, ENTRANCE
EXAMS)

Author: CHEN, SU-YEN
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 213
Advisor: LASKA, JOHN A.
Source: DAI-A 54/04, p. 1212, Oct 1993

Research Problem: In Taiwan, the Joint College Entrance Examination (JCEE) is regarded as the most important high-stakes external test for senior high school students, and as a coercive device that can influence classroom instruction. This study was conducted to describe the actual extent of impact the JCEE has on classroom instruction, and to provide explanations and generate insight about the impact.

It was found that in senior high school classrooms there was a large discrepancy between the instructional coverage for objectives outlined in the national curriculum that were treated on the JCEE and the instructional coverage for objectives outlined in the national curriculum that were not treated on the JCEE. In addition, academically low-ranked and middle-ranked schools showed a much higher degree of discrepancy on the coverages than academically high-ranked schools. Holding the factor of rank constant, private schools presented a slightly higher degree of discrepancy than public schools. Dimensions of the instructional coverages, such as the length of time for introduction, the frequency for practice, the frequency for review, and the confidence of the teacher in his or her students' mastery were discussed.

It was also found that teachers considered the discrepancy to be fostered by the larger environment, especially for teachers from low-ranked and middle-ranked schools. Teachers from high-ranked schools had more flexibility in objective coverage because their students had the ability to handle both objectives treated and objectives not treated on the JCEE; whereas teachers from low-ranked and middle-ranked schools had to focus on objectives treated on the JCEE in the best interests of the student. How teachers described in their own words the impact of the JCEE on classroom instruction and on education in general was discussed. The overall feelings of the teacher on the impact of the JCEE was negative, but many teachers believed that if the quality of the JCEE was improved, the negative effects of the JCEE would be reduced, or even become positive.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(12) Title: A NATURALISTIC EXPLORATORY INQUIRY
 INTO THE INFORMAL LEARNING STRATEGIES OF HUMAN
 RESOURCE DEVELOPMENT PROFESSIONALS
 Author: DIAZ-ALEMANY, DAISY
 THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 224
 Advisor: FOWLER, ELAINE
 Source: DAI-A 54/12, p. 4342, Jun 1994

Research Problem: The purpose of this qualitative multi-case-study was to explore the informal learning strategies in use by human resource development professionals. The study explored the informal learning practices used by the participants to meet their learning needs in the workplace. How the participants entered the field of HRD was a second research question explored in this study.

The data were gathered using audio-taped interviews. An interview guide was devised based on the research questions. The research methods of modified life-history and critical incident technique were used to gather the data. The information discovered by these methods was transcribed, coded, and evaluated. The results of the individual inquiries were presented using the qualitative case-study format. The participants were twenty-one practicing human resource development professionals who had not received formal training in the discipline of HRD. For the purpose of the study formal training was defined as college based courses in HRD. The participants were employed in the field of human resource development in positions ranging from training coordinator to vice-president of human resources. The employers of the participants included: government agencies, private non-profit corporations and private for-profit corporations. The typical participant in this study was a white, 39-year-old female with ten years of experience in HRD and a bachelor's degree.

Informal learning was the strategy of choice for all participants when confronted with the need to learn something new to solve a problem in the workplace. The results of the research revealed that the most commonly used informal learning practices by the participants were: trial and error, self-directed learning, networking and mentoring. The participants described their entry to the field of HRD as through luck or chance. Entry into the field occurred as a promotional opportunity in their careers. HRD was not a career or professional goal set by the participants in advance of the promotional opportunity.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic

(13) Title: COMPUTER NETWORKING IN A UNIVERSITY FRESHMAN ESL WRITING CLASS: A DESCRIPTIVE STUDY OF THE QUANTITY AND QUALITY OF WRITING IN NETWORKING AND TRADITIONAL WRITING CLASSES (PROCESS WRITING)
 Author: GHALEB, MARY LILY NASSOUR
 THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 220
 Advisor: SCHALLERT, DIANE L.; SLATIN, JOHN M.
 Source: DAI-A 54/08, p. 2865, Feb 1994

Research Problem: This dissertation examined the writing of non-native English students in two freshman university writing classes, one a traditional class and one a class that made use of networked computers which allowed for synchronous written conversations. The study included measures of the quantity of writing from six class sessions;

the counting of the number of subject-verb agreement errors, run-on sentences, and fragments in two versions of the final term paper as well as a consideration of the approximate amount of time devoted to grammar instruction and error correction; and, holistic ratings of the first and final versions of the term paper.

The objective of the study was to determine the potential of a computer-mediated communication network in an English as a Second Language (ESL) process writing class. The methodology was descriptive with findings based on analyses of the researcher's field notes, on the activities and discourse of both classrooms, on the printouts of all the computer lab sessions, and on the first and final draft of the final term paper for both classes. The findings of these analyses revealed that the results of using a computer-mediated communication network in a university ESL process writing class equalled, and in some instances surpassed, those of the traditional grammar-based approach to teaching writing. The quantity written in the networked class far exceeded that of the traditional class, and the percentage of errors in the computer-mediated communication class dropped more than that of the traditional class. Although the holistic scores rated the traditional class an average 0.6 points (out of a maximum of six) higher grade than the computer class, this difference is attributed to the considerable amount of time devoted by the instructor in the traditional class to teaching grammar and correcting errors in the essays. In light of these results, computer-mediated communication, with the process approach to teaching writing, has indicated that it can provide a positive writing environment for ESL students, and as such could be an alternative to the laborious and time-engulfing method of the traditional approach to teaching writing.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(14) Title: THE ABILITY OF ADULTS TO PERFORM MENTAL TASKS
IN A PERIOPERATIVE ENVIRONMENT (ANESTHESIA, PATIENT
EDUCATION)

Author: GIRARD, NANCY JOAN

THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 221

Advisor: WATKINS, KAREN; WEINSTEIN, CLAIRE ELLEN

Source: DAI-A 54/04, p. 1214, Oct 1993

Research Problem: This pretest-posttest exploratory study was conducted to determine the ability of adults to process information following surgery with general anesthesia. The convenience sample (N = 49) consisted of thirteen men and thirty-six women patients from two ambulatory surgery centers who volunteered to participate in the study. The subjects acted as their own controls.

All subjects completed three mental tasks 30 to 60 minutes before surgery, and before the administration of any drugs: (1) Verbal Free Recall, (2) Picture Recognition Recall, and (3) Digit Symbol Substitution Test. They also completed the State-Trait Anxiety Self Questionnaire, and an Anxiety Analogue Scale to identify preoperative anxiety levels. 2 hours following surgery, the subjects again completed the three mental tasks, using different sets of words and pictures. Student's paired t-Test revealed a consistent decrement in ability to perform mental tasks across time ($p = < \$0.001$). Repeated measures of analysis of variance for the multiple variables investigated were: State-Anxiety ($F = 0.26, p = 0.611$), Age ($F = 0.40, p = 0.53$), Weight ($F = 3.38, p = 0.07$), Gender ($F = 7.02, p = 0.01$), Hospital ($F = 22.1, p = 0.0001$), Type of Surgery ($F = 2.3, p = 0.12$), Length of Surgery ($F = 5.92, p = 0.02$), Oxygenation ($F = 3.02, p = 0.08$), Number of Anesthesia Drugs ($F = 0.43, p = 0.52$), Length of Anesthesia ($F = 4.25, p = 0.05$), and Midazolam ($F = 4.36, p = 0.04$). Those variables with $p = 0.05$ or less (i.e., gender, hospital, length of surgery and anesthesia, and midazolam), showed no modification of the main pre-post decremental effect of surgery with general anesthesia. It was concluded that the consistent decrement across time was related to the surgical experience with general anesthesia, with no confounding variables.

It was recommended that health care providers do not provide patient education in the 2 hour time frame following ambulatory surgery with general anesthesia because of the decreased ability to perform Free Recall, Recognition Recall, and Psychomotor Performance.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(15) Title: KINDERGARTEN CHILDREN'S CLASSROOM INTERACTIONS, LEARNING PATHS, LITERACY LEVELS, SELF-PERCEPTIONS OF COGNITIVE COMPETENCE, AND INTRINSIC MOTIVATION TO READ AND WRITE

Author: HABERER, SUSAN VOLZ

THE UNIVERSITY OF TEXAS AT AUSTIN PHD

Advisor: PINKETT, KATHLEEN LAVERGNE

Source: DAI-A 54/08, p. 2866, Feb 1994

pp: 259

Research Problem: The general purpose of this study was to examine the relationship between interactions within the kindergarten classroom environment and learning path, literacy level, self-perceived cognitive competence, and intrinsic motivation to independently engage in literacy activities. One specific focus of the study was to examine group differences among learning path and classroom interaction variables. A second specific focus was to examine the influence of two different classroom environments on a composite classroom interaction variable, literacy level, motivation, and cognitive competence. Subjects for this study were 30 kindergarten children from one class in each of two schools. Differences in classroom environment were best described as differences in class size and the amount of flexibility in classroom structure.

Observational data were collected approximately one day each week for three months during classroom activities with the Classroom Interaction Instrument (CII) and the Learning Path Instrument. The Classroom Interaction Instrument was designed to identify, rate on a dichotomy, and then record for frequency students' interactions on twelve variables. The Learning Path Instrument was designed to observe for overt behaviors related to subjects' learning paths in order to systematically classify subjects by path.

A multivariate analysis of variance revealed no significant group differences between kindergarten children in the two different classroom environments on the composite of the classroom interaction variables, literacy level, intrinsic motivation, or cognitive competence.

Three stepwise multiple regression analyses were performed to establish whether significant relationships existed between classroom interaction variables and literacy level, cognitive competence, and motivation. One CII variable, lower level/convergent, was significantly negatively related to literacy level. Also, one CII variable, environment choice/not involved, had a significant inverse relationship to student intrinsic motivation to engage in literacy activity, while student choice/involved had a significant positive relationship to such student motivation.

Two categories for learning path resulted from this research--the more favorable independent explorer path and the less favorable nonindependent explorer path. Four t-tests performed to determine if relationships existed between groups of children identified for each path on the composite classroom interaction variable, literacy, cognitive competence, and motivation revealed significance only for motivation. These findings suggest that kindergarten children who are more often engaged in lower level, convergent activities are at lower literacy levels than their peers. Also children who are more motivated to read and write have been observed to be involved in classroom activities of their choice more often than less motivated children. Further, these intrinsically motivated children are associated with the more favorable, independent explorer learning path.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(16) Title: TEACHER PLANNING STYLES IN THE CONTEXT OF MANDATED CURRICULUM

Author: HOWARD, CORA ELIZABETH CRAWFORD

THE UNIVERSITY OF TEXAS AT AUSTIN PHD

Advisor: LASKA, JOHN

Source: DAI-A 54/08, p. 2868, Feb 1994

pp: 322

Research Problem: The Texas Education Agency has mandated curriculum content and lesson cycles in the form of Essential Elements, Texas Assessment of Academic Skills (TAAS), and Texas Teacher Appraisal System (TTAS), for every teacher of every subject at every grade level to be taught in Texas public schools. Recent teacher planning research indicates that teachers generally do not plan in the objectives-first style generally attributed to the model created by Ralph Tyler in his Rationale, the planning style which the mandate requires. This study attempts to answer the following questions: (1) How do teachers approach lesson planning in the context of top-down curriculum mandate? (2) How do teachers perceive constraints applied by state and local mandate? (3) How do teachers accommodate conflicting recommendations in the mandate? (4) How does mandated curriculum affect teacher attitude and teaching behavior? The study employed case-study research methods. Participants were a total of twenty teachers, two from each of the departments of science, English, social studies, mathematics, and special education in each of two comprehensive high schools in central Texas. Results reveal that secondary teachers proceed through their usual planning cycles and then translate their plans into the mandated format. One-fourth of the teachers plan in the mandated objectives-first style. Over one-half use an eclectic approach of the two styles, and four teachers seemed to use the interactive-process planning style. Teachers' objections to the three parts of the mandate are discussed. The researcher concludes that mandated curriculum has had positive effects on teachers' awareness of the importance of planning, their use of more varied activities, and their awareness of teacher-student interaction. However, the mandate has had adverse effects on teachers' attitudes toward their own evaluations, their morale, instruction time spent on the classroom agenda, and the currency of the curriculum.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical-deliberative

(17) Title: PARSER STRATEGIES OF ADULT ENGLISH
SPEAKERS LEARNING JAPANESE AS A SECOND LANGUAGE:
THEORY AND APPLICATION
(ADULT LEARNERS)
Author: KANG, POONG-JA
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 260
Advisor: BORDIE, JOHN G.
Source: DAI-A 54/12, p. 4344, Jun 1994

Research Problem: This thesis investigates universal principles of human syntactic parsers--parameterized and nonparameterized principles--and applies the principles to explain the difficulties English speakers have in learning Japanese as a second language. The goal of the thesis is to surmount the difficulty of applying Government Binding Theory (GB) directly to the explanation of second language acquisition process. However, this thesis only employs GB as a descriptive grammar. Kimball's (1973) theory of a syntactic parser guides this present work.

Chapter 2 argues for "parsing algorithm (top-down/bottom-up)fixing," instead of "head parameter fixing" in L2 (second language), when the head parameter in L2 is different from the parameter in L1. This chapter concludes that when the L2 learners fix the parsing algorithm in L2, they simultaneously complete fixing the parameters of multiple principles of GB. Chapter 3 presents other universal principles of syntactic parsers, such as Two Argument Structures Principle. The argument is that Two Argument Structures Principle interacts with other parameterized principles to give us an answer to questions such as these: (1) Why is some "heavy NP shift" obligatory in Japanese? (2) Why does English have a "that-trace" effect, while Italian or Dutch does not? (3) Why does the filler have to meet its real gap in the embedded clause whose degree of depth is one, but not deeper than one? i.e., What is Subjacency? and (4) Why does Japanese allow a class of (syntactic) gapless relative clauses, such that it allows a parasitic gap construction without a syntactically realized real gap?

One purpose of Chapter 4 is to posit the difficulty hierarchy in terms of the principles discussed in the previous chapters according to the theory's predictions. A second purpose is to examine the hierarchy, and present the findings from the results of a series of experiments conducted on English speaking Japanese learners who had lived in Japan for two years. One finding is, as the theory predicts, that most of the Japanese learners' parsers do not yet incorporate "long distance" filler-gap identification mechanism for Japanese in "tree building" mechanism for Japanese.

Chapter 5 proposes Memory Efficient Approach to a second language teaching, investigating prosodic features such as intonation phrasing and rhythmic condition in English and Japanese. This research demonstrates that a distinct theory of language acquisition is needed to complement a descriptive grammar, GB.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophocal-ethnographic

(18) Title: THE EFFECTS OF STRATEGY TRAINING FOR FIELD-INDEPENDENT AND FIELD-DEPENDENT STUDENTS ON COMPUTER PROGRAMMING PERFORMANCE (COGNITIVE STYLE, PROGRAMMING STUDENTS)

Author: LENOIR, BEVERLY ANN

THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 243

Advisor: DAVIDSON, GAYLE V.; CULP, GEORGE H.

Source: DAI-A 54/04, p. 1218, Oct 1993

Research Problem: Two groups of college-level beginning programming students were either trained (CST) or not trained (NT) in a cognitive strategy for writing Pascal loops. The Group Embedded Figures Test (GEFT) was administered to subjects to determine their level of field-independence or field-dependence. Immediate and delayed posttests of programming skills, consisting of ten problems on writing Pascal loops, were administered as a measure of performance.

Although students in the CST group were expected to perform better on posttests than those in the NT group, no significant differences on posttest scores were found. Results of the study confirmed the expectation that field-independent subjects would perform better on posttests than would field-dependent subjects. Field-dependent students were hypothesized to benefit from the strategy training over field-independent students. However, field-dependent students in the CST group scored significantly lower on the immediate posttest than did those in the NT group. Computer programming is cognitively demanding. Cognitive strategy training may have increased the cognitive demand for field-dependent students of computer programming. To reduce the load on cognitive processing, additional time for strategy instruction and practice maybe needed for field-dependent students. Future studies might examine the performance of programming students who have been trained in strategy use over extended periods of time.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(19) Title: EFFECTS OF LINKING STRUCTURE AND COGNITIVE STYLE ON STUDENTS' PERFORMANCE AND ATTITUDE IN A COMPUTER-BASED HYPERTEXT ENVIRONMENT

Author: LIN, CHI-HUI

THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 126

Advisor: HARRIS, JUDITH B.; CULP, GEORGE H.

Source: DAI-A 54/08, p. 2871, Feb 1994

Research Problem: Hypertext provides different ways from traditional text to access information. One question that researchers are currently exploring is "How can we structure hypertext for maximum learning?" Based on theories of cognitive style and aptitude-treatment interaction research, it is suggested that educators might be able to adapt instructional

treatments to the learning needs of field-dependent and field-independent learners. The purpose of this study was to determine the implications of content organization and cognitive style with regard to the design of hypertext. Specifically, the study examined the effects of linking structure type and field-dependence and -independence on recall of verbal information, as well as attitudes toward instructional materials. Subjects were 139 undergraduate college students. Five hypertext-based instructional treatments using different linking strategies (linear, hierarchical, hierarchical-associative, associative, and random) with the same content (Chinese Politics) were created for five groups of subjects. Multiple regression analysis, ANCOVA, one-way analysis, and correlation coefficient methods were used to analyze the data. The results of this study indicate: (1) The performance of subjects can be predicted by linking structures, cognitive style, and their interaction. (2) The performance of subjects cannot be predicted by the interaction of linking structure types and cognitive style. (3) There is no difference in subjects' recall of verbal information when learning from hypertext systems incorporating different linking structures. (4) Field-independent subjects outperform field-dependent subjects overall. (5) The attitudes of the subjects can be predicted by linking structure type. (6) The attitudes of the subjects can be predicted by the interaction of linking structures and cognitive styles. (7) Students like hierarchical structures and hierarchical-associative linking structures more than linear linking structures. (8) Field-independent subjects tend to have better attitudes about learning about "Chinese Politics" than field-dependent subjects.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(20) Title: THE RELATIONSHIP OF PHONEMIC AWARENESS TO READING LEVEL AND THE EFFECTS OF PHONEMIC AWARENESS INSTRUCTION ON THE DECODING SKILLS OF ADULT DISABLED READERS

Author: MINUS, MOLLY ANNE ELLEY
THE UNIVERSITY OF TEXAS AT AUSTIN PHD

pp: 137

Advisor: GOUGH, PHILIP B.; JUEL, CONNIE

Source: DAI-A 54/12, p. 4348, Jun 1994

Research Problem: The purpose of this study was to examine, first, the relationship of phonemic awareness to the decoding ability in adults, and second, the effect of phonemic awareness training on the acquisition of decoding skills by low-literate adults. Measures of phonemic awareness, word identification, and decoding were administered to 117 male adults with reading abilities ranging from non-reader to college level. Literate adults were undergraduate and graduate students at a community college and at a university. The community college students were enrolled in developmental reading courses and read between grade levels six and twelve. Low-literate adults were inmates at a correctional facility who were attending reading classes five days a week. Immediately following the assessment, 19 of the 36 inmates with poor phonemic awareness received 45 minutes of phonemic awareness training. An alternate form of the phonemic awareness measure was administered immediately following the training. A control group (N = 17) with equally low reading ability and phonemic awareness was given the alternate form of the phonemic awareness measure instead of training. After 12 weeks, measures of word identification, decoding, and phonemic awareness were readministered to both groups. Correlation analysis revealed that word recognition and decoding skills were significantly and highly correlated with phonemic awareness. Adults with higher levels of decoding and word recognition skills demonstrated higher levels of phonemic awareness whereas adults with low-literacy demonstrated little or no phonemic awareness. Scattergrams revealed that phonemic awareness increased along with increased decoding skills. Similar relationships have been seen in studies with children suggesting that phonemic awareness does not arise from maturation and that phonemic awareness is necessary, but not sufficient, for decoding. Analysis of

covariance indicated that treatment effects were not significant immediately after training or 12 weeks later.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(21) Title: HOW TEACHERS USE ILLUSTRATIONS

Author: PARK, HAE WON

THE UNIVERSITY OF TEXAS AT AUSTIN PHD

pp: 198

Advisor: SCHALLERT, DIANE L.; MCKENZIE, GARY R.

Source: DAI-A 54/04, p. 1221, Oct 1993

Research Problem: The purpose of this study was to investigate how teachers use illustrations in natural classroom settings. Three factors were investigated for their influence on teachers' use of illustrations: grade levels, content areas, and type of illustrations. Grade levels involved second and fifth grade levels, with two teachers at each level participating. Math, science, and social studies were selected as the three content areas. The teachers were observed by the researcher or a trained observer for one unit in each of the three content areas.

There were two types of illustrations: (a) pictures such as photographs and drawings and (b) schematic illustrations such as diagrams, charts, graphs, and maps. A coding scheme was used to code how teachers use illustrations for specific instructional purposes in classroom instruction: (a) enhancing memory, (b) enhancing the understanding of spatial information, (c) enhancing the understanding of new concepts, (d) focusing students' attention properly, and (e) other category. These instructional purposes were measured in outcomes expected from students' learning in conjunction with illustrations: recall, comprehension, application, and other category. The major findings were as follows. (a) Overall, teachers' references to illustrations in class were proportionately low. (b) Illustrations were likely to be used for enhancing the understanding of new concepts in both grades. (c) For expected outcomes related to the use of illustrations, application items were dominant in math. In social studies, recall was more likely to be in focus than other outcome categories. In science, recall was only a little more likely to be the focus than was comprehension. (d) Comparing all types of illustrations, photographs and drawings were used more frequently than any other types. (e) The teachers used about 50% or more of the illustrations in the students' textbooks in all subject areas except for second grade math where they used very few of text illustrations. (f) The teachers had a tendency to follow suggestions from teachers' guides in their use of text illustrations. (g) In analyzing the type of verbal interchange associated with illustrations, questions were less frequent than teachers' direct explanations or descriptions of the illustrations. Finally (h), verbal interaction between the teacher and students was frequently a sequence of teacher questions, student responses, and teacher evaluation of the students' responses. Thus verbal exchanges were teacher-directed and students were rather passive in the use of illustrations in such interchanges. Implications of these findings are presented for textbook publishers and for future research.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative

(22) Title: RESPONSES OF SPECIAL-NEEDS STUDENTS TO THE LITERACY TASKS IN A WHOLE-LANGUAGE CLASSROOM (WHOLE LANGUAGE CLASSROOM)

Author: SHARP, CAROL EVA MARTIN

THE UNIVERSITY OF TEXAS AT AUSTIN PHD -

pp: 359

Advisor: HOFFMAN, JAMES V.

Source: DAI-A 54/12, p. 4350, Jun 1994

Research Problem: The primary goal of this investigation was to examine how children who experience difficulty with literacy acquisition respond to the literacy tasks in a whole-language classroom. Qualitative research methods were employed to (a) identify

recurring tasks in onewhole-language classroom; (b) characterize the tasks according to Doyle's framework in terms of cognitive demand; and (c) analyze the perceptions and responses of low-achieving students across thosetasks.

Three special-needs participants who had a history of difficulty with literacy acquisition and three comparison participants who were developing literacy at a normal pace were studied daily for three months as they responded to the literature-based reading and process writing program in one whole-language classroom. The critical data included fieldnotes from direct observation, student and teacher interviews, permanent records, samples of the children's writing, and analyses of informal reading inventories. The majority of the literacy tasks in this whole-language classroom were high in cognitive demand because they engaged students in understanding and interpreting written text. Each of the six participants responded differently to these tasks and to the support system of this holistic classroom. In-depth case studies revealed that many of the tasks posed great demands for the special-needs students. Low-achieving students successfully completed a variety of holistic writing tasks involving integration of information from several sources. They were successful when given support in reading; however, they had difficulty applying meaning-making strategies during independent reading, they generally did not actively seek assistance from teachers and peers, and they tended to choose books that were difficult for them. Comparison participants applied internal strategies during literacy tasks and sought assistance from peers and teachers. Given the current trend toward inclusion of special education students in general education settings, the findings of this study support the recommendations that (a) children experiencing difficulty with literacy be explicitly connected to the support systems of the whole-language classroom through teacher and peer scaffolding, and (b) special-needs students have opportunities to learn through holistic approaches.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(23) Title: DISCUSSING LITERATURE IN HIGH SCHOOL ENGLISH CLASSES USING A LOCAL AREA COMPUTER NETWORK (COMPUTER NETWORK DISCUSSION)

Author: TORNOW, JOAN CLARK

THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 333

Advisor: LINDFORS, JUDITH WELLS; FOLEY, DOUGLAS E.

Source: DAI-A 54/08, p. 2876, Feb 1994

Research Problem: This study focused on computer-network discussion in high school English classes. I first considered purposes of classroom discussion as outlined in the research of Barnes (1990), Cazden (1988), Goodlad (1984), Rosenblatt (1938), and others. I next examined computer-network discussion in light of these purposes.

Specifically, I explored computer-network discussion in two sophomore English classes in a suburban public high school over a six week period. The students discussed short stories, using three different discussion modes: whole-class, small-group, and computer-network. Using transcripts, I compared characteristics of talk within these three modes. I also used student and teacher journals, and pre-study and post-study surveys, to assess personal responses to the modes.

I found that participation varied across modes, with some students participating to similar degrees across modes, and other students apparently finding a "comfort zone" only in small-group and/or computer-network discussion. Talk characteristics also varied across the modes. Whole class discussion, shaped by the teacher, provided "scaffolding" by which students could learn the language and process of literary analysis. Small group discussion, shaped by the students, supported many kinds of talk including (1) sharing relevant personal narratives, (2) collaborating on problems of interpretation, and (3) engaging in the 'lived through' experience of literature. Computer network talk, the focus of this study, supported a range of valued talk characteristics, including (1) topic initiation by all, (2) the sharing of personal narratives, and (3) collaborative interpretation. Students appeared to develop a sense of

"ownership" over network talk, as evidenced by frequent allusions to popular culture, resistance to teacher-imposed rules governing network talk, and a tendency to shape their own agenda, thus getting "off task." Students found the medium personal, but they did not tend to engage in the co-construction of lived-through literary experiences (Rosenblatt, 1938) in the same way that they did this in face-to-face discussion modes.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(24) Title: THE EFFECTS OF CUEING IN A COMPUTER-BASED HYPERCARD LESSON (LEARNING PATHS, MACINTOSH)

Author: WILSON, SUZANNE J.

THE UNIVERSITY OF TEXAS AT AUSTIN PHD

pp: 199

Advisor: CARTER, HEATHER L.; CULP, GEORGE

Source: DAI-A 54/04, p. 1226, Oct 1993

Research Problem: Prior research has investigated incorporating into instruction focusing activities designed to increase the impact of instruction (Hannafin, 1987; Brown, et al. 1989). It has been suggested (Layman & Hall, 1991) that the associative links provided in the authoring tool HyperCard have potential to provide an adaptable learning environment. The purpose of this study was to investigate the effects on learning of combining the associative potential of HyperCard and the focusing activity of nonverbal cueing. Two versions of an instructional sequence were developed. The learning objectives for the instruction related to software metrics. One version included hyper-cues inserted at intervals in the instruction. The second version was identical to the first except that the hyper-cues were not included. The posttest measured learning both at the comprehension and recall levels. The effect of gender, time spent on the instruction, and individual attitudes toward computers were additional foci. Plots were made of the paths pursued by individuals as they worked through the instructional program. The subjects for the study were graduate business students who volunteered to participate. Eighteen students were randomly assigned to the treatment group and 16 students to the control group. Pretest and demographic data indicated that there were no systematic differences between the two groups.

Based on the posttest data there were no significant differences in the learning outcomes between groups. Females took slightly longer than males to complete the instruction. The attitude measure indicated that females considered the value of computers from the perspective of society as opposed to the more personal perspective of males. The paths through the program showed that females in the control group entered the stacks more frequently.

It is suggested that either increasing the length of the instruction, or integrating the computer program more directly with course instruction might result in significant differences. It is also possible that HyperCard is such an effective learning tool on its own that adding additional treatment, such as the insertion of hyper-cues, will produce little effect.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(25) Title: THE RATIONALITY MODEL AND STUDENTS' MISCONCEPTIONS (EVOLUTIONARY THEORY)

Author: WU, PICHUN

THE UNIVERSITY OF TEXAS AT AUSTIN PHD

pp: 232

Advisor: MANASTER, GUY J.; BICKHARD, MARK H.

Source: DAI-A 54/04, p. 1226, Oct 1993

Research Problem: The first part of the present study introduces Bickhard's (1991) rationality model. This model is able to solve major problems encountered by the current chief theories in the philosophy of science and cognitive psychology. In addition, this model provides an instructional approach that nurtures students' rationality and helps them remove or avoid misconceptions in learning science.

The second part of the study tests the effectiveness of the instructional approach derived from the rationality model (the rational approach), and thus tests the validity of the rationality model. In order to include students with different biological backgrounds, Taiwanese 7th-grade, 8th-grade, and 11th-grade students, college students majoring in liberal arts or business, and college students majoring in psychology are covered in the study. Students read a traditional (positive) text, a rational text, or an irrelevant text (or non-text), and then completed a test covering evolutionary theory. The 7th-grade, 8th-grade, and 11th-grade students also took a test assessing their Piagetian cognitive stage.

The results showed: (1) Most Taiwanese students from the 7th grade to college sophomores are Lamarckians. (2) Few Taiwanese students from grade seven to college sophomores are creationists. (3) Most Taiwanese students believe in evolution no matter what kind of religious beliefs they have. (4) Religious background does not influence students' acceptance or rejection of creationism. (5) The experimental treatment (the different instructional approaches) had no effects on the 7th- and 8th-grade students, but it had effects on the 11th grade students and both groups of college students. Students in the rational group had fewer misconceptions, had more negative knowledge, and were less likely to hold the current theory and other alternative theories at the same time. (6) It seems that the individual's development of biological knowledge does not recapitulate that of biological history. (7) Students' IQ had a small effect on their learning of evolutionary theory. (8) Piagetian cognitive stage had a small effect on students' learning of evolutionary theory. (9) Differences among college students' backgrounds in biology affected students' learning of evolutionary theory, but there were no interaction effects with the experimental treatment. In general, effects of the rational approach on students' learning evolutionary theory were shown. Discussions of important issues, implications of the study, and suggestions for follow-up studies are included.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(26) Title: EVALUATION OF OUTDOOR KINDERGARTEN PLAYGROUNDS IN TAIPEI CITY, TAIWAN, R.O.C. (CHINA, PLAYGROUNDS)

Author: YANG, SHU-CHU SYLVIA
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 182

Advisor: FROST, JOE L.

Source: DAI-A 54/08, p. 2878, Feb 1994

Research Problem: The investigator surveyed outdoor kindergarten playgrounds in Taipei City, Taiwan, R.O.C. The sites were 52 kindergarten playgrounds, randomly selected, located at sixteen public schools and thirty-six private schools. One director and one teacher were interviewed from each school:

Results indicated that both public and private kindergarten playgrounds seriously lacked moveable play equipment (tricycles, loose tires, barrels, loose boards, building materials, blocks, containers, etc.), fluid materials (sand, water, etc.), and interconnected play equipment. Both public and private kindergartens used traditional play equipment, such as metal swings, slides, climbers, and other pieces of equipment. Additionally, both public and private kindergartens showed serious omissions in providing environments for generating dramatic play and constructive play. Critical safety problems were observed on both public and private kindergarten playgrounds.

Results also indicated that the public kindergartens surveyed had larger playgrounds than the private kindergartens. Also, public kindergartens provided a longer play time for children than private kindergartens. Additionally, most of the public kindergartens (50%) repaired broken equipment within one week. Most of the private kindergartens (45%) completed within three days. Most public kindergartens (69%) required that elementary principals make decisions for any improvement changes necessary; fifty-six percent of the private kindergarten directors made such decisions. More than two-thirds of private kindergarten directors (72%) indicated a

belief that the quality of their outdoor playgrounds would have an influence on students' enrollment, but only 13% of public kindergarten directors believed that the playground would influence enrollment. Furthermore, both the public directors (50%) and the private directors (58%) believed that teachers' attitudes were the most important component in a kindergarten program. The private directors (36%) ranked outdoor play environment as least important in a kindergarten program, while the public directors (44%) placed relationships with parents as least important. Results also indicated that both public and private kindergarten directors and teachers believed that play is beneficial. However, public kindergarten policy emphasized play as an important part of the kindergarten program; however, private kindergarten policy stressed scholastic performance.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative

(26) Title: NEGOTIATING THE PATH BETWEEN STORY TIME
AND YOUNG CHILDREN'S LITERACY DEVELOPMENT

Author: LABBO, LINDA DAY

THE UNIVERSITY OF TEXAS AT AUSTIN PHD

pp: 184

Advisor: ROSER, NANCY L.; HOFFMAN, JAMES V.

Source: DAI-A 54/08, p. 2881, Feb 1994

Research Problem: This investigation describes the ways in which young children's opportunities for literacy and literary development were influenced by two types of tasks that were assigned after their daily story time. Each task was connected to the content or features of the daily story but varied in theoretical stance. The first task type was Traditional Readiness-Oriented in that activities focused on children's practice of prereading and prewriting skills. The second task type was Emergent Literacy-Oriented in that activities focused on children's use of drawing and writing as expressions of meaning. For a period of eight days, two kindergarten teachers read preselected stories and provided children with story extension assignments that alternated daily between Traditional Readiness-Oriented tasks and Emergent Literacy-Oriented tasks. Twelve children, six in each class, of varying literacy abilities were observed as they worked on each task in small groups for forty minutes. Sixteen transcripts of students' and teacher's talk as children worked on each task were compiled from field notes, and supplemented with audiotapes and videotapes. A methodology for describing the focus of talk for each kind of task grew from the work of Martinez, Roser, Hoffman and Battle (1993), of Cochran-Smith (1984), and evolved from the transcripts as well. Student profiles derived from transcripts, students' task products, comprehension of story scores, and interviews described the different opportunities for literacy development the different types of tasks offered children. Transcripts were also analyzed in order to describe the focus of teachers' talk generated by the varied tasks. Results of transcript analysis suggested that Emergent Literacy-Oriented tasks generated more talk about story, metalinguistic aspects of language, and strategies for application of literacy than tasks designed from a Traditional Readiness-Oriented perspective. The talk of children for Emergent Literacy-Oriented tasks indicated that they often engaged in imaginative play while they drew or wrote. When design of task connected to central aspects of story, and when making meaning was inherent in the design of task, children's opportunities for literacy development were increased. The talk of teachers was also influenced by design of task as evidenced by the fact that Emergent Literacy-Oriented tasks generated more teacher story-related talk. These findings suggest a need to further investigate how varied story extension tasks influence children's opportunities for literacy and literary development.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(27) Title: STUDENT SERVICES AND INSTRUCTIONAL SERVICES
IN PARTNERSHIP TO ENHANCE STUDENT PERSISTENCE

Author: WHITE, THELMA JEAN

THE UNIVERSITY OF TEXAS AT AUSTIN PHD

pp: 180

Advisor: RIPPEY, DONALD T.

Source: DAI-A 54/04, p. 1261, Oct 1993

Research Problem: This study focused on identifying significant institutional factors that contribute to student persistence in community colleges. Further, it examined the relationship between the integrated model of Instructional and Student Services and student persistence. Numerous persistence/retention studies verified the need for special measures to deal with a changing student population. The qualitative methodology of this study employed in-depth interviews in order to gain rich descriptions of the factors and programs that contribute to persistence. The efficacy of the case-study approach in providing in-depth analysis has been demonstrated by Roueche and Baker (1987) and has been described by Tuckman (1988) and Lincoln and Guba (1985). A conceptual model for this study, developed from the literature on persistence/retention theory, student development theory and organizational theory, framed the study and the in-depth interviews with 28 respondents in two community colleges. The model identified sets of variables that contribute to student persistence.

An analysis of the data revealed some common factors and programs that have been supported in the literature as contributing to persistence. The respondents of this study identified instruction, assessment and placement in proper courses, academic advisement, orientation, developmental courses, financial-aid, tutoring, career counseling, and a commitment to a student-centered approach to teaching and learning as influential factors contributing to persistence. Additional variables identified as contributing to persistence were, teacher expectations of students, and the strength of the curriculum. This study also suggests that collaborative efforts between instructional and student services are necessary to meet the needs of a diverse student population. More specifically, collaboration improves organizational relationships and enables colleges to improve the total educational process which leads to student persistence and success.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(28) Title: TRANSFORMATION TO THE SOCIAL STUDIES: A
COURSE CHANGE IN THE ELEMENTARY SCHOOL
CURRICULUM, 1900-1939 (CURRICULUM
TRANSFORMATION)

Author: SANDERS, JOAN ELIZABETH

THE UNIVERSITY OF TEXAS AT AUSTIN PHD

pp: 253

Advisor: DAVIS, O. L. JR.

Source: DAI-A 54/12, p. 4375, Jun 1994

Research Problem: Social studies has existed as an element of the elementary school curriculum with a largely unknown past. However, the formative years of American elementary school social studies were significant, beginning near the turn of the twentieth century and extending through the 1930s. At the end of the nineteenth century, the elementary school curriculum related to social course offerings was limited primarily to intermediate grade geography; school history was included less frequently. A study of the history of elementary school social offerings revealed that influences in American society as a whole and from conditions within education contributed to increased consideration of the school's social curriculum. Changing philosophies, new pedagogy, and advocacy of specific participants exerted an extended impact on the transition to social studies in the curriculum. Rhetoric during these early years reflected an initial concern with content. The view of social studies was expanded to include additional subjects and topics related to social responsibility. Later, instructional techniques which permitted active pupil participation and the use of supplementary materials were advocated frequently. However, examination of the historical record from 1900 to 1939 revealed a gap between the persuasive rhetoric and practical changes in elementary school classrooms in the United States.

Movement from minimal instruction in social subjects to more extended social offerings occurred. Classroom methods which encouraged pupil participation were widely advocated and somewhat practiced but were not dominant. Similarly, use of supplementary materials in school instruction occurred inconsistently. Social studies sometimes was taught in an integrated manner, more often in primary grade classes than in intermediate ones. However, this organizational practice was not dominant; geography and history, when offered, commonly were taught as separate subjects. By the end of the 1930s, elementary school social studies had changed markedly from the curriculum offerings of the late 1800s through various incremental changes. Despite evidence of transformation in elementary school social studies practice, advocacy of the new "social studies" continued to outdistance practical implementation throughout the first forty years of the century. The social studies remained a form in continued search of consistent substance.

Form(s) of Curriculum Inquiry employed in this Dissertation: historical-philosophical

(29) Title: LET THEIR EYES HEAR YOU: TEACHING SECOND-GRADE MATHEMATICS TO HEARING AND HEARING-IMPAIRED STUDENTS USING A STUDENT-CENTERED APPROACH

Author: SIMPSON, MARY LOVENAH

THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 241

Advisor: LAMB, CHARLES E.; LASKA, JOHN A.

Source: DAI-A 54/12, p. 4383, Jun 1994

Research Problem: Mathematics education is undergoing change as the National Council of Teachers of Mathematics (NCTM) promotes new instructional standards. These standards recommend that instruction be student-centered and incorporate activities that involve students in cooperative problem solving. Mathematics is typically the first academic subject into which hearing-impaired students are mainstreamed. As mathematics classrooms are influenced by the NCTM Standards, mainstreamed hearing-impaired students will also be affected.

The purpose of this study was to describe the instructional and communication adaptations which need to be considered when implementing the NCTM Standards in a classroom with both hearing and hearing-impaired students. The site chosen for the study was a second grade mathematics classroom in a public elementary school where four hearing-impaired students were mainstreamed. Procedures used in gathering the data included: (1) the implementation of a Standards-based unit, (2) pre-, mid- and post-unit observations, (3) consultant interaction with the teacher, (4) pre- and post-intervention surveys and interviews with the teacher, and (5) pre- and post-unit tests of the students. During the unit the teacher adopted a more visually oriented pattern of instruction and increased her direct communication with the hearing-impaired students. The utilization of manipulative materials facilitated students' understanding and exploration of concepts. Communication between the hearing and hearing-impaired students was increased by changing the seating arrangements and by providing the students with communication strategies. With these adaptations, the hearing and hearing-impaired students demonstrated increased understanding and ability to explain the mathematical concepts taught. The teacher interviews reflected the teacher's desire to continue applying the recommendations of the NCTM Standards. deliberative

(30) Title: THE EFFECTS OF USING GRAPHING TECHNOLOGY IN COLLEGE PRECALCULUS

Author: TOLIAS, GEORGIA

THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 140

Advisor: CARRY, L. RAY

Source: DAI-A 54/04, p. 1274, Oct 1993

Research Problem: This study investigated the effects of using graphing

technology during the simultaneous instruction of algebraic and graphical procedures for solving equations and inequalities involving the elementary functions of precalculus. The study was conducted over a two-semester period in which subjects from four classes of college precalculus were used to form an experimental and control group for each semester of the investigation. Experimental subjects received graphing calculator enhanced instruction using a resequenced precalculus curriculum in which an emphasis on functions and their graphs facilitated the integration of the algebraic and graphical procedures. Control subjects received traditional instruction using a more traditional precalculus curriculum outline.

Since intact classes were used, The Mathematics Level I Test was used as a premeasure to adjust for initial group differences. A posttest was used to measure three learning outcomes: procedural knowledge, relational knowledge, and transfer of knowledge. Results from the posttest and an anonymous questionnaire were analyzed for patterns of student understanding and student opinion/attitude, respectively.

Some conclusions from this study were: (1) No significant differences between the experimental and control groups were present on the procedural knowledge measure. (2) Significant differences between the experimental and control groups were present on the relational knowledge measure, favoring the experimental group. (3) Significant differences between the experimental and control groups were present on the transfer of knowledge measure, favoring the experimental group. (4) An item analysis revealed that the subjects in the experimental group who chose algebraic procedures to solve the relational knowledge items outperformed the control group on those same items. (5) Results from the anonymous questionnaire indicated that student opinion regarding graphs and graphical procedures was positive and that the experimental treatment, although demanding, facilitated student understanding of the relationship between the algebraic and graphical methods for solving equations and inequalities.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(31) Title: AN INVESTIGATION OF THE EDUCATIONAL STATUS OF
MUSICALLY GIFTED ADOLESCENTS IN INDEPENDENT
SECONDARY SCHOOLS IN THE UNITED STATES (GIFTED)

Author: KLEVAN, ROBERT BRUCE

THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 274

Advisor: GONZO, CARROLL

Source: DAI-A 54/08, p. 2938, Feb 1994

Research Problem: This study is an investigation of the status of musically gifted adolescents making application to and enrolled in American independent secondary schools. This research seeks to determine how students are defined, identified, taught, and evaluated. Data for the study were gathered through the use of two separate survey questionnaires distributed to admissions administrators and music educators employed at 311 independent secondary schools, which accommodate musically talented students. Admission administrators were queried regarding school philosophy, admission procedures, and the definition and identification of musically gifted adolescents. Music educators responded to the same questions and questions relative to curriculum and instruction, and the evaluation of musically gifted students and programs. Data, reported as frequencies and percentages were subjected to t-tests, Pearson Correlations, and crosstabulations. Findings indicate a significant number of admissions administrators noticed an increase in applications of students considered musically gifted. No mention of musically gifted students could be found concerning the educational and philosophical mission statements at many of these schools. Musically gifted students matriculate and are accepted to independent secondary schools based primarily on academic promise, not musical talent.

Music educators and admissions administrators indicated a definition of musically gifted would include a display of creativity, high levels of task commitment and ability, potential for achievement, the desire to learn, and musical sensitivity. The data suggests a high

percentage of schools do not have standard procedures for identifying musically gifted students. Those methods reported most were based on teacher observation, musical performances, and auditions. Music educators' opinion regarding curriculum and instruction focused on student needs, including the use of relevant material, flexible and tailored programs, students' production of products, and self-evaluation. A few independent school music programs offer courses and instruction beyond the traditional curriculum. Correlations showed a positive relationship between offering differentiated instruction and years of teaching experience, school size and the ability to support a course in computer music. Independent school music educators make little or no distinction between regular or gifted programs in evaluation procedures. Evaluation of musically gifted students is based on observations, performances, performance tests, and paper and pencil tests.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(32) Title: EFFECTS OF MULTIPLE REREADINGS ON FOREIGN LANGUAGE READERS' RECALL, GRAMMATICALITY JUDGEMENT, AND VOCABULARY RECOGNITION

Author: ANDRIANANTENAINA, DODIER ZAFINIALY
THE UNIVERSITY OF TEXAS AT AUSTIN PHD

pp: 216

Advisor: SWAFFAR, JANET K.; BORDIE, JOHN

Source: DAI-A 54/08, p. 2963, Feb 1994

Research Problem: Although this study investigated the effects of multiple rereadings on intermediate FL readers' recall, vocabulary recognition, and grammaticality judgments in a FL, and also addressed the effect from text-type and explicit goals for reading on these measures, it focussed on the investigation whether multiple readings increased the number of idea units FL readers recalled from a FL text. As a result, two factors, repetition (one vs. three readings) and reading condition (simple recall vs. directed goal), were varied between subjects to form four between-subjects cells. Text-type, with two levels, (factual versus narrative description) served as a within-subject factor. A grammar and vocabulary test (used as a pre- and posttest), and a recall protocol (used as a posttest only) were used as dependent measures. One hundred eleven (111) third- and fourth-semester students of German from the German Department at The University of Texas at Austin participated in this study. Two authentic texts, respectively of two hundred ninety-six (296) and three hundred thirty-one (331) words were used. After reading each text, the participants took the grammar and vocabulary posttests corresponding to each text, and wrote in their native language what they remembered reading from the text. The participants' scores on the dependent measures were submitted to a Repeated Measures of Analysis of Variance, or a covariance and regression analysis of variance. A qualitative analysis of the recall protocols were also conducted. The main findings of the study were that (1) regardless of text-type, repeated readings had a significant effect on the number of idea units FL readers recalled, and on their vocabulary recognition; (2) a factual description seemed easier for FL readers to recall than a narrative one; (3) neither repeated readings, nor reading condition, nor text-type had a significant effect on FL readers' grammaticality judgments; (4) reading with a directed goal did not seem to have a significant effect on FL readers' grammaticality judgments, nor on their vocabulary recognition, nor on the number of idea units they recalled, although it did influence successful recall of text ideas or propositions in the form of elaborations and interpretations.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative

(33) Title: EFFECTS OF METACOGNITION AND HYPERTEXT STRUCTURE ON COGNITIVE ERRORS AND PERFORMANCE IN HYPERCARD LEARNING

(MACINTOSH)

Author: KIM, HOISOO

THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 288
 Advisor: HUDSPETH, DELAYNE R.
 Source: DAI-A 54/08, p. 2993, Feb 1994

Research Problem: The purpose of this study was to investigate the effects of both metacognition and hypertext structure on cognitive errors and performance in a hypertext instruction. Subjects were 45 collegestudents in Korea. During the instruction, each student was asked to think aloud everything that came to mind. Subjects' verbalizations were recorded on videotapes.

Metacognitive knowledge had significant effects on the immediate recall test scores. However, metacognitive knowledge did not have any significant effects on the other scores of the immediate skill test, the delayed recall test, and the delayed skill test. In contrast, metacognitive regulation had significant relationships with four types of performance in a hypertext instruction.

The high metacognitive regulation group achieved the highest scores on four types of performance tests regardless of the hypertext structure. The low metacognitive regulation group achieved the lowest scores regardless of the hypertext structure. However, the medium metacognitive regulation group attained higher scores on the delayed recall test under the associative hypertext than under the hierarchical hypertext. Metacognitive regulation had a positive correlation with cognitive errors in hypertext. Metacognitive regulation also had a positive correlation with the detection rate of cognitive errors. Especially, metacognitive regulation had a significant effect on the detection of both rule-based mistakes and knowledge-based mistakes. There was a positive correlation between metacognitive knowledge and metacognitive regulation, but there was no training effect on metacognitive regulation. The variance of the performance was explained significantly by the set of metacognitive knowledge, metacognitive regulation, and hypertext structure. In contrast, the set of metacognitive knowledge, metacognitive regulation, and hypertext structure predicted marginally the cognitive errors in the hypertext learning.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(34) Title: FOREIGN WORDS IN THE ARABIC PRESS: A
 STUDY OF THE IMPACT OF WESTERN LANGUAGES ON ARABIC
 Author: ARAJ, SAMIA JABRA
 THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 209
 Advisor: BORDIE, JOHN
 Source: DAI-A 54/12, p. 4458, Jun 1994

Research Problem: One of the major consequences of westernization in the Middle East is the introduction of a completely new vocabulary into Modern Standard Arabic. The new terms are direct borrowings from Western languages, especially English, partly integrated into Arabic through adaptation to its phonological and morphological system; or loan translations derived from Arabic roots; or hybrids consisting partly of Arabic and partly of foreign components. The research methodology employed here consisted of scanning the al Ahran newspaper, examining three weeks' issues each year every five years, beginning with March 1946 until 1991. In view of the development of westernization in the Arab countries, the majority of English loan words are found in the field of technology, as well as business and economics, and also in politics concerning Western institutions. In other fields, for instance in cosmetics and fashion, the prestige of French is still felt. A similar influence is detectable in advertisements and classified ads about sales, food, entertainment, and similar topics of consumer interest. The research also reveals a tendency to purism among the Arab countries, where loan words have commonly been replaced by loan-translations and newly-coined terms based on Arabic roots.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical

(35) Title: INCENTIVES TO IMPROVE TEACHING AS PERCEIVED BY COMMUNITY COLLEGE FACULTY MEMBERS

Author: RUCKER, JOHN ARTHUR

THE UNIVERSITY OF TEXAS AT AUSTIN PHD

pp: 244

Advisor: BAKER, GEORGE A. III

Source: DAI-A 53/08, p. 2637, Feb 1993

Research Problem: The purpose of this investigation was to explore the perceived valence for twenty-seven job-related outcomes associated with teaching in community colleges. Although previous research efforts had studied perceived satisfaction with many of these outcomes, little has been done to determine if these factors would be perceived as incentives for improved teaching performance. Since no instrument consistent with the operational definition of valence for job-related outcomes as they relate to improved teaching was available, one was developed. Questionnaires were field tested and 213 were sent to randomly selected individuals at five community colleges in five states. One hundred fifty-six completed surveys were returned and used in the data analysis.

Descriptive statistics were calculated, and chi-square analyses were performed to determine any statistically significant differences between any of the identified groups of participants. These groups were identified by length of service to their institutions, by age, by gender, by level of teaching performance, and by institution.

The outcomes which received the strongest support as incentives included: improved student success, sense of accomplishment, recognition from students, and opportunity to have a sabbatical to learn more about one's discipline, recognition from colleagues, a greater commitment on the part of the college's administration for quality education, and a salary increase. A total of seventeen statistically significant differences were found between the identified groups. There were four statistically significant differences between colleges, two between age groups, three between groups identified by their length of service, eight between women and men, and no significant differences between the groups identified by level of teaching performance. The differences between men and women not only provided the greatest number of statistically significant differences, but also the most clear-cut differences. In all but two of the twenty-seven potential outcomes, women indicated a greater preference than men. In the two outcomes which men indicated a greater preference, improved benefits and a greater commitment by the administration for quality education, the differences were not statistically significant.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(36) Title: THE TEXAS ADVANCED MODERN PERSIAN PROSE SYLLABUS: FEATURING AN APPLICATION OF CONCEPT LEARNING STRATEGY FOR TEACHING THE SUBJUNCTIVE MOOD IN PERSIAN (MODERN PERSIAN, ADVANCED SYLLABUS)

Author: ATAI-LANGROUDI, AZIZ

THE UNIVERSITY OF TEXAS AT AUSTIN PHD -

pp: 324

Advisor: DAVIS, OZRO L.; MCKENZIE, GARY R.

Source: DAI-A 53/12, p. 4182, Jun 1993

Research Problem: The major purpose of this study was to design a textbook for students of Persian with a focus on the applicability of concept learning strategy to learning of ideas and state or quality of actions whose expressions required the use of the subjunctive mood of verbs in subordinate clauses of complex sentences in Persian. The second purpose was to determine whether instructional design principles that address general instructional problems are applicable to special instructional situations that were not considered when the planning principles were written. It was hypothesized that the advanced students of Persian can comprehend the textual information and express their comprehension in Persian proficiently if

they are provided with practice opportunities that relate their prior knowledge with the ideas in the text.

The choice of *Sangi bar Guri* (A Stone on a Grave) (1981) by Jalal Al-e Ahmad as the Persian material around which to develop an advanced Persian course syllabus and textbook involved three issues: the place and qualities of the text in the context of twentieth-century Persian writing, the possibility of developing a syllabus with it based on a concept learning strategy, and consideration of criteria for textbook selection or writing. Without editing, the text of *Sangi bar Guri* is divided into nineteen lessons to which a Persian article, providing background on Al-e Ahmad and modern Persian prose, was added as lesson one. Each lesson consists of a vocabulary list, the reading text, questions and answers, a multiple choice exercise testing reading comprehension, and an exercise in synonyms and antonyms, a substitution exercise, and a grammar section that deals with verb conjugation and the subjunctive mood. A preliminary draft of the textbook was recently used for the Third-year Persian 1 course subtitled *Advanced Persian Reading and Grammar* in forty-five contact hours at The University of Texas at Austin during the fall of 1990. With regard to the students' previous exposure to the subjunctive mood, the topic was divided into five major parts from the most to the least familiarity with the structures. Concept learning strategy, as described by Gary McKenzie, was employed for teaching the subjunctive mood. The effectiveness of the method was evaluated in terms of students' achievement. The evaluation consisted of five quizzes and three review tests. The results of this study supported the assumption that familiarity with the text through various exercises based on the text significantly facilitates comprehension.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(37) Title: THE EFFECT OF LESSON ENHANCEMENT WITH LEARNER CONTROL/PROGRAM CONTROL FEATURES ON LOW AND HIGH-LEVEL ABILITY STUDENTS IN A CAI ENVIRONMENT (LOW LEVEL ABILITY)

Author: CORDOVA CALDERON, FERNANDO APOLINAR
THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 184
Advisor: HUDSPETH, DELAYNE

Source: DAI-A 53/12, p. 4185, Jun 1993

Research Problem: This study investigated whether an enhancement of

learning lesson and a CAI program, with a learner control feature and learning aid tool, can help low ability subjects to obtain the same results as subjects with high ability.

The study was carried out in Torreon Coahuila, Mexico where engineering students take remedial courses in math, physics, and chemistry to prepare them to meet the basic prerequisites for their engineering career. The three hundred sixty students of this sample, representing different levels of previous knowledge, were classified as having low and high learning ability, and randomly assigned to a 2 x 3 x 2 ANOVA factorial design. These treatments were created: (1) learner control with learning aids (LCLA) in which students saw the content in the path they wanted; they could skip practice, feedback and learning aids if they desired; (2) program control with learning aids (PCLA) in which students saw the content, practice, feedback and learning aids in a fixed sequence; only learning aids could be controlled; and (3) program control without learning aids (PCWLA) in which students saw the content, practice, and feedback in a fixed sequence. Each treatment contained four groups (two groups with high ability and two with low ability). Half of the subjects with high and low ability in each treatment received a Lesson on Enhancement of Learning to help monitor their learning, and the other half did not receive this lesson. The computer program taught Newton's first and second Laws of Motion. The learning aids section of the program contained: a glossary of terms and formulas, easy examples, difficult examples, more practice items, and a preview of test items. The posttest criterion measure was a 14-item multiple choice test with a coefficient Alpha reliability of .75.

The results showed that lesson-treatment interaction ($p < .05$) was statistically significant and led to the claim that the Lesson on Enhancement of Learning (learning strategy) works better when the computer program has a fixed sequence (program control), but not when the computer program can be manipulated (learner control).

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(38) Title: ETHNIC MINORITY CONTENT IN GRADUATE SOCIAL WORK EDUCATION: FACULTY VIEWS AND EXPERIENCES (GRADUATE PROGRAMS)

Author: DIGGS, CHRISTINE HEATH

THE UNIVERSITY OF TEXAS AT AUSTIN PHD

pp: 285

Advisor: MCROY, RUTH G.

Source: DAI-A 53/08, p. 2661, Feb 1993

Research Problem: For over twenty years, schools of social work have been challenged with incorporating ethnic minority content in graduate social work education. Although the literature provides much insight into the controversies associated with infusing content on minorities into traditional social work curricula, there is little evidence into understanding how social work educators--the implementers--perceive, select, and teach content on minorities within their graduate social work classes.

This study explored whether such factors as prior practice experience, personal comfort with teaching about ethnic minorities, proximity of ethnic community, ethnic composition of minority students, social work literature and textbooks, presence of ethnic-specific curriculum committee, school of social work objectives, and professional mandates were considered when faculty decided on the emphasis they would give to ethnic minority content in the courses they taught.

One hundred ninety-nine faculty (42 minority and 157 nonminority) teaching in eleven graduate social work programs throughout the United States responded to a survey instrument developed specifically for the study. Minority social work educators were more likely than white educators to consider the following two factors as very important in their decisions about integrating ethnic minority content: (1) personal comfort with teaching about ethnic minorities, and (2) the composition of ethnic minority students in their classrooms. Seventy percent of the entire sample felt that social work educators overall were not knowledgeable or competent to teach ethnic minority content. Over 80% of the respondents indicated that social work textbooks failed to be useful in giving information on ethnic minorities.

One hundred fifty-eight (83.6%) of the social work educators indicated that their personal practice experience with specific ethnic minority populations played a major role in their decisions about teaching content on minorities in their classrooms. Over 70% of the social work educators consider school objectives as well as professional mandates regarding the integration of ethnic minority content as factors in their decisions on incorporating ethnic minority content in their classes. Guided by the grounded theories of minority integration and multicultural education perspectives, the study concludes with specific implications and recommendations for curriculum development in graduate social work education, policy, and future research.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(39) Title: PARENT INVOLVEMENT IN EDUCATION: THE PRESENTATION OF A TEACHER TRAINING PROGRAM AND ITS EFFECT ON ELEMENTARY TEACHERS' PERCEPTIONS

Author: GRUNWALD, CRISTIE JAN

THE UNIVERSITY OF TEXAS AT AUSTIN PHD

pp: 230

Advisor: ESCOBEDO, THERESA H.

Source: DAI-A 54/02, p. 412, Aug 1993

Research Problem: The purpose of this study was to examine changes in teacher perceptions toward parent involvement as a result of receiving inservice training that provided information, resources and methodology on the subject. A quasi-experimental pre-posttest control group design was utilized. Eighty-one experimental group teachers from two areas of Texas voluntarily attended a workshop which offered a conceptual framework of parent involvement based on theoretical and research material. The control group was comprised of 188 teachers from districts in the same two areas of Texas. The instrument used to collect data was the Parent Involvement Questionnaire developed by the Southwest Educational Development Laboratory.

Data in this study were analyzed to determine if the inservice training session had an effect on experimental group teacher opinions and perceptions toward role importance, activities and goals of parent involvement. Experimental group teacher posttest scores were also compared to control group teacher scores, which were for those who did not receive the intervention. Further analyses were conducted to determine if any significant differences existed in perceptions toward parent involvement among teachers from low, medium and high socioeconomic level school districts. T-test of correlated means, one-way analysis of variance, two-way analysis of variance and descriptive statistics were the measures used to test the major hypotheses of the study. An analysis of the activities of parent involvement was also completed using question totals in the experimental and control groups.

Significant differences were found in the pre-posttest analysis of experimental group questionnaire subsection and total scores, and between the experimental and control group total test scores, indicating that the workshop did have an effect on changing teacher perceptions toward parent involvement. Significant differences were found in the control group posttest total scores across the three socioeconomic levels of school districts. Teachers in both groups indicated that they felt the most typical activities of parent involvement should be roles in which the parents support the school, followed by activities in which parents collaborate with the school on issues concerning the child. In addition, teachers felt activities involving parents in school decision-making should be the least typical. Recommendations for further research were given.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical

(40) Title: THE EFFECT OF INSTRUCTIONAL METHOD AND
LEARNING STYLE ON SPANISH VOCABULARY LEARNING IN
COLLEGE STUDENTS

Author: LEE, LINA

THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 165

Advisor: SENG, MARK

Source: DAI-A 54/02, p. 414, Aug 1993

Research Problem: Illustrations not only may enhance visual thinking but also communicate certain types of information more effectively than linguistic symbol systems (Levie & Lentz, 1982). All individuals do not learn equally through pictorial instruction. Some people prefer to learn visually, whereas others learn better from the textual materials (Kirby & Moore, 1988).

This study examined the effect of line drawings on the acquisition of Spanish vocabulary and the interaction between learning styles and instructional methods. A 3 x 4 factorial design was used for this study. The independent variable was type of instructional method with three treatment levels: (1) native language translation, (2) line drawing, and (3) a combination of native language translation and line drawing. The dependent variable was Spanish vocabulary achievement measured with a fifteen item quasi-cloze test after the three days self-instructional lessons. Data on learning styles were also obtained from the Learning Preferences Questionnaire (Kirby, Moore & Schofield, 1988). One hundred and fifty-nine subjects at the University of Texas at Austin were randomly assigned to the different treatments.

Results showed that subjects using line drawings performed significantly better than subjects given native translation or a combination of line drawing and native translation. Subjects using the combination of native translation and line drawings performed significantly better than subjects using native language translation on the immediate and delayed posttests. No significant relationship was found between learning styles and instructional methods. Results showed a significant relationship between subjects' prior Spanish knowledge and vocabulary learning.

This study suggests the need for further research on second language reading skills which influence vocabulary achievement over an extended period of time. Future research is also needed to determine the effects of different types of illustrations on vocabulary learning.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(41) Title: RELATIONSHIP BETWEEN TEACHER PHILOSOPHY OF AND TEACHER BEHAVIOR IN EDUCATION THAT IS MULTICULTURAL: STUDY OF AN URBAN MIDDLE SCHOOL (URBAN SCHOOLS, PHILOSOPHY BEHAVIOR)

Author: THOMAS, TSAHAI LONDON

THE UNIVERSITY OF TEXAS AT AUSTIN PHD

pp: 171

Advisor: BLANCO, GEORGE; DODDS, JOAN

Source: DAI-A 53/12, p. 4196, Jun 1993

Research Problem: Education that is multicultural emerged to address the complex interactions of the culturally diverse classroom. This study was undertaken to determine the existence of any significant group differences (gender, ethnicity, subject taught, and grade taught) between teacher philosophy of and teacher behavior in education that is multicultural (EMC). A secondary purpose was to establish the existence of any significant relationship between individual teacher philosophy of and behavior in EMC.

Two sources of data collection were utilized. The primary source employed the use of two researcher-designed questionnaires: "Relationship Between Theory and Practice: Questionnaire of Relationship Between Theory and Practice of Education That Is Multicultural." One questionnaire addressed teacher philosophy; the other, teacher behavior in EMC. Questionnaires, though identical in content, were different in order of question presentation. The secondary source of data collection was made possible through interviews of 10 percent of a randomly selected subsample of the sixty-one middle school teachers. Eleven null hypotheses were formulated. Pearson product-moment correlation was used as the basis for statistical determination of three null hypotheses. A significant positive correlation between composite teacher philosophy and behavior scores was found. For Minorities, there was revealed a moderate, positive but not significant relationship between philosophy and behavior; for Anglos, there was revealed a moderate, positive, significant relationship between these variables. Although philosophy and behavior scores were closer to goals of EMC for Minorities than for Anglos, Anglos demonstrated more correlation between these variables. Not to be ignored, however, is a smaller Minority sample size which may have yielded significance if the sample were larger. One-way multiple analyses of variance were used to determine statistical significance in the remaining eight null hypotheses. Analyses indicated that there were no significant philosophy or behavior differences revealed for gender, grade level taught, or subject taught. There was no significant behavior difference for ethnicity; however, there was a significant philosophy difference found for this variable.

Results of the null hypotheses and interviews reflected an overall need for extensive professional development in the area of education that is multicultural at both the preservice and inservice levels.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(42) Title: A STUDY OF THE AVAILABILITY AND APPLICATION OF EDUCATIONAL TECHNOLOGY IN THE SECONDARY WORLD GEOGRAPHY CLASSROOMS OF 24 TEXAS SCHOOL DISTRICTS (CAI, GEOGRAPHY INSTRUCTION)

Author: WHITE, CAMERON SCOTT

THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 234

Advisor: SWEENEY, JOANN

Source: DAI-A 53/08, p. 2673, Feb 1993

Research Problem: The dissertation study concentrates on technology as an innovation related to change in education and describes and analyzes its availability and application in the secondary world geography classrooms of 24 Texas school districts. The study helps provide a framework for improving the availability and application of technology in world geography.

The literature suggests that the change process in education is difficult due to various barriers and that specific guidelines should be followed to ensure success. Descriptions of the various technologies available exist in the literature, although there is inconsistency regarding availability and application of those technologies among school districts, between schools within the same district, and among teachers at the same school. The state of Texas has therefore mandated that districts establish long-range plans for the successful application of technology in classrooms. The survey and follow-up interviews of the study describe and analyze the availability and application of educational technology in the secondary world geography classrooms of 24 Texas school districts. The data is divided into low, middle, and high per pupil expenditure districts. The results suggest that teachers need additional training in educational technology. Traditional technologies are available although there is inconsistency regarding the availability and application of the newer technologies such as computers and multimedia. There is also inconsistency between the low, middle and high per pupil expenditure districts. Wealthy districts have more technology available although middle level districts apply technology more successfully. Follow-up interviews suggest the need for increasing technology budgets, improving administrative support, and acquiring additional technology training. Recommendations resulting from the dissertation study include establishing specific plans for technology implementation, setting standards to ensure support for improving availability and application, providing additional training to ensure successful application, improving the access to newer technologies, increasing technology budgets, and following specific change process guidelines to ensure success in the classroom.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(43) Title: SECOND LANGUAGE LEARNERS' BELIEFS ABOUT LANGUAGE LEARNING AND THEIR USE OF LEARNING STRATEGIES: A STUDY OF COLLEGE STUDENTS OF ENGLISH IN TAIWAN (LEARNER BELIEFS, CHINA)

Author: YANG, NAE-DONG

THE UNIVERSITY OF TEXAS AT AUSTIN -PHD pp: 256

Advisor: HORWITZ, ELAINE K.

Source: DAI-A 53/08, p. 2722, Feb 1993

Research Problem: This study investigated the beliefs about language learning and use of language learning strategies by college EFL students in Taiwan. The relationship between learners' beliefs and strategy use was also studied. A total of 505 students enrolled in undergraduate English classes in Taiwan participated in the study. An English Learning Questionnaire, which was composed of two self-report measures-- Horwitz's (1987) Beliefs About Language Learning Inventory and Oxford's (1989) Strategy Inventory for Language Learning-- and an Individual Background Questionnaire, were translated into Chinese and administered to the students during their regular English classes.

Factor analyses were computed to determine the underlying composite belief variables and composite strategy variables. The results showed that many students had positive self-efficacy about English. They endorsed ideas about foreign language aptitude and the importance of practice and formal structural studies. These students also reported using a variety of learning strategies, with formal oral-practice strategies and compensation strategies used more frequently and cognitive-memory strategies, least frequently. Two significant canonical correlations between the composite belief and strategy variables were obtained. The first significant link age related language learners' feelings of self-efficacy about learning English to their use of all types of learning strategies, especially functional practice strategies. The second significant link age related learners' beliefs about the value and nature of learning spoken English to the use of formal oral-practice strategies. The results of this study suggested that the relationships between beliefs and strategy use might not be unidirectional. As learners' beliefs likely affect their learning strategy use, the use of learning strategies may also influence learners' self-efficacy and other beliefs about language learning. In addition, female students were found to use social strategies more often than male students, and foreign language majors had a greater tendency to believe in foreign language aptitude than did other majors. In brief, the results of this study provided empirical support for a connection between language learners' beliefs and their learning strategy use. A better understanding of the beliefs and learning strategy use of the EFL students in Taiwan, as well as practical suggestions for EFL instruction in Taiwan, has been achieved.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative

(44) Title: ACHIEVEMENT MOTIVATION PROCESSES AND THE ROLE OF CLASSROOM CONTEXT (MOTIVATION)

Author: HAGEN, ANASTASIA STEFFEN

THE UNIVERSITY OF TEXAS AT AUSTIN PHD

pp: 195

Advisor: WICKER, FRANK W.; WEINSTEIN, CLAIRE E.

Source: DAI-A 53/08, p. 2743, Feb 1993

Research Problem: An integrated model of achievement motivation was

that included mastery and performance goal orientation, self-efficacy, test-anxiety, and self-regulated learning. There were two studies performed to evaluate this model. The purpose of the first study was to examine the ways in which the variables in the model contribute to academic achievement. The subjects in this study were college students enrolled in two introductory statistics courses. The measures were also administered at two different times over the course of the semester to test for reciprocal relationships among the variables over time. The data were analyzed using structural equation modeling.

Because the subjects in the first study were all enrolled in the same type of course, with similar course requirements and grading policies, the purpose of the second study was to determine how the relationships among the variables in the model might differ as a function of classroom context. The subjects in the second study were enrolled in one of two different College of Business Administration courses. One of the courses placed a greater emphasis on mastering the material (low competitive context), while in the other course the students competed with one another for high grades (high competitive context). The model was first solved separately for each group and then the fit of the model was compared across the two classroom contexts.

The findings from the two studies indicated consistent positive relationships among mastery goal orientation, self-efficacy, and self-regulated learning. This suggests that being mastery-oriented results in higher self-efficacy and increased use of self-regulated learning strategies. Another consistent finding was that performance goals were positively related to test anxiety in both studies. This suggests that students with performance goals may also be more likely to experience higher test anxiety. Finally, the fit of the model was significantly different across the two classroom contexts, but only with respect to the relationships between mastery-goal

orientation and achievement, performance-goal orientation and achievement, and self-regulated learning and achievement. These differences suggest that mastery and performance goal orientation and use of self-regulated learning strategies contribute to achievement in different ways depending on the classroom context.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(45) Title: THE NEGOTIATION OF MEANING AND THE TRANSFER OF RESPONSIBILITY FOR LEARNING THROUGH TEACHER SCAFFOLDING AND STUDENT SELF-SCAFFOLDING OF INSTRUCTION (SCAFFOLDING, LEARNING RESPONSIBILITY)

Author: MEYER, DEBRA KAY

THE UNIVERSITY OF TEXAS AT AUSTIN PHD

pp: 183

Advisor: WEINSTEIN, CLAIRE E.

Source: DAI-A 53/08, p. 2746, Feb 1993

Research Problem: Recent syntheses of educational research implicate

instructional scaffolding for enhancing cognitive, metacognitive, and motivational development. However, if (and how) scaffolding occurs during whole-group instruction has not been investigated. Little data also exists about the appropriateness of scaffolding for different students and varying instructional contexts. Research on teacher thinking has highlighted the unplanned nature of teacher responses to contextual cues, but not examined the relationship between student-initiated cues for guiding instruction (self-scaffolding) and teacher responses.

In this study scaffolding during whole-group instruction was examined by categorizing teacher and student contributions to classroom dialogue. There were three theoretical research questions: (a) Does classroom discourse reflect a reciprocity of teacher scaffolding and student self-scaffolding? (b) Do Student prior knowledge and gender influence the relationships between teacher scaffolding and student self-scaffolding? and (c) Do the teacher and students gradually transfer the responsibility for learning over a unit of instruction?

Twenty-nine sixth graders from two heterogeneous math classes taught by the same teacher participated. The data were field notes and audio tapes of classroom discourse across a nine-day unit.

The theoretical hypothesis regarding reciprocity, or mutual exchanges, between the teacher and students during whole-group instruction was not supported. Interactions were more complementary than reciprocal. Teacher scaffolding was associated with student non-scaffolding. Furthermore, this interaction pattern was found more than expected among the teacher and the boys with above-median pretest scores. In addition, students' self-scaffolding during whole-group instruction was an indicator of success. Students who self-scaffolded approximately 30% or more were the most successful. Task-oriented self-scaffolding was characteristic of students with at least a 50% gain from pretest to posttest. Furthermore, girls with above-median pretest scores self-scaffolded less by taking fewer risks and posing fewer hypotheses than their peers. Finally, no transfer of responsibility was found within the daily lesson or across the unit. Classroom dialogue did not become more student-controlled, but the frequencies of teacher and student responsibility-centered responses remained stable and relatively equal. This suggests that responsibility was shared instead of transferred.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(46) Title: A HISTORY OF ELEMENTARY SCHOOL TEACHER PREPARATION AT THE UNIVERSITY OF TEXAS AT AUSTIN, 1891 TO 1991 (TEACHER PREPARATION)

Author: ALDERSON, JOSEPH MICHAEL, II

THE UNIVERSITY OF TEXAS AT AUSTIN PHD

pp: 157

Advisor: DAVIS, O. L. JR.; RICH, J. M.

Source: DAI-A 53/12, p. 4283, Jun 1993

Research Problem: Historical development of the elementary teacher education program at the University of Texas at Austin from 1891 to 1991 hastaken many turns. This dissertation portrays the major dimensions ofthat history. Primary sources include university documents and oral history interviews. Secondary sources related to elementary teachereducation in Texas and the United States were used throughout toreinforce the research. The dissertation contains five chapters which cover the major points. Chapter Two presents the history of the establishment of the School of Pedagogy from 1891 to 1947. Key figures in the development of the elementary teacher education program were identified and theestablishment of a baccalaureate degree in 1936 were discussed. Changes in both state requirements for teacher certification and inuniversity courses offered are discussed. This portrayal builds aricher understanding of the obstacles that the elementary educationprogram at The University had to overcome. Chapter three encompasses the period 1947 to 1965. During theseeighteen years, state and federal legislation impacted the certification and curriculum requirements in elementary teachereducation at The University. The impact of the Gilmer-Aikin Bill of 1949 on The University's program was discussed as well as was changes in elementary teacher education certification and programsrequirements. The change in requirements increased the need foradditional Curriculum and Instruction faculty members to teach elementary education. During this period, Austin ISD elementary schools were used as laboratory schools to pilot-test innovations in curriculum and teaching. Chapter four addresses the time period from 1965 to 1991. Contributions of the Research and Development Center for TeacherEducation and some major projects are discussed. The effects of TexasHouse Bill 72 and Senate Bill 994 on The University, including areformed elementary teacher education program are included in thischapter. Reactions and recollections of former and current facultymembers to the changes during this period add realistic insights to these more recent developments. This study illuminates the development of elementary teacher education at the University of Texas at Austin. Further, it adds substantively to an understanding of teacher education both in Texas and the nation.

Form(s) of Curriculum Inquiry employed in this Dissertation: historic

(47) Title: EFFECTS OF LEARNER CONTROL, ADVISEMENT, AND PRIOR KNOWLEDGE ON YOUNG STUDENTS' LEARNING IN A HYPERTEXT ENVIRONMENT

Author: SHIN, EUN-JOO

THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 183

Advisor: SCHALLERT, DIANE L.; SAVENYE, WILHELMINA C.

Source: DAI-A 53/09, p. 3183, Mar 1993

Research Problem: The purpose of this study was to investigate the effects of learner control and of advisement in a hypertext learning environment with young students who have different levels of priorknowledge about the content. Learner control is the method thatallows the learner to make decisions about the instruction. With the advent of hypertext, learner control is inevitable, since hyper text creates non-sequential, dynamic, and multiple structure ofinformation. Learner control in hypertext is closely related to thestructure of hypertext.

The structure of hypertext can be divided into two categories:hierarchical structure versus network structure. Network structureallows more learner control than hierarchical structure. In thepresent study, hierarchical structure was represented by the limitedaccess condition and network structure by the free access condition.Although the flexibility of hypertext has the potential to givelearners much freedom in choosing the path of instruction, its main disadvantage is that it may cause disorientation in the hypertextenvironment. In order to minimize this navigational problem, manyauthors (Jonassen, 1988; Morariu, 1988; Shneiderman & Kearsley, 1989;Locatis, Letourneau, & Banvard, 1989) have suggested the

provision of navigational aids. The advisement treatment in the present study was meant to provide guidance to students about navigating through hypertext. From the pretest results, 110 2nd-grade students were divided into two groups: high and low prior knowledge about the content, characteristics of food groups. The subjects in each group were randomly assigned to one of four treatment groups, limited access with no-advisement, limited access with advisement, free access with no-advisement, and free access with advisement. Quantitative and qualitative data were collected. The quantitative data consisted of posttest/delayed posttest scores, preference ratings for instructional method, self ratings of the difficulty of the instructional method, and time to complete the lesson. The qualitative data consisted of the paths that the students navigated as they proceeded through the lesson. The major findings were as follows: (a) for low prior knowledge students the limited access condition was more effective than the free access condition; high prior knowledge students were able to function equally well in both conditions, (b) the free access group preferred to have the advisement, but not the limited access group, (c) the high prior knowledge group completed the lesson more quickly with advisement; the low prior knowledge group without advisement, and (d) in the free access condition, advisement was helpful to prevent disorientation in the network structure hypertext. Implications of these findings were drawn for the design of hypertext-based materials and for future research.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(22) THE UNIVERSITY OF VIRGINIA(UVA)
Public coed university

The University of Virginia, located in Charlottesville (120 miles from Washington, D.C.), was founded by Thomas Jefferson in 1819 as a national university. The university consistently is rated among the best public institutions in the country. In its Selective Guide to Colleges, the New York Times judges this University as the nation's best public university. This university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's and doctoral degrees; it is one of a select group of 58 American and Canadian universities chosen for membership in the prestigious Association of American Universities. Individual graduate programs and specializations are accredited by prestigious Councils, Associations, Organizations or Committees related to each field. The Curry School of Education (founded in 1905) and all of its programs to prepare school personnel are accredited by the National Council for Accreditation of Teacher Education. In 1950, a graduate division was established, offering the degrees of Master of Education and Doctor of education.

The honor system is one of the University's oldest and most venerated traditions. Based on the fundamental assumption that anyone who enrolls at the University subscribes to a code of ethics forbidding lying, cheating and stealing, the Honor system allows students the kind of personal freedom possible only in an environment where respect and trust are presumed. For more than 150 years this system has been run entirely by students.

The Graduate School: Unique Features

1. Enrollment: 11,300 undergraduates and 6,300 Graduate professional
2. Faculty and Students Groups: faculty: 1,701 full-time (342 women), 127 part-time (57 women); include 151 minority (50 African-Americans, 83 Asian-Americans, 17 Hispanics, one Native American). Students: 5,565 full-time matriculated graduate/ students (women 2,347), 404 part-time (254 women).
3. Tuition: \$ 3,616 per year full time and 1,119 per year (minimum) part-time for state residents. \$ 11,520 per year full-time, \$ 3,814 per year (minimum) part-time for non-residents. Fees of \$ 706 per year full-time, \$ 410 per year (minimum) part-time.
4. Programs: The Graduate Schools include School of Law, the Colgate Darden School of Business Administration, the School of Medicine, the Graduate School of Arts & Sciences, the School of Engineering & Applied Science, the Curry School of Education, the School of Architecture, and School of Nursing which provide undergraduate and graduate instruction.
5. Degrees Offered: Master's, Specialists and Doctorates.
6. Requirements for admissions: General criteria for admission to a graduate or professional degree program are: (1) completion of the bachelor's degree or equivalent from an accredited College or university; (2) a Master's degree or its equivalent from an accredited College or University (2) outstanding grades and recommendations from the undergraduate/graduate institution; (3) acceptable scores on required, standardize examinations (such as the TOEFEL-language requirements for non-English speaking applicants-, GRE, GMAT/Business Program, LSAT/Law program, MCAT/Medical school, the Advanced Test for the School Psychology Program/Education, etc.); (4) meet

any additional individual departmental or program area requirements (such as previous professional experience in an area related to the proposed major).

7. **Requirements for graduation:** To earn a Master's (1) academic program requirements successfully completed, (2) satisfactory performance on a comprehensive examination, a Thesis or a Project, (3) a minimum of 30 credits. To earn a Doctorate in Education (Ed.D) a student must complete, after completion of a Master's degree, a minimum of 24 credits on ground during a 15 month period (residence requirement). The 24 credits cannot include credits for internship, independent study, practice or dissertation. A student must be continuously enrolled at the university while working toward the degree and all the requirements must be completed with four years after passing comprehensive examinations. The student must successfully complete (1) a program of studies established by his/her doctoral committee including course requirements, (2) preliminary examinations, (3) written comprehensive examinations (4) six credits of research course (5) six credits of practicum work or its equivalent, (6) dissertation requirements including (a) defending a dissertation proposal, (b) the planning and carrying out of a research study, (c) passing an oral examination, (6) additional requirements specified by the student's department, program area, doctoral committee (4 faculty members), and/or advisor. The Doctor of Philosophy (Ph.D) degree is the highest academic degree awarded by the University. Candidates must complete at least three academic years of full time graduate work.. In addition, up to one year or equivalent may be spent in dissertation research elsewhere, while enrolled as a full-time student. The student must successfully complete: (1) a program of study (the student must earn 72 credits-a maximum of 24 credits from the master's program may be counted- (2) preliminary examinations, (3) written comprehensive examinations and oral examination, (4) demonstrate research proficiency by passing the Curry School Research Examination which covers quantitative research methods, qualitative inquiry, statistics, tests and measurement and research design; or by an alternative method developed by each program area, (4) dissertation requirements including (a) defending a dissertation proposal, (b) the planning and carrying out of a research study, (c) passing an oral examination, (6) additional requirements specified by the Graduate School of arts and sciences, student's department in the Curry School of education, doctoral committee (4 faculty members), and/or advisor, (7) the final examination (oral/written or both).
8. **Doctoral degrees awarded:** four hundred and eight doctorates in 1993.
9. **Student services:** Low cost health insurance, free legal counseling, free psychological counseling, career counseling, day-care facilities, emergency short-term loans, campus safety program, campus employment opportunities, counseling/support services for international students. **Graduate Housing:** 350 units- rooms or apartments- available to single students; 323 units available to married students.
10. **Financial aid:** Funds for scholarships, fellowships, and assistantships are usually awarded through the graduate departments and/or the admissions committee. Stipends, awards, tuition and fee waivers are allocated by the Departments.
11. **Research facilities:** Alderman Library plus 15 additional on campus libraries; total holdings of 3,842,344 volumes; 4,871,904 microforms; 29,91 current periodical subscriptions. A total of 325 personal computers in all libraries. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: IBM 3090/400E; access to CRAY Y-MP/832 at the university of Pittsburgh. Personal computers on campus linked to BITNET @ Virginia, Internet @ Virginia. EDU. Other special research facilities in each graduate program.

Graduate Program in Curriculum Studies: Unique Features

1. Enrollment and faculty: more than one hundred and fifty graduate students, includes 51 full time (37 women); 54 part-time (46 women); 5 minority (all African-Americans), 5 internationals. Average age: 34. Thirty-five faculty (12 women), 3 part-time (all women). Years of experience as Curriculum Professors range between: 7 and 25.
2. Name of the Department: Curriculum, Instruction, and Special Education, Curry School of Education.
3. Department Head or contact faculty member: Dr. Ronald Comfort (22 years of experience. Field: Curriculum Theory).

Address: University of Virginia, Curry School of Education, 102 Ruffner Hall, Charlottesville, VA 22903, USA. Phone: 804-924-3332.
4. Name of the Program that focuses on Curriculum Studies: Curriculum and Instruction (M.ED..., Ed.D, Ed.S.) Accredited by NCATE.
5. Requirements: Entrance: GRE general test. Degree requirements: for master's foreign language and thesis not required; for doctorate, a dissertation required, foreign language not required. Beyond a common core of course work and the graduate school requirements mentioned before, a student may choose to emphasize Curriculum or Instruction in their program of study. Those in Curriculum will give greater emphasis to design and evaluation of educational programs and to the processes of successful changing of educational programs; those in Instruction will give greater emphasis to coursework and practice on analysis and evaluation of teaching and on the use of instructional technology. Minimum research courses required for a Ph.D: 4, for a D.Ed. 2, for a Master's 1.
6. Doctoral degrees awarded: nineteen doctorates in Curriculum (1993). In 1992, 102 master's, 9 doctorates, 3 Ed.Ss. awarded.
7. Primary Goals of the Graduate Program in Curriculum are: (1) develop curriculum personnel for advanced positions in school systems and other educational and training organizations, and (2) prepare college and university professors of curriculum, instruction and of teacher education.
8. Graduate Program in Curriculum is among the leading Programs in the United States because of: reputation of faculty; quality of graduates (who now serve as leaders of instruction, research and administrative positions in educational settings across the country: school systems, universities, government agencies, and businesses, government agencies, and businesses); research publications (fifteen research and training projects receiving grant support totaling \$ 2 million) and curriculum and Instructional characteristics: (a) development of a new instructional delivery system by satellite, (b) involving outstanding classroom teachers as clinical instructors in teacher preparation and graduate programs and (c) utilizing new computer communication linkages among teacher education students, faculty, and selected classroom teachers.

9. Unique strengths of the graduate Program in Curriculum: This department is nationally recognized for the quality of its graduate programs and for the conduct of research on instructional effectiveness, learning environments, and teacher preparation. Main strengths: Research (emphasis on inquiry, national visibility); Students (placement and alumni networks); faculty (productivity, research oriented); Curriculum (each graduate student is expected to play a major role in designing his/her program and to be involved with teams of faculty and other students on research, program design, and/or instructional programs)) and Environment (characteristic of this department is the sense of community which is fostered by faculty and students collaboratively involved in professional growth and in working "to make an important difference".
10. Curriculum research: Dr. Ron Comfort (Ed.D Specialty: Curriculum Theory). This author has been teaching curriculum research for 22 years. This author has done curriculum research reports and publications in each of the following forms of curriculum inquiry: ethnographic-naturalistic, integrative-review-synthesis and deliberative research. He is researching the following problems at present time: "Factors contributing to the decline of SCDE's." He prefers to prepare graduate students as curriculum researchers by recommending them to take a specific 3 research methods courses (quantitative-qualitative research); by putting them in an overview course on different types of research methods; and by asking them to enroll in a research methods course with only students in his own program.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:
 Research courses available to students mainly in the following areas: research design, research methodology, statistics, survey research, historical, ethnographic/naturalistic, theoretical, and combination of methods. Courses which are offered this year, are the following: EDIS 802 Readings and Research in Education of Exceptional Children; EDIS 885 Current Research on Teaching and Teacher Education, EDIS 945 Research in Math Education (both focused on evaluative-normative, deliberative research), EDIS 965 Readings and Research in Social Studies Education; EDIS 970 Reading Research Seminar; EDIS 955 Readings and Research in Science Education; and EDIS 966 Independent Research (all of them with emphasis in the following forms of Curriculum Inquiry: phenomenological/hermeneutic, ethnographic/naturalistic, scientific, theoretical, evaluative/normative, deliberative, integrative/review/synthesis, and action research); EDIS 920 Reading and Research in Early Childhood Education (focused mainly in integrative/review/synthesis, theoretical and deliberative research); EDIS 925 Readings and Research in Elementary Education (oriented toward theoretical and action research); EDIS 589 Seminar in Research Writing (practical experiences in each form of curriculum inquiry according to the students and faculty's interests)
2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take 3 specific research courses with emphasis on quantitative and qualitative research, (2) put students in an overview course on different types of research methods and (3) ask students to enroll in a research methods course with only students in the same Curriculum program.

Forms of Curriculum Inquiry employed in Doctoral dissertations
University of Virginia, January 1993- June 1994.

- (1) Title: TEACHERS' ORIENTATIONS TOWARD TEACHING, LEARNING, AND MATHEMATICS: THREE TEACHERS' DECISIONS CONCERNING THE IMPLEMENTATION OF A REVISED ELEMENTARY MATHEMATICS CURRICULUM (TEACHER ORIENTATIONS)

Author: DORGAN, KAREN

UNIVERSITY OF VIRGINIA - EDD

pp: 351

Advisor: GAROFALO, JOE

Source: DAI-A 54/12, p. 4342, Jun 1994

Research Problem: This study examined the relationship between teachers'

orientations toward teaching, learning, and mathematics and the curricular and instructional decisions teachers make. The term "orientation" was used to combine Clark and Peterson's (1986) "implicit theories of teaching and learning" with Thompson's (1992) "conception of mathematics" to convey the complex combination of knowledge, beliefs, attitudes, images, and preferences which serve as a filter through which the teacher views the formal curriculum.

Fifth and sixth grade mathematics teachers in a suburban school district completed a survey intended to elicit their orientation toward the teaching and learning of mathematics. Results were analyzed using Ernest's (1989) model. Survey results were combined with data collected through interviews and observations to identify three teachers whose orientations aligned with Ernest's instrumentalist, Platonist, and problem-solving views. Case studies based on data from audio and video recordings, field notes, journals, and instructional documents were developed.

While distinct differences in operational curriculum were noted, similarities among teachers were also observed. In general, while attempting to enact a revised curriculum which was intended to reflect the NCTM Standards, the teachers maintained fairly traditional teaching styles. Features of the revised curriculum, such as a focus on problem solving and the application of technology, appeared as "add-ons" to the teachers' prior instructional programs. The emphasis remained on basic skills and computation. The teacher whose orientation appeared to be one of transition between Ernest's Platonist and problem solving views of mathematics demonstrated the difficulty with which such a change takes place. While having relatively strong knowledge of what would be entailed in a Standards-influenced curriculum, her knowledge of how to enact this in day-to-day instructional activities was weak. The challenges faced by this teacher remind those who would change curriculum of the complexities of the revision process. Results of the study suggest the need for more detailed research on how teachers interpret and modify formal curriculum. In addition, the role which teachers' beliefs, attitudes, and prior knowledge play in this process is complex and in need of further study.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

- (2) Title: SUSTAINABILITY OF EDUCATION PROJECTS IN DEVELOPING COUNTRIES: A LOOK AT THE POTENTIAL SUSTAINABILITY OF INTERACTIVE RADIO INSTRUCTION PROJECTS

Author: SULEIMAN, IBRAHIM

UNIVERSITY OF VIRGINIA - EDD

pp: 277

Advisor: BUNCH, JOHN B.

Source: DAI-A 54/07, p. 2422, Jan 1994

Research Problem: International development agencies such as The World Bank

are becoming increasingly concerned with the issue of project sustainability. The growing concern about sustainability in general is a result of the continued failure of development

projects despite billions of dollars having been spent on these projects by the external agencies. The purpose of this study was to conduct investigations using interviews to identify the sustainability indicators that are necessary conditions to the success of education projects in developing countries.

The study involved extensive 2 hour interviews of 5 non-random development experts involved in the development of RADECO project in Dominican Republic and other IRI programs in developing countries. The instrument known as 'SIG' was used to ask experts questions on eight indicators that can predict the relative success of IRI programs: (a) effectiveness; (b) utilization; (c) institutionalization; (d) participation; (e) choice of technology; (f) adaptation/replication; (g) evaluation; and (h) empowerment. Each indicator consists of 3 to 5 questions (indices).

Data collected through SIG was transcribed and analyzed using the content analysis technique to measure the degree of individual responses to each question.

Extensive findings were reported by the statistical analyses. Approximately 80-100% of the respondents responded very strongly on questions about effectiveness, utilization, institutionalization, choice of technology, and evaluation, while 40-60% responded to questions on participation, adaptation/replication and empowerment, which indicated how vital these indicators are in the success of IRI projects in developing countries. The results also established that sustainability of education projects cannot be achieved without the followings: (1) the support of the Ministries of Education; (2) a continued evaluation of education projects after the implementing agencies have left and how evaluators are selected for these projects; (3) a provision for a cost-effective education intervention that is accessible to the majority of project beneficiaries without sacrificing the quality; (4) and (5) a technology that motivates the local beneficiaries and appeals to the national governments; (6) the involvement of business and community organizations; (7) a continuous support of other funding agencies; and (8) a strategy for transfer of management to local beneficiaries.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-scientific

(3) Title: INSTRUCTION, IMAGERY AND INFERENCE: THE EFFECTS OF THREE INSTRUCTIONAL METHODS ON INFERENCEAL COMPREHENSION OF ELEMENTARY CHILDREN (STORYTELLING, VIDEO)

Author: FINNERTY, JOYCE CAROL POWELL

School: UNIVERSITY OF VIRGINIA - EDD

pp: 147

Source: DAI-A 54/09, p. 3307, Mar 1994

Research Problem: The purpose of this research was to investigate the

effects of three instructional methods of storytelling on inferential comprehension: (a) oral storytelling (induced imagery, no supplied visuals); (b) reading aloud with illustrations (partially induced imagery, partially supplied visuals); (c) televised video (supplanted imagery, supplied visuals).

A repeated measures experimental design was implemented with 131 second grade subjects during a three week period. Data were analyzed using a repeated measures ANOVA and a significant main effect was found for the dependent variable inferential comprehension when comparing the three instructional methods. Post hoc pairwise analyses of variance revealed significantly higher inferential comprehension mean score differences for oral storytelling method as compared to televised video instruction. Significance for inferential comprehension was not found between reading aloud with illustrations method and televised video method. Also, significantly different inferential comprehension mean scores were not found between the oral storytelling method and reading aloud with illustrations method. The implications of this study suggest increasing instructional processes which require greater internal imagery. Oral storytelling may be an instructional method with a much broader role to play in an educational system designed to

develop and realize the full potential of the child. Instruction using technology probably should be more closely analyzed for capacities to supply visuals and supplant imagery. Monitoring of when supplied visual technology is presented also becomes relevant. Reform movement strategies emphasize the intent of schools to develop higher order thinking abilities. The results of this research suggest a rather simplistic yet powerful instructional method to assist with that initiative.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(4) Title: COOPERATIVE LEARNING AS AN INSTRUCTIONAL STRATEGY WITH GIFTED STUDENTS

Author: MARSTON, WILSON A.

School: UNIVERSITY OF VIRGINIA - EDD

pp: 232

Source: DAI-A 54/07, p. 2447, Jan 1994

Research Problem: Instructional methods used with gifted students in

cooperative learning sessions have been the target of recent criticism by educators of the gifted. Some of these educators claim that gifted students are not having their unique learning needs met through cooperative grouping. Educators who favor cooperative learning methods claim that all students, even the gifted, learn during cooperative learning interactions. Little research has been conducted specifically targeting the teaching methods used with gifted students during cooperative learning lessons and how these students perceive their role within the group and the tasks given to them. This research project has been designed to look at teacher practices in structuring cooperative learning and students' perceptions of the tasks they are assigned. Component one of this study was designed to survey teacher classroom practices regarding their use of cooperative learning strategies. A survey of 52 teachers was analyzed to study the frequency of teacher instructional practices with gifted students and with regular students during cooperative learning. The second component of this study involved using qualitative methods to build a case study of two different groups of students working in cooperative learning groups at two different school sites. Information gathered through observations and interviews was used to develop a case on each student group.

Analysis of the cases revealed first that the instructional practices teachers were calling cooperative learning were actually grouping practices with little student cooperation taking place. Second, teacher practices with their gifted students during this cooperative learning instruction were not congruent with recommended practices with gifted students. The gifted students in these groups more often took the role of answer-sharer to the group, more often worked on basic skills tasks, and reported knowing most or all of the lesson content prior to the lessons. Cross-component analysis was conducted to compare the Cooperative Learning Classroom Practices Survey with the two case studies. Findings revealed that teachers do little or nothing to differentiate instruction for their gifted students during cooperative learning.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(5) Title: THE WALTON PLAN: EXPANDING THE PRACTICE TEACHING ENVELOPE (EDUCATIONAL PARTNERSHIPS, TEACHING ASSOCIATES, VIRGINIA)

Author: LEIGHFIELD, KENNETH THOMAS

School: UNIVERSITY OF VIRGINIA - EDD

pp: 204

Advisor: MORINE-DERSHIMER, GRETA

Source: DAI-A 54/08, p. 2987, Feb 1994

Research Problem: This study examines an issue central to teacher education:

the structure of the practicum. Despite classroom teachers' enthusiasm for the traditionally structured practicum with its dyad or triad, researchers report mixed

results. These same researchers have been calling for restructuring of the practicum in hopes of providing a more efficacious experience for teaching associates. The Curry School of Education engaged in a partnership with Leslie H. Walton Middle School and placed teaching associates in the school as members of the school's teaching teams. The two respondents in this study were students in the English Education program at the Curry School of Education. The Curry School students joined three teachers in English, science, and social studies on an interdisciplinary team. The study was designed to answer one question: "How does the unique structure of this practice teaching experience influence the student teachers involved"? The qualitative paradigm was chosen as most appropriate to answer this question since this is the initial research on this structure. Data were collected at regular intervals and took the form of audio taping of semi-structured interviews, stimulated recall interviews, and team meetings. Lessons were videotaped, and documents from the teaching associates and the university were examined. Data were analyzed using the constant-comparative method of content analysis. The data from the stimulated recall interviews were also analyzed using both categorical analysis and sequence of thought matrices. The data indicate that the practicum structure was successful for the teaching associates who were fully involved in the teaching situation. The teaching associates reported that they suffered little of the stress usually associated with the practicum since they had a peer support system in the school. They also reported that they were not subject to many of the aspects which make the traditional practicum suspect in the eyes of researchers. Both teaching associates showed continued growth during the practicum but at different rates. This reflected their personalities, histories, and reactions to their clinical instructors.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(6) Title: PREPARING PRESERVICE TEACHERS FOR MAINSTREAMING (LESSON ADAPTATIONS)

Author: MASSIE, CAROLYN MAYER

School: UNIVERSITY OF VIRGINIA - EDD pp: 184

Advisor: MORINE-DERSHIMER, GRETA; CANADY, ROBERT LYNN

Source: DAI-A 54/08, p. 2987, Feb 1994

Research Problem: The purpose of this study was to examine the effectiveness of adapting instruction during student teaching to change preservice teachers' perceptions of their ability to modify instruction for mainstreamed children within the regular classroom. Forty-six regular education elementary and middle school student teachers at the University of Virginia were assigned randomly to either a treatment or placebo group.

Student teachers in the treatment group were asked to select a mainstreamed student in each of their two classroom assignments, meet the resource teacher to get appropriate instructional modification suggestions for that student, discuss those suggestions with the classroom teacher, write a minimum of two lesson plans with adaptations for that student, teach the lessons, and submit the adapted plans. Pre and posttests were given to both the treatment and placebo groups. Significant change was noted on a one-tailed dependent t-test for the student teachers' perceived ability to adapt instruction for those children unable to function within a lesson prepared for the whole group. A repeated measures MANOVA tested student teachers' perceptions of readiness to adapt instruction for mainstreamed students. The treatment group showed significantly more improvement than did the control group for this variable on the MANOVA. In the experimental group, all classroom teachers and all involved resource teachers were asked to answer open-ended questionnaires. Respondents felt the project should become a requirement during student teaching. Ten interviewed student teachers expressed apprehension about having children with severe disabilities or behavior disorders in their classrooms, and student teachers wanted additional program preparation. Lesson plan

adaptations were noted and compared with resource teachers' suggestions. Student teachers in the treatment group reported greater involvement with resource teachers in planning than did student teachers in the control group. However, resource teachers reported student teachers in the treatment group did not use them for planning to the extent student teachers in the treatment group had reported. The interviewed treatment group reported resource teachers' suggestions were helpful and would use resource teachers for adaptation suggestions if they had mainstreamed students in their classrooms next year.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(7) Title: USING CASE-BASED INSTRUCTION OF A VIDEOCASE OF A
MULTIETHNIC CLASSROOM TO INFLUENCE TEACHER REFLECTION

Author: WHITE, BONITA CRABTREE

School: UNIVERSITY OF VIRGINIA - PHD

pp: 108

Source: DAI-A 54/08, p. 2990, Feb 1994

Research Problem: The effect on preservice teachers of case-based instruction using a videocase was investigated. Nine questions were posed: (a) What do individuals exposed to an event on the videocase report observing before and after case-based instruction: (b) From what perspective(s) do they view the event? (c) Does their way of reporting change? (d) What aspects of an event do they consider problematic before and after instruction? (e) Does case-based instruction improve problem recognition? (f) What problems do they choose to address before and after instruction? (g) What knowledge informs their decision regarding an action appropriate to take in the problematic situation? (h) Does case-based instruction improve alternative generation? (i) Does case-based instruction improve problem solving?

The participants were fourth-year teacher education students attending two sections of the same class--one containing Elementary Education majors (n = 22), the other a mixture of Special Education and Elementary majors (n = 10). Participants were pretested with open-ended probe questions after viewing a videotaped teaching episode. Next, they participated in group discussions of three other videotaped episodes. Finally, they were posttested using the same probe questions and episode as the pretest. Because the two classes differed in a variety of ways on the pretest, separate results were tabulated. The following changes occurred: The two groups differed on the pretest but became more similar on the posttest in terms of the perspectives they took and the problems they chose to address. Though being statistically not different on the pretest in problem identification and problem solving, one group made statistically significant gains in those areas while the other did not. The groups were similar on the pretest in types of problems identified, but one group shifted emphasis on this while the other did not. The groups were similar and changed little from pre to post in terms of what they reported observing and the knowledge they viewed as informing a decision about an appropriate action to take in a situation they viewed as problematic. I found case-based instruction to be efficacious for improving some important aspects of classroom problem solving.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-scientific (qualitative-quantitative).

(8) Title: THE INFLUENCE OF CONFERENCE MODERATOR STRATEGIES ON THE
PARTICIPATION OF TEACHERS IN COLLABORATIVE TELECOMPUTING
PROJECTS

Author: ROBIN, BERNARD ROSS

School: UNIVERSITY OF VIRGINIA - PHD

pp: 170

Source: DAI-A 54/08, p. 2995, Feb 1994

Research Problem: The purpose of this study was to develop and evaluate

procedures which could be used by conference moderators to encourage educators and students to participate in collaborative projects over a telecomputing network. Research questions were developed to assess the amount and quality of participation in on-line discussion groups in the Electronic Academical Village, an area on Virginia's Public Education Network established for instructional use.

Postings to discussion groups within the Math and Science Pavilion were compared for two six-week periods. The first six-week period served as a baseline period during which no treatment was implemented. Items posted in the discussion groups during the baseline period and the treatment period were then compared. A second, comparable instructional area on the network, the History Pavilion, was employed as a further comparison group. During the six-week treatment period, the author of this study served as an acting curator for the Math and Science Pavilion. During the study, the curator developed and implemented several procedures designed to encourage participation in on-line activities. Fifteen procedures were initially developed and four additional procedures were devised during the treatment period. Some procedures were more effective than others. The most effective strategies involved interpersonal contact with individuals who were encouraged to participate in network activities. The creation of a core group of participants was found to be an effective means for increasing interest and participation in the Math and Science Pavilion. Results from this study further the understanding of the types of interactions a curator may employ to facilitate instructional use of a telecomputing network. A series of recommendations for curators, network developers, and network administrators based on these findings is presented.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

- (9) Title: SCHOOL-BASED MANAGEMENT IN LOCAL VIRGINIA SCHOOL DIVISIONS: THE PERCEPTIONS OF SUPERINTENDENTS, SCHOOL BOARD CHAIRMEN, AND PRINCIPALS (LOCAL SCHOOL DIVISIONS)
 Author: BLACKMON, MARGARET VANDEMAN
 School: UNIVERSITY OF VIRGINIA - EDD pp: 151
 Advisor: BARHAM, FRANK E.
 Source: DAI-A 53/08, p. 2613, Feb 1993

Research Problem: Statement of purpose. The purpose of the study was to determine the extent to which school-based management (SBM) existed in Virginia school divisions. (1) Which components of school-based management, if any, did superintendents perceive actually existed in their school divisions? (2) Which components of SBM did superintendents perceive should exist in their schools? (3) In the school divisions where superintendents stated that SBM did exist, what were the perceptions of school board chairmen and principals regarding SBM?

Procedure. The population of the study consisted of the Virginia division superintendents and the school board chairmen and two principals in each division where the superintendents indicated SBM was practiced. The eleven SBM components included in the survey were planning, school board policy, training, pilot programs, waivers, school committees, site-based budgeting, staff selection, teacher development of instructional strategies, annual report, and time to implement SBM. A four-part questionnaire was mailed to all 136 superintendents and to the board chairmen and principals in 32 local divisions. Responses were received from 105 superintendents, a 77% rate of return. The data were reported through descriptive statistics, frequency distributions, and chi square analyses.

Findings. Based on the findings from this study, superintendents indicated that school-based management was practiced in 32 (23.5%) of the 136 school divisions. Second, SBM was implemented in a variety of ways, and 105 superintendents acknowledged the practice of some SBM components in their schools, with planning, budgeting,

and development of instruction by teachers being the most common. Third, waivers, pilot programs, and school board policy were the least common components. Fourth, school-based management was perceived in a very positive manner with half of the Virginia superintendents responding that they should be practicing SBM. Fifth, there was a high degree of consensus among the superintendents, board chairmen, and principals regarding the practice of SBM in their divisions. Sixth, SBM had been practiced by most divisions for one to three years with only six divisions having used it for ten to twenty years. Seventh, the personal and demographic data produced few findings of any significance. Superintendents who held their positions at least four years tended to attempt SBM more than less experienced administrators.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-deliberative

(10) Title: TEACHERS' PERCEPTIONS OF THE IMPLEMENTATION OF THE OUTCOMES DRIVEN DEVELOPMENTAL MODEL IN THE ORANGE COUNTY PUBLIC SCHOOLS (CALIFORNIA, STAFF DEVELOPMENT)

Author: CAMPBELL, THOMAS SILAS

School: UNIVERSITY OF VIRGINIA - EDD

pp: 177

Source: DAI-A 53/08, p. 2615, Feb 1993

Research Problem: The purpose of the study was twofold. The first purpose was to determine teachers' perceptions of the implementation of the components of the Outcomes Driven Developmental Model in the Orange County Public Schools. The second purpose was to determine whether significant differences existed among teachers' perceptions at different schools and levels (elementary, middle, high school).

The population for this study consisted of all teachers in the Orange County Public Schools (N = 280). The teachers responded to an adapted version of the Outcomes Driven Developmental Model District Profile Form. 75.3% of the teachers returned the survey. Data were analyzed through descriptive statistics and the chi square test of association. The Alpha level was set at $p < .05$.

Results of the study indicated that a majority of the teachers perceived that thirteen of the components existed and were effective in the district. Correspondingly, a majority of the teachers perceived that seven components did not exist. A sizable minority of the teachers did not know about the status of seven of the components in the district. In addition, the results of the study indicated that there were significant relationships between teachers' perceptions of the implementation of the components of the Outcomes Driven Developmental Model and the school in which they taught, the level (elementary, middle, high school) they taught, and the elementary school in which they taught.

From the results of the data analysis staff development initiatives were identified. These initiatives at both the building and district levels were described generally.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(11) Title: THE EFFECT OF INCREASED TIME ON ACADEMIC ACHIEVEMENT FOR SELECTED PRIMARY GRADE STUDENTS (SCHOOL TIME)

Author: SCHNEIDER, DIANE MARIE VELTRE

School: UNIVERSITY OF VIRGINIA - EDD

pp: 180

Advisor: BARHAM, FRANK E.

Source: DAI-A 54/02, p. 395, Aug 1993

Research Problem: Statement of purpose. The study purpose was to determine whether or not there was an increase in achievement after the addition of time to the school day for Grades 1 and 2, in reading, mathematics, and written composition. The following research questions were considered: (1) Was there a significant increase in achievement test scores for students in Grade 1 after the addition of 50 minutes to the

school day? (2) Was there a significant increase in achievement test scores for students in Grade 2 after the addition of 50 minutes to the school day?

Statement of purpose. Data were analyzed utilizing an analysis of variance with preplanned, independent comparisons. Mean scores for three subtests and total achievement for Grade 1, for one year prior to the time addition, were compared to mean scores for two years following the addition of time. Then, an identical analysis was conducted for Grade 2 mean scores. Essentially, this was a pre-post type design.

Findings. The analysis of data overwhelmingly indicated insignificant statistical differences between the two sets of scores for the three subtest areas and total achievement. Significant differences resulted for only two Grade 1 subtest areas. For reading, results indicated a significant improvement in achievement. For mathematics, results indicated a significant decline in achievement.

Conclusions. The following conclusions were based on study findings and are narrow in focus, limited to the study population. (1) Data analysis results strongly supported the notion that academic achievement is not significantly influenced by the addition of school time; (2) Data indicated that achievement remained stable across the change in school time, in all subtest areas and for total achievement; (3) Because the time increase had a positive influence on achievement in only one instance, it cannot be concluded that more school time enhanced achievement gains. Conversely, because the time increase had a negative influence on achievement in only one instance, it cannot be concluded that more school time detracted from achievement gains.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(12) Title: POLICY INITIATIVES IN LOCAL EDUCATION AGENCIES IN VIRGINIA
AND THEIR RELATIONSHIP TO THE FEDERAL EDUCATION POLICIES
OF THE REAGAN AND BUSH ADMINISTRATIONS (REAGAN
ADMINISTRATION, BUSH ADMINISTRATION)

Author: SHREVE, ROBERT GLEN

School: UNIVERSITY OF VIRGINIA - EDD pp: 213

Advisor: FLORA, FRANK E.

Source: DAI-A 54/05, p. 1625, Nov 1993

Research Problem: During the 1980s, federal education policy underwent a significant change in focus and direction. Federal initiatives changed the relationship and the role of federal, state and local education agencies. The Reagan Administration wanted to reduce federal influence and increase the local and state role in policy development. The Bush Administration essentially continued the Reagan policies. A clearly defined set of policy preferences promoted by the Reagan Administration changed the focus of federal policy from one of equity, access, and social and welfare concerns to one of excellence, selectivity, competition and devolution. Devolution of the federal role, it was believed, would free local agencies to pursue their own agendas and to take over responsibility for the previous federal initiatives. The actual impact that this policy had on local policy development is unclear.

This study surveyed superintendents in the Commonwealth of Virginia to identify the range of policy actions considered by local school boards since 1985. A 78% rate of return was obtained (104 of 133). Policy actions were rank ordered to identify those that were most frequently enacted or discussed. In addition, the study evaluated the impact of certain demographic characteristics on policy discussions and compared local policy options to determine the degree to which local policy discussions reflected preferences promoted by the Reagan and Bush Administrations.

Seventy-nine policy actions were ranked according to the frequency of adoption at the local level. The most active policy categories were curriculum, policy related to students, and instruction. A Spearman Correlation Coefficient indicated only minor differences in policy adoption based on specific demographic characteristics: student enrollment, per

pupil expenditure, percentage of federal funds received, type of district, and geographic location. Promotion at the federal level had little impact on local policy decisions, which focused on day-to-day operational issues. Superintendents did not have a clear understanding of federal policy preferences. Demographic characteristics also demonstrated only minor differences in local adoption of federally promoted policies.
Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical

(13) Title: KNOWING-IN-ACTION: A NATURALISTIC INQUIRY INTO FIRST WORLD
 CRITICAL PEDAGOGY (FIGGINS MARGO A.)

Author: EBELING, MICHAEL JOSEPH

School: UNIVERSITY OF VIRGINIA - PHD

pp: 606

Source: DAI-A 54/06, p. 2037, Dec 1993

Research Problem: This study documents a naturalistic inquiry into the critical pedagogy practiced by Dr. Margo A. Figgins in the context of a language pedagogy course she teaches at the University of Virginia. The dual research questions were: What are Figgins' experiences and perceptions of the critical pedagogy she practices in EDIS 542? And, what are students' experiences and perceptions of this pedagogy? Drawing on a variety of data sources such as catalogues from video tapes of class sessions, transcripts of student and teacher interviews, and excerpts from student notebooks as well as the instructor's post-class reflections log, this study grounds the discussion of critical educational theory in actual practice. Through a combination of portrayal and analysis of both student and teacher perceptions and experiences, this study discerns two substantial findings: (1) Figgins melds Freirean liberatory, feminist, and artistic-aesthetic principles into a unique brand of critical pedagogical theory and practice, and (2) students' reflections on their experiences of this unique pedagogical theory and practice represent a four point continuum of response. Chapter One introduces the study and its origins. Chapter Two reviews related works on critical educational theory and empirical studies of critical pedagogical practice, establishing the need for research which documents, analyzes, and critiques practice vis a vis theory. Chapter Three describes the axioms and defining characteristics of the naturalistic paradigm and delineates the qualitative interview and transcript analysis procedures used in the study. Chapter Four examines the six conceptual territories of Figgins' critical pedagogical theory. Chapter Five portrays and critiques students' perceptions of Figgins' theory, juxtaposing a variety of perspectives through a simulated roundtable discussion. Chapter Six offers reflections on the more significant findings of this study such as the kinship between the philosophy and techniques of naturalistic inquiry and critical pedagogy, the conceptually unified lexicon which binds Figgins' theory and practice, and Figgins' success in transforming critical educational theory into practice through methods such as the use of poetry and language play, improvisation, a private on-line computer conference, and a heuristic "quest."

The study also provides an unusual form of thick description through its use of three "interchapters," or conceptual bridges, between chapters.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(14) Title: EFFECTS OF LUNCHTIME INSTRUCTION ON STUDENT ATTITUDE
 TOWARD SCIENCE (SCIENCE)

Author: FAHEY, JOHN AUGUSTINE, JR.

School: UNIVERSITY OF VIRGINIA - EDD

pp: 88

Advisor: ESPOSITO, JAMES P.

Source: DAI-A 54/05, p. 1652, Nov 1993

Research Problem: Problem. The purpose of this study was to determine the effect of an instructional program on student attitude towards science. The specific intention of the investigation was to determine if science instruction at lunchtime, a non-traditional time and setting for instruction, could improve student attitude towards science. Procedures. The quasi-experimental study involved 216 fourth grade students in four elementary schools. Fourth grade students in two schools served as experimental groups and fourth grade students in two schools served as control groups. All students were given an attitude inventory pretest. The experimental school students received science instruction by an instructor who called himself, "Mr. Science," during lunchtime in the cafeteria. The control groups did not receive the instruction. Science attitude posttests were given to all students to determine if the students experienced a change in attitude toward science.

Test scores were tabulated and compared to determine whether attitude changed. A one way analysis of variance was used to determine significant differences in attitude test scores.

Findings. Results of the data analysis revealed the following: (1) There was no significant difference in attitude toward science for the students in experimental group 1 who received the science treatment from the experienced instructor. (2) There was a significant decline in attitude for the students in experimental group 2 who received the science instruction from the novice instructor. (3) The two control groups exhibited no significant changes in attitude from the pretest to the posttest. It was recommended that further studies be conducted, for a longer period of time, and with a better measurement instrument to determine whether this type of instructional activity has merit. Further research of a qualitative nature may determine the effect of lunchtime instruction on student perceptions regarding this time and setting. Further investigation is also necessary to determine the reasons for the decline in student attitude toward science.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(15) Title: SECONDARY ENGLISH STUDENTS' RESPONSES TO CLASSICS ILLUSTRATED COMIC BOOKS (SECONDARY STUDENTS)

Author: MARTIN, GEORGE IRA

School: UNIVERSITY OF VIRGINIA - EDD

pp: 260

Source: DAI-A 54/07, p. 2447, Jan 1994

Research Problem: This study examined the nature and scope of secondary English students' written aesthetic responses to the newly published editions of Classics Illustrated comic books.

One class of 25 sophomores and two classes of 18 students in a public high school in rural Central Virginia were directed to read as homework their choice of 4 of 27 different Classics Illustrated comic books. Students wrote aesthetic responses while reading, and wrote overall reactions immediately after completing each comic.

Using a form of protocol analysis (Flower & Hayes, 1981) over four weeks in early 1992, I collected, codified, and categorized data according to a method prescribed by Lincoln & Guba (1985). Students' responses to the comics were collected at the end of each of the four weeks. I identified 1819 response units in terms of 48 emergent response types, which in turn were consolidated to form six categories: (1) Reader's Personal Experiences, (2) Reader's Own Values or Emotions, (3) Other Analogies or Comparisons, (4) Process of Interaction with the Text, (5) Judgment of Comic as Text or Literature, and (6) Miscellaneous. While introducing the study to the students, I gave a pre-test of the Estes Attitude Scales, after which the classroom teacher supplied materials and collected data for me to analyze. At the end of week four, I gave a post-test of the attitude survey, and

during the next two weeks I interviewed selected students to verify findings and seek additional information. An analysis of the attitude scales scores revealed no significant changes in student attitudes toward reading or English.

Data analysis revealed that responses made while reading were generally personal in nature, whereas responses written immediately after reading were generally more evaluative. For seniors the largest percentage of responses while reading fell into Category 1 (32.9%); for sophomores the largest percentage of responses (29.6%) fell into Category 5. Questionnaire tallies revealed that 30 students had read theoretical works upon which the comics had been based, and 126 students had not. The reason most often cited for reading a particular comic was the desire to become familiar with the original work.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(16) Title: CHRISTIAN HOME-SCHOOL STUDENTS' PERCEPTIONS OF THEIR
SOCIALIZATION (HOME SCHOOL STUDENTS)

Author: MULLINS, BARBARA ANN BURDO

School: UNIVERSITY OF VIRGINIA - EDD

pp: 337

Advisor: MORINE-DERSHIMER, GRETA

Source: DAI-A 53/08, p. 2667, Feb 1993

Research Problem: The purpose of this study was to analyze Christian middle-school-aged home-school students' perceptions of their socialization. The researcher interviewed a total of ten middle-school-aged children. All student respondents were from rural localities, encompassing five Virginia counties.

The majority of the previous research on socialization within the home-school population was (a) focused on personality; (b) concentrating on self-esteem; and (c) designed to determine what practices home-school educators were using to meet the students' socialization needs. By contrast, this study was (a) focused on middle-school-aged students; (b) based on information obtained directly from the students themselves; and (c) designed to assess the students' perceptions of socialization in the home school.

In this study, socialization was defined by seven areas: (1) personal identity; (2) personal destiny; (3) values and moral development; (4) autonomy; (5) relationships; (6) sexuality; and (7) social skills. These seven areas were identified by Johnson (1991) following an analysis of the developmental literature as well as the guidelines for socialization determined by the Virginia Department of Education for Virginia middle schools. These seven areas were used to form a structured interview for data collection. A content analysis of the student interviews was completed using the same seven areas of socialization as the framework. Given the nature of qualitative studies, the findings and concluding statements were limited to the study population. Based on the literature regarding home schooling and analyzing the findings grounded in the data of this particular study, four major reflections have emerged and are as follows: (a) the majority of the students viewed socialization in the home school in a positive manner; (b) student perceptions were closely related to their degree of participation in the decision to be home schooled; (c) the literature regarding home schooling, while minimal, appears to be in accord with the majority of the students' perceptions, yet it lacks any direct reference to student participation in the decision to home school; and (d) much of the responsibility for the success of the home school with regard to socialization rests upon the home-schooling parent.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(17) Title: EARLY CHILDHOOD PROGRAMS AS A FACTOR IN THE DEVELOPMENT OF
ACHIEVEMENT BEHAVIOR IN AT-RISK STUDENTS (AT RISK)

Author: PARRY, EMILY RICK

School: UNIVERSITY OF VIRGINIA - EDD pp: 267
 Advisor: CANADY, ROBERT LYNN
 Source: DAI-A 53/08, p. 2677, Feb 1993

Research Problem: The primary purpose of this study was to examine the effects of early childhood programs for at-risk children on the development of achievement behavior. Specifically, the purpose of the study was to determine if students who participated in a public school program for at-risk four-year-olds showed significantly greater achievement behavior at the end of kindergarten, first, and second grades than those at-risk four-year-olds who did not receive preschool services. Achievement behavior was measured in the following main areas: TASK MASTERY, RECOGNITION, INTERPERSONAL RELATIONSHIPS and CREATIVITY. The major question was: Are there significant differences in the achievement behavior characteristics between at-risk preschool participants and nonparticipants in these areas? The 102 participants and 102 nonparticipants who took part in this study attended the public schools in King George County. This school system had been selected by the Virginia Department of Education to be one of eight preschool pilot sites. Preschool participation or nonparticipation was not a factor in assigning these students to classrooms/teachers at subsequent grade levels. The data used were taken from students' records, teachers' record books, and administrative files. The two independent variables were groups (participants/nonparticipants) and classes (grade level). The thirteen dependent variables were achievement test scores, retention, remediation, attendance, academic grades, citizenship awards, citizenship marks, disciplinary referrals, conduct marks, art/music projects, language arts booklet projects, plays, and science projects. Differences which resulted from comparisons were tested at the .05 level of significance with the two-way analysis of variance and the binomial test on the difference between two proportions. It was very apparent from the evidence collected that at-risk preschool participants exhibited significantly greater achievement behavior characteristics than did at-risk preschool nonparticipants. On eleven of the thirteen comparisons the results were highly significant at the .01 level. Thus it was demonstrated that a quality preschool program for at-risk students can and did make a difference.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(18) Title: EDUCATING TOWARD A NEW CULTURAL MYTHOLOGY. AN ANALYSIS OF THREE SCIENTIFIC METAPHORS: THE UNIVERSE-AS-A-LIVING-ORGANISM, THE UNIVERSE-AS-QUANTUM-PHENOMENA, THE UNIVERSE-AS-A-HOLOGRAM (REALITY, EDUCATIONAL THEORY)

Author: CROWELL, SAMUEL M., JR.

School: UNIVERSITY OF VIRGINIA - EDD pp: 186

Source: DAI-A 53/08, p. 2730, Feb 1993

Research Problem: This dissertation provides an analysis of three metaphors that emerge from current scientific understandings of the nature of reality: the universe-as-a-living organism, the universe-as-quantum-phenomena, and the universe-as-a-hologram. While these metaphors have been incorporated into scientific methodologies and research for many years, they have only recently received attention for their philosophical and cognitive content. These metaphors represent new images for a cultural mythology and for a new intellectual paradigm. They challenge the assumptions of a previous belief system that dominates our thinking and practice; a system that can no longer address the problems of our age; a system that distorts what we know about the nature of the universe. These metaphors provide a conceptual foundation toward a new mythology for education.

This study also develops several important assumptions. First, it describes a culture in the midst of a transition; a culture in search for new symbols, images and visions of what might

yet be. Second, it demonstrates that twentieth century science has moved beyond the conceptual constructs of classical Newtonian thinking and that new metaphors emerging from this science provide a very different "picture" of the nature of reality. Third, it proposes that through an exploration of these metaphors and that by engaging in metaphorical thinking, it is possible to begin a dialogue of the creative possibilities and images available to us. And fourth, it suggests that education can both benefit from, as well as contribute to, this important dialogue.

Finally, this study considers the educational implications of these metaphors in the context of a general cultural mythology. It concludes that education as the "myth-giver" in our society, must turn its attention to the construction of meaning in the world. It calls for a new way of thinking about what education is in relation to a new conception of reality and the possibilities for a more integrated human experience.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical

(19) Title: MARYLAND'S HIGH SCHOOL GRADUATION MANDATE: THE EDUCATIONAL PRACTICALITY AND EQUITY FOR IN-SCHOOL AT RISK STUDENTS (GRADUATION REQUIREMENTS, MANDATES, AT RISK)

Author: CAHILL, SHANNON BETH

School: UNIVERSITY OF VIRGINIA - PHD

pp: 203

Source: DAI-A 54/02, p. 477, Aug 1993

Research Problem: In the fall of 1985, the Maryland State Department of

Education implemented a high school graduation requirement mandate. The new requirements, effective with the class of 1989, included: an additional credit in mathematics, fine arts, and practical arts; three new minimum competency tests (math, writing, and citizenship); and the option to earn an advanced diploma. The implied logic behind it was to boost achievement through stricter requirements.

The purpose of this study was two-fold. The first objective was to examine the mandate from the viewpoint of the academic practicality and equity for in-school at risk students. The second objective was to look at variation across schools in response to the mandate. The study was designed to answer four major research questions which attempted to determine if the mandate enhanced achievement for students at risk and if the implementation process played a role. The design used was a pretest/posttest with two groups: at risk students from the classes of 1986 and 1989. A qualitative analysis of school interviews was used to address the question of local response.

Overall, there were few significant differences on academic variables between the groups. Although in some academic areas the class of 1989 took more courses, both groups were earning below-average grades. There was some degree of variation in response to the policy across schools. However, this had little impact on 1989 at risk student academic outcomes--students at all schools were still achieving at below-average levels in the academic subjects. It was recommended that if quality educational programs and equity of educational opportunity are to exist, certain challenges must be met in the delivery of educational policy. Recommendations at the state level included greater consideration for individual schools, allowance for greater flexibility and innovation at the local level, and the use of alternative policy instruments. Recommendations at the local level included expanding the use of evaluations, greater individualization of curriculum and instruction, and maintaining comprehensive sources of information. The end goal of this challenge is to create not only a policy of high quality, but also a more practical and equitable educational experience for all students.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(20) Title: A STUDY OF THE DEGREE TO WHICH GOVERNMENT TEACHERS IN VIRGINIA IMPLEMENT TEACHING PRACTICES REFLECTIVE OF THE SOCIAL STUDIES STANDARDS OF LEARNING (STANDARDS OF LEARNING)

Author: CROCKETT, MARK JEFFREY
 School: UNIVERSITY OF VIRGINIA - EDD pp: 147
 Advisor: MOORE, JERRY R.
 Source: DAI-A 54/02, p. 478, Aug 1993

Research Problem: The major purpose of this study was to clarify the classroom teaching practices utilized by twelfth-grade government teachers in Virginia. The government curriculum deals most directly with citizenship education, and citizenship education is deemed crucial to the well-being of a democratic society. A study to shed light on the educational significance of the state curriculum was considered important. This study had two overarching functions. First, the study was designed to provide an overview of the teaching practices classroom teachers report as standard pedagogy, and to determine the degree to which teachers implement instructional practices that reflect the Standards of Learning.

The second purpose was to determine the personal and situational variables that influence the degree to which instructional practices reflective of the Standards are implemented. Variables included in the study were instructional use of the textbook, academic level taught, teacher familiarity with the Standards of Learning, and perceived importance by teachers of the Standards of Learning objectives for government.

The sample population for the study was the set of government teachers in the state of Virginia. Of the 201 teachers surveyed, there were 137 respondents for a return rate of sixty-eight percent (68%). Most government teachers reported that they thought the textbook was important to instruction, that the Virginia Standards of Learning were important, and that they were familiar with the Standards. Further, government teachers reported that they frequently or always implemented teaching practices reflective of the Standards. The teaching practices most preferred by government teachers were content-oriented. Teaching practices least preferred were participatory experiences, suggesting that citizenship education in the government curriculum was focused on academic knowledge. Results of this study indicated that variations in mean scores of teaching practices reflective of the state curriculum were best explained by the perceived importance and familiarity of the Standards by teachers, and by the academic level of government taught. The Virginia Standards of Learning objectives for government are consistent with a Citizenship Transmission (inculcation) model of citizenship education. In a world that is changing rapidly, perhaps more emphasis should be given to active and involved inquiry.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical-evaluative

(21) Title: TEACHER THINKING AND TEACHER EFFECTIVENESS DURING SECOND-GRADE READING INSTRUCTION IN INNER CITY SCHOOLS IN GUATEMALA CITY: AN EXPLORATORY STUDY

Author: ARTILES GUILLEN, ALFREDO JAVIER
 School: UNIVERSITY OF VIRGINIA - PHD pp: 263
 Source: DAI-A 54/05, p. 1754, Nov 1993

Research Problem: Schools in developing countries are commonly studied using a production-function formula in which specific factors are identified and manipulated to increase pupils' academic achievement. To a great extent, contextual and process variables have been overlooked. I have attempted to address this particular criticism by exploring neglected areas of inquiry that have great relevance for both, the study of instruction and the study of teacher cognitions in developing and developed countries. I framed the inquiry within the teacher effectiveness research tradition. That is, I looked at the beliefs, attributions, and interactive decisions of more and less experienced teachers (n

= 6) during second-grade reading instruction in inner city schools in Guatemala City. I also measured specific instructional variables (e.g., activity formats, classroom organization and management, classroom climate, teachers' interactive behaviors, and pupils' on-task behaviors).

I report the similarities and differences found in the two groups of teachers under the cognitive and instructional domains of the study. Experienced and inexperienced teachers offered similar attributional factors to explain pupils' success/failure, although I point out several differences in this area. Furthermore, the two groups of teachers differed in the consequences of attributions they reported. Teachers also held comparable beliefs about reading instruction and about the process of learning to read. I highlight, however, specific differences in particular areas of the beliefs domain. Teachers also seemed to differ in the types of interactive decisions they made during instruction, although patterns of classroom instruction and impact on pupils were analogous. That is, although I detected several differences in the cognitive domain between the two groups of teachers, I did not find marked differences in the way these teachers taught or in the impact they had on their pupils. I discuss this apparent contradiction and the overall results from methodological and sociopolitical perspectives. I conclude by indicating the limitations of the study and providing recommendations for future research efforts.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(22) Title: METAPHOR IN SPECIAL EDUCATORS' PROFESSIONAL LANGUAGE OF PRACTICE (TEACHER THINKING)

Author: MOSTERT, MARK PAUL

School: UNIVERSITY OF VIRGINIA - PHD

pp: 329

Source: DAI-A 53/08, p. 2767, Feb 1993

Research Problem: The purpose of this study was to describe how special educators explain their practical knowledge of teaching through metaphorical language by asking two research questions: (1) How do experienced special education teachers use metaphors to describe their practical knowledge of teaching? (2) How do the experienced special education teachers' metaphorical representations of practical knowledge of teaching compare to similar representations among regular teachers?

Using naturalistic inquiry (Lincoln & Guba, 1985) legitimized by ecological validity (Bronfenbrenner, 1976), I collected data in 2 stimulated recall interviews across 5 experienced special education teachers. Using the constant comparison method, I documented their assumptions about teaching through their metaphorical descriptions of practical knowledge using within-case analysis. I then provided a higher order conceptualization of their practical knowledge through cross-case analysis. The study produced several outcomes, including (a) the documentation of special educators' metaphorical descriptions of practical knowledge, thereby providing empirical evidence of a previously unresearched area of teacher thinking, (b) support for higher-order conceptualizations of special educators' frames for teaching, (c) refinement of Munby's (1987) categories of regular educators' metaphorical representations of practical knowledge, and (d) a comparison of special educators' metaphorical patterns to those of regular educators.

Some new findings emerged from the analysis, including (a) the absence of several metaphorical categories mentioned by regular educators, (b) physical movement metaphors, (c) metaphorical language describing the interactive teacher-student relationship, (d) a new ontological category of metaphor, (e) sets of assumptions about special education teaching underlying metaphorical descriptions of practical knowledge, and (f) the appearance of differential teaching emphases among the 5 special educators. I then compared the findings of my study to the relevant research literature in regular education. I found that there were several clear similarities between the teaching

assumptions of regular and special educators, as well as several notable differences in their descriptions of practical knowledge. I discussed the implications of these findings for special education teacher preparation and reform for improved classroom practice.

(23) Title: COOPERATIVE LEARNING ENVIRONMENTS: EFFECT ON ACADEMIC ATTITUDES OF SCHOOL-IDENTIFIED GIFTED STUDENTS (LEARNING ENVIRONMENTS)

Author: RAMSAY, SHULA GARY

School: UNIVERSITY OF VIRGINIA - PHD

pp: 154

Source: DAI-A 54/06, p. 2117. Dec 1993

Research Problem: Instructional strategies known as "cooperative learning"

models, are based on the notion that children flourish, both cognitively and affectively, working in small groups. These popular models are of particular interest to educators of gifted students because, at least in some practices, they are considered to be at odds with curriculum and instruction considered appropriate for gifted students. Three areas, in particular, are of concern: assigning students to heterogeneous teams of widely varying intellectual abilities and academic interests; students spending the majority of their instructional time practicing basic skills students already know well; and gifted students serving as surrogate teacher in cooperative learning groups. For these reasons, it is important to assess the attitudes of students to determine if, in fact, cooperative learning is detrimental to student attitudes toward the subjects they study and/or the instructional model used.

Several hundred sixth through eighth graders from three types of instructional settings participated in this study: (a) classrooms containing some gifted students in which a cooperative learning model is used predominantly; (b) classrooms containing some school-identified gifted students in which cooperative learning is used along with other instructional models; and (c) classrooms containing some school-identified gifted students in which no cooperative learning is used. Two hypotheses were tested. The first: School-identified academically gifted students in each of the three instructional settings will differ according to method in the attitudes they exhibit toward the subject(s) they study. And second, non-gifted students in cooperative learning classrooms will exhibit more positive attitudes toward cooperative learning than more academically able peers in these same settings.

The findings did not support the hypotheses. Cooperative learning does not appear to differentially affect the attitudes of bright children. Academic attitudes, especially toward English and reading, are highest in those classes where cooperative learning was used as one of many instructional strategies. Attitudes in English and reading are less positive in classes that use cooperative learning exclusively than in classrooms where cooperative learning was used as one of several instructional techniques. Effect sizes were modest, and variations in attitude are far more sensitive to individual differences among teachers than to type of instructional model.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(24) Title: BRIDGING THE GAP: TOWARD A COMPREHENSIVE UNDERGRADUATE WRITING PROGRAM MODEL (WRITING PROGRAM MODEL)

Author: MAY, ADRIENNE C.

School: UNIVERSITY OF VIRGINIA - EDD

pp: 165

Advisor: STRZEPEK, JOSEPH

Source: DAI-A 53/12, p. 4189, Jun 1993

Research Problem: In the past twenty years, a renaissance of scholarship in

composition has fostered a wealth of research findings, theoretical underpinnings, and diverse practices in undergraduate composition studies. Yet, no consensus on what undergraduate writing should be has emerged.

Contemporary research and practice focus on either novice freshman writers or on students writing in upper-division courses. Virtually no research or programmatic attention has been given to identifying possible transitional writing experiences that might bridge the gap for students between freshman composition and Writing Across the Curriculum/Writing Intensive programs. The omission of this transitional phase from current writing program models is problematic--theoretically, because it renders current program models incomplete, and practically, because it engenders writing programs that fail to complement and/or enhance optimally general undergraduate intellectual development.

In this dissertation, I pursued two related purposes. First, modifying Lauer's and Asher's (1988) rhetorical inquiry approach by integrating Warnock's (1984) definition of a model, I develop a set of seven criteria for a comprehensive undergraduate writing program model. These seven criteria are established by examining the relationships among research findings in three areas: (1) undergraduate composing processes, (2) undergraduate writing and learning, and (3) undergraduate intellectual development.

My second purpose in this dissertation is to develop one possible course sequence compatible with my proposed writing program model. In this three-cycle sequence, Cycle One includes two courses designed for freshman writers and Cycle Three includes numerous writing intensive courses within the student's chosen academic major. The transitional Cycle Two includes two courses and introduces a common writing sequence--a sequence of writing occasions grounded in five generic discourse forms (field notes, stipulative definition, proposal, causal argument and metaphorical/analogic argument) designed to act as intellectual bridges for the undergraduate writer/learner.

I conclude this dissertation by offering recommendations for both future research and institutional practices drawn from my proposed program model and course sequence.

Form(s) of Curriculum Inquiry employed in this Dissertation: theoretical-philosophical

(25) Title: AN EXAMINATION OF RESPONSE TO LITERATURE AND MYERS-BRIGGS PERSONALITY PREFERENCES IN HIGH-ABILITY SECONDARY SCHOOL STUDENTS

Author: PRICE, PATRICIA MARIE

School: UNIVERSITY OF VIRGINIA - EDD

pp: 247

Advisor: STRZEPEK, JOSEPH

Source: DAI-A 54/05, p. 1660, Nov 1993

Research Problem: The purpose of this study was to provide a quantitative and qualitative description of the relationships between the categorized written responses to a short story made by a group of secondary school students with high ability in reading and writing and (1) selected dimensions of the Myers-Briggs Type Indicator; (2) the gender of the students; and, (3) the differing literary quality of two short stories. Three of Squires's response categories were variables in the study (Literary Judgment, Interpretation, and Self-Reference (a combination of his Associational and Self-Involvement categories)) as well as the total number of student statements. Two dichotomous MBTI preferences were examined--Thinking and Feeling; all selected subjects for the study shared a preference for Intuition.

The researcher performed her field research with participants of the UVA Writers Workshop during July 8-27, 1990. Four case studies were also conducted at the same time. Forty-eight students took the MBTI, and the researcher determined their personality type preferences. Thirty-six of these read one of two short stories with differing literary quality and wrote free responses to it. The written responses of sixteen students were selected as subjects for the quantitative analysis of data. Interviews were held with the

casestudy subjects regarding their personality types and their readingand writing habits and interests; samples of their writing during theWriters Workshop plus other materials were collected. The statistical model used to test the research hypotheses foreach of the four written response categories was a three-way ANOVA;seven hypotheses were posed for each of the four response variables.Only one null hypothesis was rejected at the $p = .09$ level:

H_0 : There is no interaction between the differingliterary quality of two short stories and students' NT and NFpreferences with respect to the average percentage of literaryjudgment responses. The statistically significant data revealed that studentrespondents who had a preference for Thinking had a significantlyhigher percentage of literary judgment responses for the story judgedto have lesser literary quality and a significantly lower percentageof literary judgment responses for the story determined to have ahiger literary quality. The data also show that Thinking students,when given an opportunity to make free responses to a story withlesser literary quality, follow their type preferences and make moreliterary judgments about the craftsmanship of the story; furthermore,they base their judgments on logical, objective, and impersonalcriteria. Other data from the study, although statisticallynonsignificant, shows a trend for Feeling students making moreself-reference responses than Thinking students.

Form(s) of Curriculum Inquiry employed in this Dissertation: theoretical-philosophical

(26) Title: AN ANALYSIS OF SOURCES OF VARIATION IN TEACHER BEHAVIORS
USING GENERALIZABILITY THEORY

Author: CHOI, SUNGSOOK KIM

School: UNIVERSITY OF VIRGINIA - PHD

pp: 166

Source: DAI-A 53/09, p. 3091, Mar 1993

Research Problem: The purpose of this study was to investigate the sources

of variation in the ratings of the teacher's behaviors within aclassroom observation system. Using a generalizability approach, wecompared the estimated variance components of error variance due toobservers, occasions, and their interactions and examined theinfluence of each error variance on the teacher variance, inimproving the generalizability of the score. Also, by examining thevariance component related to the interaction between the rating ofteacher's behaviors and the characteristics of observers, wedetermined whether different types of observer characteristicscontribute to variation of the ratings of teacher behaviors.

The findings of this study were as follows: (1) Measures of threeof the five teacher domains were found to be generalizable, and theywere "Academic learning time", "Teacher sensitivity", and "Closesupervision". The domain of "Teacher sensitivity" seemed to be morereliably measured than the other domains. (2) A relatively largevariance component due to occasions was found. The variance componentdue to raters was negligible. The variance component of the occasionwithin teacher $\sigma^2_{o:t}$ was significantly largergthan that of the teacher-rater interaction σ^2_{tr} for the domains, "Academic learning time", "Clarity of structure" and "Teacher sensitivity" at.05 level of significance. (3) Increasing thenumber of occasions and observers can improve the generalizability ofthe three generalizable scores, "Academic learning time", "Teachersensitivity", and "Close supervision". The variation due to theoccasions was large relative to the variation due to the raters,therefore, increasing the number of occasions produced a highergeneralizability coefficient rather than increasing the number ofraters. (4) The magnitude of the variance component of teacher-groupinteraction was negligible for all characteristics of raters tested.In other words the ratings of teacher's behaviors were not influencedby the characteristics of observers such as level of experience ineducation, amount of teaching experience, observing experience, andlevel of written test performance. (5) The magnitude of the variancecomponent of teacher-group interaction for each characteristic wasnot significant. A large proportion of the variance was due to theunexplained sources of variation.

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Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific.

(23) THE UNIVERSITY OF WASHINGTON
Public coed university

Founded in 1861, the University of Washington is the oldest state-assisted institution of higher education on the Pacific coast. From its original site on a ten-acre tract of wooded wilderness that is now located in down town Seattle, the campus has grown to comprise 680 acres of trees landscape and buildings. Located between the shores of Lake Washington and Lake Union it is in a residential section of the city that long has been considered one of the most attractive in the nation.

The University of Washington is the major research university in the Pacific Northwest, a region encompassing one-third the landmass of the United States. Its location has led for the development of research programs dealing with regional concerns and has stimulated the growth of disciplines whose interests lie well beyond the nation's borders. The University is accredited by the Northwest Association of Schools and Colleges and is a member of the Association of American Universities. Individual schools are members of the various accredited associations in their respective fields.

The University of Washington enjoys an international reputation for excellence in research; it is one of a handful of research universities with noteworthy programs across the whole spectrum of intellectual disciplines in the sciences, arts, and humanities. For many years, the University has been among the leading institutions in the country in federal money received for Research Achievements of its faculty have been recognized in the form of numerous professional awards.

The Graduate School: Unique Features

1. **Enrollment:** 34,598 graduate, professional, and undergraduate students; 7,344^{Ft} matriculated graduate/professional students (3,352 women), 1,712 part-time matriculated graduate/professional students (922 women).
2. **Graduate Matriculated Students and Faculty:** Students 6,143 full-time (2,836 women); 1,678 part-time (883 women), includes 786 minority (134 African-Americans, 437 Asian-Americans, 155 Hispanics, 60 Native Americans), 1,142 internationals. Average age: 32 years. **Graduate Faculty:** 2,471 faculty members. Graduate Students: 6,143 full-time matriculated graduate/professional students (2,836 women), 1,678 part-time (883 women); includes 786 minority (134 African-Americans, 437 Asian-Americans, 155 Hispanics, 60 Native Americans), 1,142 internationals. Average age: 32 years. Graduate faculty: 2,471.
3. **Tuition:** \$3,978 per year full-time, \$ 381 per quarter (minimum) part-time for state residents, \$ 9,963 per year full-time; \$ 951 per quarter (minimum) part-time for non-residents.
4. **Programs:** The Graduate School includes the Colleges of Architecture and Urban Planning, Arts and Sciences, Education, Engineering, Forest Resources, Ocean and Fishery Sciences, the Schools of International Studies, Communications, Library and Information Science, Public Affairs, Business Administration, Nursing, Public Health and Community Medicine, Social Work, among others.
5. **Degrees Offered:** Master's, and Doctorates (Ph.D and Doctor of Education)
6. **Requirements for admissions:** Minimum requirements are: (1) official transcripts from all previously attended universities or colleges; minimum a bachelor's degree from an students into their research methods while they are engaged in a specific kind of research (i.e., qualitative-grounded theory inquiry).

approved institution, (2) An undergraduate grade-point average of at least 3.0 or "B" (4.0 scale) and 3 recommendations from the undergraduate/graduate institution; (3) acceptable scores on required, standardized examinations such as the GRE, GMAT and the TOEFL or the Michigan Test (language requirements for non-English speaking applicants), (4) personal interviews, (5) written and oral recommendations (6) the applicant's degree objectives and any other additional individual departmental or program area requirements. Contact: Dr. Allen Glenn, Dean, College of Education or Dr. Richard Neel, Associate Dean.

Graduate Admissions

AD 10

The University of Washington

Seattle, Washington 98195

Phone 206-543-5900/ 206-543-5390/206-7833. FAX 206-543-8439

7. **Requirements for graduation: Master's** (1) completion of a coherent and focused program of advanced study, (2) a minimum of 36 credits (2) residence: a minimum of one year (three full-time quarters), (3) additional 9 credits of Thesis or a Project/master paper (optional), (4) pass a final master's examination either written or oral; (5) time limit: all work for the master's degree must be completed within six years; (6) a minimum accumulative GPA of 3.00 is required.
- The Doctor of Philosophy (Ph.D) degree** is the highest academic degree awarded by the University. Minimum requirements: (1) residence requirement of three years or candidates must offer the equivalent of a minimum of nine full-time quarters of residence; (2) successfully complete a program of study and research as planned by the graduate coordinator, (3) approval of the General Examination for Admission(-at the end of two years of graduate study-), (4) foreign languages: each department is responsible for setting its own foreign language requirements, (5) preparation of and acceptance by the Dean of the Graduate School of a dissertation that is a significant contribution to knowledge and clearly indicates training in research, (6) the final oral examinations, which is usually devoted to the defense of the dissertation and the field of concern, (7) Time limit: ten years, (8) registration maintained as a full or part-time graduate student for the quarter in which the degree is conferred. A minimum cumulative GPA of 3.00 is required.
8. **Doctoral degrees awarded:** 328 doctorates in 1993
9. **Student services:** Low cost health insurance, free legal counseling, career counseling, emergency short-term loans, campus safety program, campus employment opportunities, counseling/support services for international students, health center, disabled students services, child care assistance program, low-cost psychological counseling. **Graduate Housing:** 4,300 units- rooms or apartments- available to single students at an average cost of 3,005 per year 4,086 including board); 566 units available to married students at an average cost of 3,807 per year.
10. **Financial aid:** Fellowships, traineeships, and scholarships; research assistantships, teaching assistantships, full and partial tuition waivers, federal-work study, institutionally sponsored loans and career-related internships or fieldwork available, graduate student service appointments (teaching assistant, predoctoral teaching associate I and II, predoctoral instructor, predoctoral lecturer).
11. **Research facilities:** Suzallo Library plus 20 additional on campus libraries; total holdings of 5,163,029 volumes; 5,730,164 microforms, 53,300 current periodical subscriptions. A total of 400 personal computers in all libraries. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic retrieval services.

12. **Computer facilities:** IBM 3090 S, IBM RS6000/580 cluster, Apple Macintosh, IBM PC, Digital DEC station, Next Workstation, Sun Workstation. Personal computers on campus linked to BITNET, Internet.

Graduate Program in Curriculum Studies: unique Academic-Administrative

1. **Enrollment:** Students enrolled during academic year 1993-94: 496 matriculated students in education (344 women); includes: 62 minority. **Faculty:** 62 full-time (19 women).
2. **Name of the Unit:** College of Education, Program in Curriculum and Instruction
3. **Department Head or contact faculty member:** Dr. Nathalie Gehrke (13 years as Department Chair and her specialty is Integrative Curriculum).
Head, Curriculum and Instruction
The University of Washington
Seattle, Washington 98195
4. **Name of the Program that focuses on Curriculum Studies:** Curriculum and Instruction (M.Ed, Ed.D, Ph.D). Accredited by NCATE.
5. **Department Requirements:** Entrance: GRE general test (minimum combined score of 1000 required for master's and 1200 required for doctorate), minimum GPA of 3.0. Degree requirements: the graduate student's initial work at the University is guided by the graduate program coordinator in his or her field. The coordinator must be a senior tenured member of the Graduate Faculty and is the official representative of the academic unit that offers the graduate degree program. for master's, thesis optional, foreign language not required; for doctorate, dissertation required, foreign language not required.
6. **Doctoral degrees awarded:** 16 doctorates in Curriculum and instruction (1993-94).
7. **Primary Goals of the Graduate Program in Curriculum are:** The mission of the College of Education is reflected in the following goals: (1) to conduct systematic study and research on problems concerns and policies of education (2) to conduct programs that will attract and prepare those who will provide leadership for the schools, (3) to experiment, innovate and develop models for improved training of school personnel, (4) to generate new ideas for the improvement of education , (5) to become intimately involved in cooperative and coordinated research and service activities with the educational enterprise, and (6) to develop systematic procedures for ensuring adequate attention to education for minority groups. The Graduate School purposes to support the overall goals of graduate education through funding in the following areas: initiation or completion of faculty research projects, (2) colloquium (3) graduate student travel (4) graduate student recruitment and (5) book publications. The Department of Education Curriculum and Instruction (C&I) offers graduate studies leading to the M.Ed., Ed.D., and the Ph.D. to prepare professionals with superior qualities of mind and whose primary intellectual interest is to deal directly with research or with problems of educational practice.
8. **Graduate Program in Curriculum is among the leading Programs in the United States because of:** reputation of faculty; quality of graduates, national leader in funded curriculum research, visibility of the program, curriculum research publications, and participation of faculty and students in professional groups. The climate of research excellence offers students the opportunity of learning from, and participating in, research with the leading scholars in virtually every field. Perhaps as important is the opportunity for collaborative

ventures with outstanding researchers from related fields. The University's reputation also brings to campus many of the world's outstanding scholars to deliver seminars and lectures and to work with faculty members and students.

9. Unique strengths of the graduate Program in Curriculum: This department is nationally recognized for the quality of its graduate programs and for the conduct of research on curriculum and instruction. Unique strengths: (1) faculty (research oriented, productivity, stable and dedicated, diverse interests and backgrounds, wide number of publications, many speeches and paper for conventions), (2) research (reputation for research, national and international visibility), (3) students (national recruitment: the University of Washington recognizes as one of its highest educational priorities the need to increase the number of qualified minorities in certain academic fields and professions to which they have been traditionally underrepresented. Special educational support services are provided through the Office of Minority Affairs and the Graduate School's Minority Education Division to facilitate the entry of persons from underrepresented minorities and to enhance their likelihood of success while attending the University), (4) Curriculum (cohesive academic, interdisciplinary), (5) Environment (varied resources and libraries).
10. Faculty Research: Dr. Nathalie Gehrke (Ph.D. specialty in Integrative Curriculum, Program of General Curriculum; 13 years of teaching experience in curriculum research; has done between 1 and 5 reports and publications focused on scientific, ethnographic-naturalistic and theoretical research. This author is currently involved in creating a curriculum for an interdisciplinary program "Training for Interprofessional Collaboration" and she prefers to initiate her graduate students into her own research methods while she is engaged in a specific kind of research. Her method of research is focused on qualitative-grounded theory inquiry.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:
Students are required to take an overview course and two or more inquiry courses (for a Ph.D 3-4 courses are required). Among the research courses available to EDC&I students are the following: EDC&I 532 Seminar in research in Reading (research design, evaluation of research, and research findings dealing with factors influencing reading abilities), EDC&I 533 Seminar: Conducting Research in Reading (emphasis on research rationale choice of producing research types and reporting of research results and implications); EDC&I 535 Seminars: Conducting research in Response to Literature (conduct and interpret original research studies in the field of reading); EDC&I 550 Educational Technology Research(analysis critique and practical experience with research studies of all types (experimental, ethnographic, evaluation) concerning questions of interest to educational technologists), EDC&I 578-579 Qualitative methods of educational research (survey of various qualitative research methods from a variety of disciplinary perspectives (anthropology, cognitive psychology, policy analysis and evaluation), EDC&I 591 Seminar in Curriculum research (analysis of past and current empirical, historical, ethnographic naturalistic research and philosophical analysis of the curriculum field studies considered include research in curriculum development).The prevailing focus offered in courses are: historical, ethnographic/naturalistic, survey research, statistics, research methodology, and combination of methods.
2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take at least one overview course on different types of research methods and (2) ask students to enroll in two or more research methods course with only students in the same program (EDC&I). However, faculty preferences are to initiate their graduate

Forms of Curriculum inquiry employed in Doctoral Dissertations
University of Washington, January 1993-June 1994

- (1) Title: THE EFFECTS OF WORD PROCESSING ON THE CREATIVE WRITING OF HIGH-ACHIEVING AND LOW-ACHIEVING GIFTED ELEMENTARY STUDENTS

Author: CHRISTENSEN, EDITH ELIZABETH

School: UNIVERSITY OF WASHINGTON - EDD

Advisor: GEHRKE, NATHALIE

pp: 186

Source: DAI-A 54/10, p. 3661, Apr 1994

Research Problem: The purpose of this study was to investigate the effects of word processing on the creative writing of low and high achieving gifted fourth grade students. A variation of the single-subject multiple baseline design was used. The subjects were 15 children in an urban school, in a population selected as gifted. Twelve of the students were low achievers according to the school's definition, a score below the 80th percentile on the language arts portion of the Education Research Bureau standardized achievement test, or functioning below expectations in some area of language arts, but with Wechsler IQ scores in the 97th percentile. All the students were skilled at keyboarding and had used a computer for the prior four years at school. Each student was followed through intervention and baseline phases independently. There were five groups of three students each, with a new group introduced to the computer intervention at successive two week intervals. The intervention phase lasted four weeks for each group, with two class periods a week on the computer for writing. Following intervention, students returned to baseline activity of composition with a pencil. After that students were permitted to write with a computer or pencil as time and space permitted. Data were gathered on the change in quantity and quality of written products for each student, using the z-score for individual assessments and paired t-test for group analysis. Eleven of the 12 underachieving students significantly increased the quantity of their writing when using a computer. Fourteen out of a possible 55 quality category scores for 11 underachieving students increased significantly with the use of the computer. Thirty-four of the 55 increased with computer word processing for individual written papers but not at a significant level. When the scores of underachievers were subjected to group analysis, their scores on quantity, total quality, and all quality categories but one (central idea) increased significantly when using the computer. High achieving students as a group also increased significantly the length of their computer written papers, while quality categories increased but not at the significant level.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific.

- (2) Title: THE EVALUATION OF THE DEMOCRATIC CITIZENSHIP EDUCATION PROJECT OF THE KOREAN EDUCATIONAL DEVELOPMENT INSTITUTE (CITIZENSHIP EDUCATION)

Author: EOH, MYUNG HA

School: UNIVERSITY OF WASHINGTON - EDD

Advisor: KALTSOUNIS, THEODORE

- pp: 256

Source: DAI-A 54/08, p. 2864, Feb 1994

Research Problem: The purpose of this study was to evaluate the democratic citizenship education project initiated by the Korean Educational Development Institute. The aims were to identify the strengths and weaknesses of the project and provide the president of KEDI with information that would assist in his decisions whether to continue, terminate, modify, or refocus the project. The project focused mainly on

developing new learning materials on democratic citizenship education for students, and a set of related guidelines for educators.

The design of this study was based on Stufflebeam's Evaluation Model, known as CIPP-- Context, Input, Process, and Product evaluation. In order to guide the evaluation, 29 specific questions were developed based on the four stages of the model. For gathering the data, various documents were reviewed, a number of surveys were conducted, and various individuals related to the project were interviewed. Most of the data were qualitative and the analysis was descriptive.

The goal establishment and the needs assessment appeared to be the weakest parts of the project. The content and structure of the materials developed were assessed as partially adequate. It was felt that the outcomes pursued were not as basic as others that were not considered. The development of democratic school climate and revision of existing curriculum and textbooks was recommended by the various respondents as more important foci for the project.

Form(s) of Curriculum Inquiry employed in this Dissertation: Philosophical-evaluative.

(3) Title: SHARING THE BLESSINGS: A COMPARISON OF CURRICULAR STRUGGLES IN TWO COMMUNITIES (CENSORSHIP, SOCIALIZATION)

Author: MAIER, LAURA B.

School: UNIVERSITY OF WASHINGTON - EDD

pp: 257

Advisor: SIROTNIK, KENNETH

Source: DAI-A 54/08, p. 2871, Feb 1994

Research Problem: Although curricular challenges were cast by educators as censorship attempts and by organized Christian parents as an infringement of religious rights, instead this research indicates that the struggles were about the school's control of socialization of youth. These two extended case histories of curricular struggles in two different communities represent two variations in the broader protest against the schools which occurred in other districts in Washington and the nation in the mid-1980s. The research is presented in two parts. First, the ethnographic narrative describes the actions and relationships among the partisans in the context of their communities and records data on the social structure and ideology of the factions in each community. Second, the analysis, based on charting and comparing these ethnographic data, suggests that the struggles over control of socialization of youth were locally resolved in accordance with each community's agenda.

In both cases the struggles were resolved by the school administration in accordance with local hegemonic interests. Initial curricular decisions and administrative strategies differed; however, consequences and dynamics were similar. Consequences of such struggles included confrontational public meetings, organized opposition to school taxes, and widening division within communities. The Christian group was publicly discredited and some parents withdrew their children from the public schools. Two public expectations for the school institution, the promise that schools are the gateway to jobs and the school's role as a reform mechanism for socioeconomic problems, channeled a political problem into the schools. Ironically, in this process, the Christian parents' concerns about their children's futures were ignored while the school institution increased regulations hedging public input on curricular choice. This research adds to our knowledge about the manner in which local control of schools operates and, secondly, reframes contemporary curricular challenges as struggles about the control of socialization of children.

Form(s) of Curriculum Inquiry employed in this Dissertation: Philosophical.

(4) Title: THE DIMENSIONS OF INTEGRATION: A CONCEPTION DEVELOPMENT

Author: YOUNG, DAN PAUL

School: UNIVERSITY OF WASHINGTON - PHD

pp: 236

Advisor: GEHRKE, NATHALIE J.

Source: DAI-A 54/08, p. 2879, Feb 1994

Research Problem: This dissertation is a development of the concept of

integration. This concept has been put to a wide range of uses in the literature of education, but there is no single meaning upon which educational practitioners and theorists have agreed. I do not propose a single definition either, rather I propose an overall orientation that I call the integral perspective. Looking at integration from the integral perspective, I propose a set of definitions that are sensitive both to the four stages of the process of integration--what I call the Stages in Integration--and to the specific situations in which they are used.

My analysis moves through three phases. First, I analyze representative uses of "integration" to determine what meanings are given to the word in educational literature. Second, I develop a multi-level concept of integration that brings order to the variety of meanings within the various stages of the process of integration. During this phase I also create a distinction between the integral and the fragmentary perspectives and show how the integral perspective, which assumes that we originate from a condition of wholeness rather than fragmentation, is capable of accommodating the fragmentary perspective and putting it to good use. Finally, I distinguish between integration as a concept and integration as an idea. A concept, according to this distinction proposed by Jacob Needleman, is a tool, a problem-solving device, and a means to answer a question; an idea, on the other hand, is an invitation to ask questions, to open up beyond what we already know and have already organized conceptually. This phase of analysis also looks at what I call the philosophy of possibility--which is associated with the integral perspective--and the philosophy of doubt--which is a product of Cartesian dualism and supports the fragmentary perspective. The result of the analysis is a conceptual framework that I call the Dimensions of Integration. The four dimensions it includes are the Dimension Encompassing Individuals, the Dimension of Individuals, the Dimension of Proper Action, and the Dimension of Subject Matter. In the final chapters I suggest how education might look when viewed from the integral perspective and discuss what steps can be taken to lead to education that is more integrated and integrative.

Form(s) of Curriculum Inquiry employed in this Dissertation: Philosophical.

(5) Title: TEACHER AND LEARNER VARIABLES IN EARLY LITERACY INSTRUCTION: TREATMENT, EVALUATION, AND ETHNOGRAPHIC STUDIES (LITERACY INSTRUCTION)

Author: TRAWEEK, DEAN TRAYNOR

School: UNIVERSITY OF WASHINGTON - PHD

pp: 147

Advisor: BERNINGER, VIRGINIA W.

Source: DAI-A 54/10, p. 3671, Apr 1994

Research Problem: This dissertation is a synthesis and in-depth analysis of

four studies of teacher and learner variables in literacy acquisition, each of which involved urban, multicultural samples. The studies included (a) a year-long treatment study with small groups of children in school settings, (b) a single subject design intervention study in the University clinic, (c) an evaluation study of alternative methods of early literacy instruction, and (d) an ethnographic study of teacher and learner characteristics in early literacy acquisition. The intervention and evaluation studies were based on a theoretical model of the processes underlying reading acquisition, the Multiple Connections Model, according to which learning to read depends on forging connection between orthographic coding procedures and phonological coding procedures of corresponding unit size: whole written word and whole spoken word, letter phoneme, letter cluster-syllable. Results demonstrated that theory-driven instruction during a critical developmental period may prevent more serious reading disabilities. A follow-up single subject intervention study

was conducted to investigate why one child had not shown significant gains during the group intervention despite remediation of coding deficits. Practice using word and sentence level strategies proved effective over the course of a short-term intervention. Thus, in applying theory-based treatment of reading disabilities, it is necessary to remediate strategy deficits as well as coding deficits. The evaluation study tested and confirmed the hypothesis that first grade children in an integrated reading-writing curriculum and children in a direct instruction in phonics program do not differ in reading achievement outcome but do differ in the coding processes underlying reading acquisition. The ethnographic study was an intensive investigation of teacher variables in early literacy instruction. Results of these studies suggest that variables of teacher knowledge and expertise, and learner variables including individual differences in developmental skills such as orthographic and phonological coding skills should be considered in designing and evaluating early literacy instruction.

Form(s) of Curriculum Inquiry employed in this Dissertation: Ethnographic-evaluative

(6) Title: BRAEBURN ELEMENTARY SCHOOL, 1967-1990: AN INNOVATION THAT SURVIVED (OPEN EDUCATION, TEAM TEACHING, WASHINGTON)

Author: ANDREWS, JILL BRANDENFELS

School: UNIVERSITY OF WASHINGTON - EDD

pp: 221

Advisor: GOODLAD, JOHN I.

Source: DAI-A 54/08, p. 2884, Feb 1994

Research Problem: Braeburn Elementary School began in the 1960's as an open concept, nongraded, team teaching school with a distinct philosophy supporting its structure. Nearly three decades later, it still survives.

The study reported here examines factors appearing to be associated with its stability. Its structure and philosophy survived almost intact. Most other such schools built walls and retreated overtime into traditional forms.

The study begins with a brief history of nongraded education, continues with a conceptual comparison of graded and nongraded schools, and employs change theory as a basis for examining the development of the school. This history is framed within the stages of change from mobilization, through implementation, and finally, institutionalization. Central office leadership, building leaders, staff commitment, curriculum, the building itself, and parents and students all are considered in the story. At the time of the adoption of this innovation, little was known about the theories of change. Therefore, the process of change did not receive the attention that it might today. Although at times the difficulties of implementation loomed large, the commitment on the part of the district, school leaders, and staff members was strong enough to overcome the problems. Central office support cast the school as a protected subculture and the support of the true believers played key roles in the survival of this implementation. The implementation and institutionalization of Braeburn, as an example of a surviving restructured school can inform future educational change agents, seeking to understand or implement new modes of schooling.

Form(s) of Curriculum Inquiry employed in this Dissertation: Historical.

(7) Title: AN ANALYSIS OF THE UNDERGRADUATE CURRICULA FORMED BY THE COMBINATION OF COMMUNITY COLLEGE TRANSFER PROGRAMS AND UPPER DIVISION BACCALAUREATE STUDIES

Author: PETRULIS, ROBERT ALAN

School: UNIVERSITY OF WASHINGTON - PHD

pp: 274

Advisor: MADSEN, DAVID

Source: DAI-A 54/08, p. 2914, Feb 1994

Research Problem: A small number of universities in the United States

restrict themselves to the junior and senior years of the baccalaureate. The liberal studies curricula of two such institutions--the newly created branch campuses of a leading research university--paired with transfer programs at two close-by community colleges, were the subjects of this study.

The research question was: How are the baccalaureate-track liberal arts curricula affected by the articulation of lower and upper division studies at two pairs of community colleges and upper division branch campuses? The four-year program formed by two years' study at a community college and two years at a branch campus was considered.

To address the research question, forty-one interviews of faculty, students, and staff at the four institutions were conducted, and documents related to the curricula were reviewed. The study focused on the values, beliefs, and perceptions of students, faculty, and staff which shaped the curricula.

The community college curricula were found to be remarkably compatible with those of the branch campus liberal studies programs. Recently revised and strengthened general education programs and a movement toward integrated studies courses at the community colleges, and the interdisciplinary approach of the branch campuses, combined with their proficiencies-across-the-curriculum emphasis, created an engaging, rigorous course of study.

Gauged according to the stated intentions of the programs, their utility for students intending further study, and according to two standards of "best practice," the baccalaureate program formed by the two levels was seen to be highly successful. Students anticipating a job search, however, were concerned about their level of preparation. The effects on the community colleges' curricula of the articulated baccalaureate were minimal, because of the state-wide transfer agreement, and the small size of the branch campuses. The effects on the branch campus curricula were more pronounced. The lack of lower division course offerings made it difficult for faculty to prescribe the basic knowledge students should have before attempting upper division courses, necessitating a non-traditional approach.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-ethnographic.

(8) Title: RESEARCH AS A GUIDE FOR IMPROVING INSTRUCTION IN INTRODUCTORY PHYSICS

Author: SHAFFER, PETER SCOTT

School: UNIVERSITY OF WASHINGTON - PHD

pp: 306

Advisor: MCDERMOTT, LILLIAN C.

Source: DAI-B 54/10, p. 5199, Apr 1994

Research Problem: The research described in this dissertation has three main goals: (1) to identify underlying conceptual and reasoning difficulties that are commonly encountered in the study of introductory physics, (2) to develop curriculum to address these difficulties and (3) to determine the type of preparation needed by the instructional staff, especially teaching assistants, to teach introductory physics effectively.

Form(s) of Curriculum Inquiry employed in this Dissertation: Action research.

(9) Title: A STUDY OF FIELD-INDEPENDENT/FIELD-DEPENDENT COGNITIVE STYLES OF JAPANESE STUDENTS AND CORRELATIONS WITH THEIR ACADEMIC ACHIEVEMENT IN TWO AMERICAN HIGH SCHOOLS

Author: BUCKLEY, SETSUKO

School: UNIVERSITY OF WASHINGTON - EDD

pp: 141

Advisor: VASQUEZ, JAMES

Source: DAI-A 53/09, p. 3090, Mar 1993

Research Problem: This study identified cognitive styles (as measured by

field independence/dependence - FI/D) of 21 Japanese students in two American high schools, in comparison with 63 white-American students. It examined how cognitive styles of Japanese students may relate to their academic achievement (as measured by GPA, MAT, and Competence Test scores), gender, and number of years in American schools.

It was hypothesized that Japanese students are FI with no significant differences from white-Americans. It was further hypothesized that FI has a significant, positive correlation with math achievement, but not with either verbal achievement or number of years in American schools. The Group Embedded Figures Test (GEFT) was administered as a measure of FI/D. Hypotheses were tested using the one-tailed t-test and the Spearman correlation coefficients at the .05 level of significance.

Results show that Japanese students are highly FI and that their GEFT scores are significantly higher ($p = .013$) than those of white-American students. No significant gender differences in GEFT were found within each group. No significant correlations were found between GEFT and academic achievement or number of years in American schools among Japanese students. However, significant gender and culture differences were found in the achievement patterns in the two groups. No significant differences in GPA, math, and English were found among males, while a significant difference in GPA and math was found among females. Japanese females score higher than Japanese males in GPA, math, and English. These findings can help educators develop instructional strategies based on the FI cognitive style, especially in math classes, for language minority students who do not do well in school.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific.

(10) Title: A DESCRIPTIVE STUDY: THE POTENTIAL FOR CURRENTLY AVAILABLE COMPUTER ASSISTED INSTRUCTION (CAI) ALGEBRA COURSEWARE TO PROMOTE 'MATHEMATICS AS COMMUNICATION' AS OUTLINED IN THE NCTM CURRICULUM AND EVALUATIONS STANDARDS (CURRICULUM STANDARDS)

Author: KINHOLT, STEPHAN P.

School: UNIVERSITY OF WASHINGTON - EDD . pp: 290

Advisor: BEAL, JACK L.

Source: DAI-A 54/01, p. 75, Jul 1993

Research Problem: The Curriculum and Evaluation Standards for School

Mathematics (NCTM, 1989a) and the Professional Standards for Teaching Mathematics (NCTM, 1991), recently published by the National Council for Teachers of Mathematics, describe a new vision for mathematics education for the American school system. This vision will guide mathematics education research, teaching, and curriculum development through this decade and beyond and may result in significant reforms in the content and pedagogy of school mathematics.

Unlike previous reform movements in mathematics education, the current reform has at least one important difference. The Curriculum Standards and the Professional Standards have established a vision for the reform, but they have left the decision of how to best implement this vision to the mathematics education community. One of the first steps in the implementation process is the analysis of curricular materials. Research has shown that what mathematics is taught and how it is taught are strongly influenced by adopted materials. Since computer technology plays a significant role throughout The Standards, computer courseware is one such curricular material which will need to be evaluated. While the use of tool-type computer courseware is encouraged throughout The Standards, the role for CAI tutorial courseware is questionable. This study examines the computer's potential to promote the Mathematics as Communication Standard for algebra concepts. It answers the following question: What is the potential for currently available CAI algebra courseware to promote "Mathematics as Communication" as outlined in the NCTM Curriculum and Evaluation Standards for Teaching Mathematics? The study provides

critical descriptions of the potential for current CAI courseware to promote mathematical communication of beginning algebra concepts. Besides describing the potential of individual courseware packages, the study also examines the overall potential for current courseware to meet the Mathematics as Communication Standard. The intent is to inform mathematics educators and courseware publishers about ways to enhance courseware to better meet the goals of the Mathematics as Communication Standard. The study will benefit other researchers who wish to evaluate courseware against other standards.

Form(s) of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(11) Title: HOW DOES PRIOR SUBJECT MATTER KNOWLEDGE AFFECT THE LEARNING OF PEDAGOGICAL CONTENT KNOWLEDGE IN A MATHEMATICS METHODS COURSE AT THE PRESERVICE LEVEL?

Author: HUTCHISON, LINDA SUE

School: UNIVERSITY OF WASHINGTON - PHD

pp: 269

Advisor: BEAL, JACK L.

Source: DAI-A 54/01, p. 117, Jul 1993

Research Problem: The National Council of Teachers of Mathematics created standards for teaching mathematics that suggest a constructivist approach. Research indicates prospective elementary teachers have limited understandings in mathematics. This dissertation addresses the question "How does prior subject matter knowledge affect the learning of pedagogical content knowledge in a mathematics methods course at the preservice level?"

Skemp's (1978) definitions of instrumental and relational understandings were used to describe both subject matter knowledge and pedagogical content knowledge of fractions for six preservice teachers both before and after a mathematics methods course. The participants' understandings of fractions and pedagogical content knowledge were qualitatively analyzed by case and cross-case using two task interviews, a mathematics education biography, three student teaching classroom observations in mathematics, and the classroom observations of the mathematics methods course.

Four preservice teachers with an initial instrumental understanding of mathematics demonstrated improved instrumental subject matter knowledge during the final task interview and one demonstrated a relational understanding of fractions. One participant with an initial relational understanding of fractions subsequently demonstrated a relational pedagogical content understanding of fractions. Another participant with an initial relational understanding of fractions exhibited instrumental pedagogical content knowledge. Participants with initial instrumental understandings of fractions improved their understandings of fractions in the methods course. However, they did not improve as much in pedagogical content knowledge because of the need to simultaneously learn both subject matter and pedagogical content knowledge. These findings suggest that mathematics teacher education programs should reconsider the type of subject matter knowledge required by preservice teachers. Conceptual subject matter knowledge should be emphasized so that adequate pedagogical content knowledge can be developed. Courses designed to develop subject matter knowledge and pedagogical content knowledge should consider students' existing beliefs about mathematics and teaching mathematics. Care should be taken to create appropriate student teaching placements that reinforce the NCTM standards.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-eval.

(12) Title: MATHEMATICS TEACHERS' CONCEPTIONS OF 'CONNECTIONS'
(TEACHER CONCEPTIONS)

Author: RODDY, MARK ROBERT

School: UNIVERSITY OF WASHINGTON - PHD Date: 1992 pp: 220

Advisor: BEAL, JACK

Source: DAI-A 53/08, p. 2724, Feb 1993

Research Problem: The National Council of Teachers of Mathematics has

published two documents (NCTM 1989, 1991) which have become important in the current movement in the mathematics education community in the United States. Four fundamental standards for mathematics education have been proposed: problem solving, reasoning, communication, and connections. Recent research in cognitive science and in mathematics education indicates that if investigators are to understand the way teachers make decisions as they teach, it is important to understand their conceptions of their subject matter.

The conceptions (beliefs and understandings) of "connections" held by five middle and high school Algebra I and Integrated Mathematics I teachers were investigated using qualitative research methods. Data were generated from three primary sources: interviews, classroom observations, and teacher-made documents. This investigation resulted in extensive descriptions of the teachers' conceptions of connections. A conceptual framework for teachers' conceptions of connections was also developed.

Some of the terms and concepts which are important in the conversation with regard to teachers' conceptions of their subject matter were uncovered and their relevance discussed. The teachers in this study emphasized the notion of "applications" in their conceptions of modeling connections. This was seen as an important difference between the teachers' conceptions of modeling connections and the conception of modeling connections which is implicit in the NCTM Standards document. Furthermore, whereas the conception of mathematical connections expressed in the NCTM Standards emphasizes connections between various representations of a given mathematical model, the teachers' conceptions tended to emphasize links between old material and new.

These differences are thought to be particularly important for teachers who are trying to make changes in their teaching as they work toward the goals implicit in the NCTM Standards.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-natural.

13) Title: A SURVEY OF EDUCATIONAL VALUES AND CONCEPTIONS OF GIFTED INTELLIGENCE HELD BY PARENTS WHO HAVE ENROLLED THEIR CHILDREN IN PROGRAMS FOR THE GIFTED

Author: BUCKLEY, KATHLEEN CAROLINE PICKEN

School: UNIVERSITY OF WASHINGTON - EDD

pp: 296

Advisor: GEHRKE, NATHALIE

Source: DAI-A 54/01, p. 127, Jul 1993

Research Problem: Two hundred eighteen parents from the Federal Way and

Seattle Public School Districts, and three accredited schools for the gifted in the Pacific Northwest Association of Private Schools participated in this study.

The survey instrument was developed around two central and value-laden issues in gifted education: Who are the gifted and what are their educational requirements? The first section of the two-part questionnaire assessed educational philosophical preferences. The second part of the survey asked parents to list adjectives or phrases indicating attributes of the gifted individual which they believed were important to consider in educational programs for the gifted. Differential indicators of giftedness were categorized according to a central cluster of qualities generally conceived to epitomize the gifted individual. The categories include high orders of mental power (I.Q.), creativity, and motivation. Relationships between parents' indicators of giftedness and their philosophical leanings were also analyzed to determine idealizations of curriculum and instruction judged to suit specific perceptions of the gifted child. In general, this population of parents preferred eclectic, child-centered programs for their children. Their conception of gifted

intelligence was broad and complex. Their perceptions of giftedness integrated creativity, motivation and high orders of mental power (I.Q.) in relatively balanced proportion (37%, 32%, 31%, respectively). These parents had generally enrolled their children in programs best suited to their ideals, and conversely, schools and institutions had selected students whose families generally concurred with their philosophical positions and conception of giftedness.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical

(14) Title: SPECIAL EDUCATION: THE HIGH SCHOOL EXPERIENCE

Author: STUMP, COLLEEN SHEA

School: UNIVERSITY OF WASHINGTON - PHD

pp: 369

Advisor: LOVITT, THOMAS C.

Source: DAI-A 53/08, p. 2770, Feb 1993

Research Problem: Concerns with special education high school program

outcomes (e.g., student drop-out rate and postsecondary status) prompted an exploration of a local high school's special education program. The purposes of this study were to: (a) explore the culture of a selected high school in an attempt to identify factors linked with program outcomes, (b) combine that information with extant literature and other school experiences to make recommendations for enhancing existing programs, and then (c) present those recommendations to practitioners, school administrators, and those interested in school reform. Recommendations were filtered through the investigator's belief statements derived from a review of extant literature and her experience in working in schools. A conceptual framework consisting of 11 commonplaces, or standard program components (i.e., curriculum, service delivery, personnel, collaboration, parent involvement, Individualized Education Programs and Individualized Transition Plans, goals, instructional strategies, evaluation, graduation, and preparation,) provided structure for this exploration. In order to describe the 11 commonplaces, the investigator coded and analyzed data gathered from observations in classrooms, interviews and surveys with school personnel (i.e., administrators, teachers, counselors, and instructional assistants) and special education students and their parents, and review of documents. Among the findings was the importance of two practices: communicative and collaborative networks and defining a common mission and curricula for special education youth. Outcomes, filtered through beliefs, led to the investigator's making 20 program recommendations for school personnel and those interested in school reform.

Form(s) of Curriculum Inquiry employed in this Dissertation: integrative-evaluative

(24) THE UNIVERSITY OF WISCONSIN
Public coed university

The University of Wisconsin- Madison is a public, land-grant institution, founded in 1849. It combines, on a single campus, eight schools and three colleges. In 1974, the faculty adopted a mission statement which began by stating that the purpose of the UW-Madison "is to provide an environment in which faculty and students can discover, examine critically, preserve, and transmit the knowledge, wisdom, and values that will help ensure the survival of the present and future generations with improvement in the quality of life."

In every sense, the University of Wisconsin-Madison is a public university. Active in the dissemination of knowledge, the University is guided by the "Wisconsin Idea" -that the boundaries of the campus are the boundaries of the state. But the service and influence of the University extend to people and institutions throughout the world. The University of Wisconsin-Madison's faculty of approximately 2,400 supported by an academic staff of approximately 4,200, offers graduate degrees in over 150 fields of study. Master's and Doctoral programs are established in the humanities, biological sciences, physical sciences, social sciences, and in interdisciplinary studies.

The University has offered graduate study for over a century. Its advanced instruction actively involves graduate students in research. They share with their professors the experience of exploring the frontiers of knowledge, and acquire the spirit as well as the methods of productive scholarship. The University enjoys the cultural and educational benefits of the great diversity of ethnic and national origin of its students, staff, and visiting scholars.

The School of Education is a part of the larger University community, which in 1992 numbered over 41,000 students and over 7,000 faculty and academic staff. The Memorial Library and numerous other libraries on the campus have more than 5 million volumes. Since its founding in 1849, the University of Wisconsin-Madison, has maintained a fundamental commitment to academic excellence. The University has ranked among the top 10 universities in America in every survey of scholarly reputation conducted since 1910.

The Graduate School: Unique Features

1. **Enrollment:** 41,948 graduate, professional, and undergraduate students; 9,880 full-time, 2,370 part-time matriculated graduate/professional students.
2. **Graduate Matriculated Students:** 8,323 full-time (3,494 women); includes 641 minority (157 African-Americans, 231 Asian-Americans, 212 Hispanics, 41 Native Americans), 2494 internationals. **Graduate Students:** 5,565 full-time matriculated graduate/professional students (2,347 women), 404 part-time (254 women). **Graduate Faculty:** 2,245 full-time (417 women), 80 part-time (17 women); includes 203 minority (39 African-Americans, 104 Asian-Americans, 54 Hispanics, 6 Native Americans).
3. **Tuition:** \$ 3,530 per year full time, \$ 221 per credit hour part-time for state residents. \$ 10,666 per year full-time, \$ 667 per credit hour part-time for non residents per.
4. **Programs:** The Graduate School includes the Center for Environmental Toxicology, College of Agricultural and Life Sciences, College of Engineering, College of Letters and Science, Industrial relations Research Institute, School of Journalism and Mass Communication, School of library and Information Studies, School of Music, School of Social Work, Institute of Environmental Studies, Institute of Molecular Virology, School

of Business, School of Education, School of Family, Resources and Consumer Sciences, Law school and other programs. The school of education include the following programs: Art, Continuing and Vocational Education, Counseling Psychology and Counselor education, Curriculum and Instruction, Educational Administration, Educational Policy Studies, Educational Psychology, Kinesiology, Rehabilitation Psychology and Special Education.

5. Degrees Offered: Master's, and Doctorates.
6. Requirements for admissions: Minimum requirements are: (1) a bachelor's degree from an approved institution, (2) An undergraduate major or equivalent evidence of suitable background for entering the proposed field, (3) An undergraduate grade-point average of at least 3.0 (4.0 scale) and 3 recommendations from the undergraduate/graduate institution; (4) acceptable scores on required, standardize examinations (such as the TOEFEL or the Michigan English Language Assessment Battery (MELAB)-language requirements for non-English speaking applicants-, GRE, or any other additional individual departmental or program area requirements.
Office: Graduate School
Admissions/Student Services
University of Wisconsin-Madison
228 Bascom Hall
500 Lincoln Drive
Wisconsin, Madison, 53706-1380
Phone: 608-262-2433
7. Requirements for graduation: Master's (1) completion of a coherent and focused program of advanced study, (2) residence: a minimum of two semesters (32 weeks) (2) satisfactory performance on a comprehensive examination (oral, written or both), (3) a Thesis or a Project/master paper (optional), (4) Time limit: five consecutive years, (5) a minimum of 24 credits (6) pass a final comprehensive examination. The Doctor of Philosophy (Ph.D) degree is the highest academic degree awarded by the University. Minimum requirements: (1) Residence: Candidates must offer the equivalent of a minimum of six full semesters of residence. Each candidate must spend at least two semesters of full-time study in the doctoral field beyond the master's degree level, (2) successfully complete a program of study and research rationally unified: courses must be selected from groups embracing one principal subject of concentration, called the major, and from one or two related fields, called the minor, (3) Language: each department is responsible for setting its own foreign language requirements, (4) Examinations: comprehensive preliminary examinations and final oral examinations (5) Time limit: five years after passing the preliminary examinations (maintaining continuous registration) (6) publication of the doctoral dissertation.
8. Doctoral degrees awarded: 766 doctorates in 1993
9. Student services: Low cost health insurance, career counseling, day-care facilities, emergency short-term loans, campus safety program, campus employment opportunities, counseling/support services for international students. Graduate Housing: 290 units- rooms or apartments- available to single students at an average cost of 2,000 per year (3,000 including board); 1,122 units available to married students.
10. Financial aid: Fellowships, research assistantships, teaching assistantships, federal-work study, institutionally sponsored loans and career-related internships or fieldwork available.

11. Research facilities: Memorial Library plus 44 additional on campus libraries; total holdings of 5,317, 380 volumes, 3,755,241 microforms, 48,699 current periodical subscriptions. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic retrieval services.
12. Computer facilities: Digital VXcluster with 6250,6410,8600,8650,and 4000/100; Thinking machines CM5, Apple Macintosh, Digital DEC station H-P, IBM compatibles, Next Workstation, Sun Workstation. Personal computers on campus linked to CICNET, NSFNET, Wiscnet.

Graduate Program in Curriculum Studies: Unique Features

1. Faculty and enrollment: forty one Ph.D. plus 2 D.Ed. faculty members. Years of experience as Curriculum Professors range between: 2 and 32. For 1993: 193 full-time (127 women), 131 part-time (106 women), includes 27 minority (8 African-Americans, 5 Asian-Americans, 10 Hispanics, 4 Native Americans, 35 internationals. Students enrolled in 1994: more than one hundred and forty full-time Ph.D. students and 175 Master's.
2. Name of the Department: Curriculum & Instruction, School of Education
3. Department Head or contact faculty member: Dr. Alan L. Lockwood (Specialty: Secondary Social studies; 3 years as department chair).
Address: Department of Curriculum and Instruction
School of Education
123 Education Building
1000 Bascom Mall
University of Wisconsin
Madison, WI 53706-1380
phone 608-262-1763
4. Name of the Program that focuses on Curriculum Studies: Curriculum & Instruction (M.S., Ph.D). Other programs are: art education, chemistry education, communication arts education, English education, French education, geography education, Spanish education, music education, mathematics education, German education, Latin education, Physics education and Science education.
5. Department Requirements: Entrance: GRE, general test. Degree requirements: a dissertation for Ph.D. students and completion of the requirements of the Ph.D. major, as determined by the major professor of C&I department and completion of a Ph.D. minor, in accord with Graduate School rules. Twelve credits are required for a minor in the C&I department (excluding independent reading, independent study, research and thesis). For a Master's minimum 24 credits. Grade point average required: minimum 3.0.
6. Doctoral degrees awarded: fifty three doctorates in Curriculum (1993-94).
7. Primary Goals of the Graduate Program in Curriculum are: The School of Education is a professional school with primary emphasis upon the preparation of personnel for educational systems. All instructional units stress the development of scholarship and research on the nature of learners, learning environments, and the learning process at all ages and in all contexts. The Department of Curriculum and Instruction (C&I) offers graduate studies leading to the M.S. and the Ph.D. The M.S. prepares students for advanced work in education (e.g., curriculum develop, content area specialist, school department head, curriculum supervisor, instructional technology specialist, early

childhood specialist, community health educator, or reading teacher). In other cases, master's degree work prepares students to perform at a higher level in their existing job; the advanced degree leads to increased leadership within a job category. In these cases, the purposes of master's degree work include professional updating, maintenance of accreditation, acquisition of new perspectives and skills, specialized knowledge of particular importance in one's job, preparation to work with student teachers, and preparation for leadership among others. Research-oriented Ph.D. programs in the department prepare students for different forms of intellectual leadership in education. These different forms of intellectual leadership include research, teacher education and other teaching in higher education, and leadership positions in educational agencies. These different forms of leadership are not mutually exclusive, but the relative emphasis given to each varies among students and areas. The goals of doctoral study are: (1) acquire greater competence in curriculum development and better understanding of the teaching-learning process; (2) develop abilities for research in the field of C&I; (3) gain depth and breadth of knowledge in related academic fields; and (4) evolve a broadened professionals background in areas related to curriculum and instruction, such as administration, counseling, educational psychology, supervision, and the history, philosophy, and sociology of education. With these goals in mind, a course of study is planned under the supervision of the student's major professor. The dissertation is planned and conducted under the supervision of a dissertation committee chaired by the major professor.

8. Graduate Program in Curriculum is among the leading Programs in the United States because of: reputation of faculty; quality of graduates, national leader in funded curriculum research, curriculum research publications, and participation of faculty and students in professional groups.
9. Unique strengths of the graduate Program in Curriculum: This department is nationally recognized for the quality of its graduate programs and for the conduct of research on curriculum and instruction. Unique strengths: (1) faculty (research oriented, productivity, stable and dedicated, diverse interests and backgrounds, wide number of publications, many speeches and paper for conventions), (2) research (reputation for research, national visibility), (3) students (national recruitment), (4) cohesive academic curriculum and (5) excellent academic life.
10. Faculty Research: diverse forms of curriculum inquiry employed in publications.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Research courses available to C&I students mainly in the following areas: curriculum theory and research, which include different forms of curriculum inquiry: 714 Research and Evaluation Paradigms in C&I (relationship of research orientation, methods of inquiry, theory, and practice), 715 Design of Research in C&I (development of methods and tools of research), 725 Ethnographic Methods in C&I (philosophical foundation in educational anthropology, methods of data collection, analysis and writing) 815 Research with Computer-Based Tools in C&I (epistemological and methodological issues involved in research with computer-based tools in C&I), 829 Proseminar in American Curriculum Theory (1890-present. Historical approach), 916 Special topics in Research and Evaluation in C&I, 917 Design of Research and Evaluation in C&I (in depth analysis and development of students' special areas of research interest), 975 General Seminar .
2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take a course in research methodology (an overview course on different

types of research methods) and (2) ask students to enroll in a research methods course with only students in the same program (C&I). The purpose is to develop abilities for research in the field of curriculum and instruction.

In special cases a student may carry on a portion of t his/her doctoral program away from UW-Madison when field investigations require it or opportunities for research in a subject of special concern are not available at Madison. Doctoral students may apply for admission to the CIC traveling Scholar Program, sponsored by the Committee on Institutional Cooperation (CIC). The CIC includes the University of Chicago, Pennsylvania State University, and the Big Ten universities. The program help selected students take advantage of unique facilities at another participating university, including special course offerings, research opportunities, laboratories, and libraries collections.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
The University of Wisconsin. January 1993- June 1994

(1) Title: THE RECEPTION OF A WESTERN CONCEPT: TEACHERS' PERCEPTIONS
 AND EXPECTATIONS OF PROFESSIONALISM IN RIYADH, SAUDI
 ARABIA

Author: AL-OTAIBI, MONEER MUTNI

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 217

Advisor: POPKEWITZ, THOMAS S.

Source: DAI-A 54/09, p. 3272, Mar 1994

Research Problem: Thinking about improving teachers' work conditions and fulfilling their needs will assist the development and improvement of education in any nation. Teachers are the backbone of any educational process; without them, progress can not be achieved. Saudi Arabia, as a developing country which has sought development and advancement in the modern era through improving its educational system, must have knowledge about Saudi teachers' needs and desires for better working conditions as a basis for such improvement.

The purpose of this study was to examine Saudi elementary and secondary teachers' perceptions concerning some attributes of professionalism in relation to their work. These teachers' perspectives regarding their responsibility within the educational system were also investigated. The theoretical assumptions in this study were based on Hall's (1968; 1969) scale of professionalism, which includes service to the public, sense of calling, self-regulation, professional organizations as a major referent, and autonomy. Also incorporated into this framework were Saudi teachers' views of the concept of teaching and of their responsibility. Hall's scale was developed in the United States, a Judeo-Christian nation with a decentralized educational system; in this study it was adapted for use in Saudi Arabia, a Muslim nation with a centralized educational system. Two data collection approaches were used. A questionnaire consisting of 38 items related to professionalism gave preliminary information, and interviews with a sub-set of the sample provided more in-depth data about Saudi views of their work. Saudi respondents showed enthusiasm having an association as a means of increasing rapport and a source of professional growth. They also stressed their willingness to have a greater voice as a key element in the educational process. Finally, Saudi teachers interpreted their responsibility as stemming from their culture as it operates through Islam, and from the framework of their educational system and its instructions and regulations. Recommendations for further consideration are proposed and suggestions made for further study.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological

(2) Title: THE EFFECTS OF CHICAGO SCHOOL REFORM AS PERCEIVED BY THE
 LOCAL SCHOOL COUNCIL MEMBERS (ILLINOIS, SCHOOL REFORM)

Author: DAVENPORT, WILLIMETHRA REED

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 468

Advisor: ROSSMILLER, RICHARD A.

Source: DAI-A 54/06, p. 2005, Dec 1993

Research Problem: The purpose of this case study was to determine the impact of Chicago School Reform on the attitudes and perceptions of the Local School Council members. Twenty-one LSC members from two schools--a general high school serving a community attendance area and a magnet high school drawing its population from the entire city--were interviewed. Information was obtained relative to the members' reasons for seeking membership on the Council; their qualifications and campaign procedures; their preparation and training for Council membership; how the Council works;

school improvements in the areas of staffing, curriculum and instruction, attendance and/or discipline, dropout prevention, extracurricular activities and so forth. The Council members also identified and discussed the successes, the failures and the recent controversies in which their Councils were embroiled.

The Local School Council members considered themselves to be representatives of the parents and, at times, the students. Membership on the LSC was seen as an opportunity to have a positive effect on the school and the students. The two main reasons given for becoming a Council member were the need for more parental involvement and the fact that being a part of this board would allow the Council member to become personally involved in school affairs. Some of the other reasons mentioned included concern over low scores on standardized tests, concern over the budget cuts that were adversely affecting the schools and their programs, and a general concern about the state of education in Chicago.

The Local School Council members feel Chicago School Reform is a success because parents and community members are now involved in decision-making related to school expenditures. Nevertheless, they would like to have their powers expanded so that all requisitions would not have to go through the Board of Education. The changes and improvements being made at each school indicate that the LSCs are having a positive effect. Even though each school has its unique problems, it was found that the size of the attendance area had no bearing on the attitudes of the participating LSC members. It was also found that gender, ethnicity and socioeconomic level had no bearing on the attitudes of these LSC members toward Chicago School Reform. Recommendations for practice and further research are also provided.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological philosophical

(3) Title: THE MOTIVATION OF SUBURBAN MILWAUKEE PARENTS IN CHOOSING PRIVATE ELEMENTARY SCHOOLS FOR THEIR CHILDREN (SCHOOL CHOICE, PARENTAL MOTIVATION, WISCONSIN)

Author: GIBSON, MATTHEW W.

THE UNIVERSITY OF WISCONSIN - MADISON - PHD -pp.130
Advisor: MCCARTY, DONALD J.

Source: DAI-A 54/08, p. 2821, Feb 1994

Research Problem: Most parents in affluent suburbs have the option of enrolling their children in well supported public schools or choosing from among several available and affordable private schools. This dissertation examined whether five demographic and fifteen educational variables explain parental motivation in choosing Catholic, Jewish, Independent, or Lutheran elementary schools for their children. It also examined similarities or differences between parents who initially chose a private school versus those who transferred their children following dissatisfaction with public schools.

The population studied were private school parents within three public school districts in suburban Milwaukee, Wisconsin. Data were gathered through surveys and telephone interviews.

Findings varied among parents. For example, parents who chose Catholic schools did so because 98% of the mothers were Catholic and 80% of them had attended private schools themselves. The leading educational variables that emerged from parents who chose Catholic schools were religion, moral values, and committed teachers; those from parents who transferred their children from public schools were religion, moral values, and warmth of school climate.

Parents who chose Jewish schools did so because 98% of the fathers and 95% of the mothers were Jewish. The leading educational variables that emerged from parents who chose Jewish schools were religion, ethnic identity, small class size, quality

instruction, quality curriculum, and committed teachers; those from parents who transferred their children from public schools were warmth of school climate, small class size, and committed teachers.

While there were no demographic variables that explained why parents chose Independent schools, the leading educational variable that emerged from parents who chose them were small class size, committed teachers, quality curriculum, and quality instruction; those from parents who transferred their children from public schools were small class size, quality instruction, and responsiveness to parent expectations. Parents who chose Lutheran schools did so because 85% of the mothers were Lutheran. The leading educational variables that emerged from parents who chose Lutheran schools were religion, moral values, quality curriculum, and quality instruction; those from parents who transferred their children from public schools were perceived committed teachers, moral values, and warmth of school climate.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

(4) Title: ORGANIZATIONAL UNCERTAINTY: PUBLIC SCHOOLS AND STUDENTS
WITH CHALLENGING BEHAVIORS (AT RISK)

Author: PENA, ROBERT ANTHONY

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 582

Advisor: CAPPER, COLLEEN

Source: DAI-A 54/11, p. 3952, May 1994

Research Problem: The purpose of this study was to understand how public middle school staff, students and parents interpreted and responded to organizational uncertainty. Organizational uncertainty was defined in relation to the challenging behaviors of students. Challenging students were defined using the determinations of administrators, staff, students and their parents.

Findings of this study indicated that administrators, teachers, and staff interpreted students with challenging behaviors as "deficient," and that teachers engaged in "internal deflecting" to explore barriers to teaching and learning. Findings also revealed that administrators', teachers', and staff members' interpretations of these students contextualized or informed disciplinary school actions used with them. The influence of framing students as "deficient" reduced the impact that disciplinary responses had on improving student conduct and addressing organizational uncertainty. "Internal deflecting" described school personnel's efforts to examine structures and cultures that acted as impediments to teaching and learning. These impediments included inadequate scheduling and resource allocation practices, and school personnel insufficiently trained in understanding special education students, curriculum, and instructional strategies.

Administrators, teachers, and staff interpreted certain challenging behaviors as related to "medical disabilities," and to "counter school tribal affiliations." However, school personnel did not apply disciplinary policies, practices, and instructional strategies without consideration for students' cognitive disabilities, family structures, sources of economic support, peer relations, and perceptions regarding students' backgrounds. Challenging students and their parents interpreted and responded to school actions as "remedial-prescriptive," and "repressive." "Remedial-prescriptive" disciplinary actions described disciplinary school structures and cultures that students and parents construed as therapeutic, and essential for addressing students' deficiencies. "Repressive" disciplinary actions described school structures and cultures that students and parents interpreted as discriminatory on the basis of race, and particular cultural preferences. The school structures and cultures found to constrain and support responses to students' challenging behaviors were framed by literature on structural-functional and critical perspectives of organizations. These included school membership, educational engagement, teacher beliefs, and school support. Constraints included biased curriculum, instructional

strategies, tracking practices, low school morale, and inadequate staffing, staff development, central office, school board, and community support. Supportive responses to students with challenging behaviors included one-on-one instructional strategies, teacher autonomy, and reciprocity among school personnel, students, and parents. (Research Problem shortened by UMI.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

(5) Title: AN EXAMINATION OF THE PROCESSES OLDER ADULTS USE TO LEARN
WORD PROCESSING SOFTWARE

Author: RICH, GRACE E.

THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 341

Advisor: GIBSON, CHERE CAMPBELL

Source: DAI-A 54/07, p. 2431, Jan 1994

Research Problem: This research examined the processes older adults over 55 used to acquire computer and word processing skills and developed a thematic analysis and thick description of that learning process. The study used a qualitative case-study approach. Individual, in-depth interviews were conducted with seven older adults enrolled in an eight-hour introductory computer/word processing class learning WordPerfect on IBM-compatible computers. Class sessions were observed and videotaped. The study's conceptual framework drew from research on adult learning theories and was based on a two-type taxonomy of behavioristic and cognitivist theories. Pedagogical learning methods were found to be appropriate for older adults learning to use word processing software because they responded to the needs of older adults for a high level of teacher direction, teacher dependence, and structure at the introductory level of training. It was postulated that as an older adult gained confidence and knowledge about computers and word processing, a move toward an andragogical approach would be encouraged by an instructor-facilitator. Findings are organized around six interrelated themes of training environment, the role of past experience, learning strategies and instructional preferences, motivation, attitudes about computers and computer technology, and computer manipulation skills. Contrary to andragogical learning assumptions, the study found that older adult computer learners neither wanted nor expected a role in the planning of their learning. More negative than positive instances of transfer of learning were found when the older adult participants applied their past experience with typing or with computers. Other findings showed that these older adult computer learners preferred small, age-segregated classes, teacher-directed instruction, written directions, and material they could preview and review at home. The study also found that these older adults were eager to learn word processing and exhibited cautious, but not negative, attitudes about computer technology. They had realistic expectations about the amount of word processing skill they would attain and neither expected nor tried to remember specific keystrokes. Implications of the findings for instructors, program planners, and curriculum developers of programs for older adults who are learning to use word processing software are included.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-deliberative

(6) Title: AN INTERPRETATION OF THE EXPRESSIVE CULTURAL PRACTICES OF
NONACADEMICALLY ART-EDUCATED 'MAKERS OF ART' IN
WISCONSIN

Author: KRUG, DON HERBERT

THE UNIVERSITY OF WISCONSIN - MADISON - PHD 1993 pp: 440

Advisor: NEPERUD, RONALD W.

Source: DAI-A 54/09, p. 3299, Mar 1994

Research Problem: I have traveled throughout the state of Wisconsin, from August 1991 through May 1993, collecting oral life narratives from people who make things in their home. The "stories" the people told me about their expressive cultural practices, as makers of art, were always different from one another, and each was richly textured and diverse. While some were simply told, other stories were quite elaborately articulated. The research is grounded in six of the maker's story events. As re-presented, the narratives weave together threads of the makers' past experiences and their social life biographies. In the thesis, I argue that the story events the makers articulate about their expressive cultural practices reveal subtle details in the formation of their cultural identity.

The central issue of this thesis concerns how power operates in society, through aestheticized discourses, to privilege and/or marginalize certain groups of people who make things. It examines how power is connected to communication systems, social mechanisms, and institutional strategies that link people's everyday lived experiences and practices with various art-culture systems of aesthetic discourse. Additionally, it details how exploitive practices are used to circulate selected meanings and values by members of the different art worlds in society. The problem pertains to how particular makers of art are stereotyped within distinctions that carry pejorative meanings and values. By making problematic these distinctions, I focus on how the distinction of makers as outsiders is used as a derogatory marker of social difference disguised as cultural difference. I argue, that the things people make in the practice of their everyday life are significant forms of visual material culture, since the makers' practices mark a time, place and event in the formation of their cultural identity. The thesis explicitly examines the social and historical positioning of outsiders as a categorical distinction and its affect and influence on the visual expressive cultural practices of particular makers of art in Wisconsin.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-historical-hermeneutic

(7) Title: ADMINISTRATION OF SERVICE ACTIVITY IN THE SCHOOL BAND PROGRAM WITHIN SCHOOL CULTURE (BAND SERVICE ACTIVITIES)

Author: ALBRECHT, GARY L.

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 293

Advisor: OLSON, GERALD B.

Source: DAI-A 54/09, p. 3304, Mar 1994

Research Problem: This case study investigated the administration of service activity in the band program within school culture. School culture was determined to be those beliefs, values, and traditions shared by most school participants. Three broad context questions emerged as the cornerstone of this study: (1) Is there an acknowledged school culture? (2) Does the band (as class and/or as service activity) play a role in promulgating school culture?, and (3) Does the school principal administer band class differently than band service activity?

The site for the study was chosen because (1) at the time of this study the band program in the school was perceived as successful, (2) both band teacher and principal were regarded highly in their respective fields, and (3) band service activity was acknowledged mutually by band teacher and principal as important. In keeping with the selection of leaders and programs based on success, three lead teachers, three band student leaders, three non-band student leaders (e.g., class officers, student council members), principal, and band teacher were selected for in-depth interviews. Printed materials, video tapes, and many hours of personal observation supplemented the data which was gathered in interviews. This study resulted in the following conclusions: (1) a key relationship existed between the band teacher and the principal regarding the acceptance of the band's role as service activity in school culture, (2) school culture is

NOW--a present phenomenon--inasmuch as we live it while we are in school and we freeze it in our memory when we graduate, and (3) band as class is most understood by band teacher (in some cases only understood by band teacher) while other participants in the school culture (teachers, students, and administrators) understand and view band primarily as service activity.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative

(8) Title: LIVING THE INDIVIDUAL-SOCIETY DUALISM IN EDUCATIONAL ACTION

Author: BRENNAN, MARIE THERESE

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 384

Advisor: POPKEWITZ, THOMAS

Source: DAI-A 54/07, p. 2440, Jan 1994

Research Problem: Practices associated with the individual-society dualism

present a pervasive problem for the field of education. The two poles of the dualism rely either on individualistic explanations which cannot explain social change or on presumed forms of collectivity which cannot explain difference, identity or agency. As shown in a close reading of the literatures of reflective teaching, action research, critical pedagogy and feminist pedagogy, many radical forms of curriculum attempt to challenge individualism by calling on collectivity, but fail to recognize that their own projects are themselves implicated in the continuation of the dualism by allowing its binarism to remain unchallenged. The study examines the intersection of broad debates about teacher education, curriculum theories, pedagogy and issues of power in a specific elementary teacher education classroom in which the author taught. The multiple intersections of the site are explored by juxtapositioning readings of curriculum traditions with a critical ethnographic study of the construction of a syllabus and its enactment in a university classroom. The sites of syllabus construction and teaching are shown to intersect unequally with othersites in the university which sponsors the program, with the state Department of Public Instruction which promulgates standards for the program, with the traditions of curriculum theorizing available, and with the previous history, political interests and teaching strategies of the teacher. The study shows how individualism is sedimented in the classroom through a range of historically derived practices such as assessment and licensing standards. These practices predominate even where the individual-society dualism is significantly challenged in a single classroom.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: theoretical-ethnographic. Action research.

(9) Title: BECOMING A MOTHER IN HIGH SCHOOL: THE LIFE HISTORIES OF FIVE YOUNG WOMEN (TEEN PREGNANCY, MOTHERHOOD)

Author: BURDELL, PATRICIA ANN

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 411

Advisor: APPLE, MICHAEL W.

Source: DAI-A 54/10, p. 3660, Apr 1994

Research Problem: One of the most important issues under frequent discussion

in contemporary educational policy and practice is that of teen pregnancy. The voice most often missing in this discussion is that of the young women who are the objects of our concern. This study attempts to provide an avenue for these voices. It emerges from the critical theoretical and research perspective of the sociology of school knowledge and utilizes life history methodologies follow five high school women through pregnancy, childbirth and the first months of motherhood. The work of Michel Foucault and a constructivist approach to feminist critical studies provide the theoretical framework.

The focus of this study is the way in which these high school women construct their experience. The primary goal is to advance the life histories while at the same time making

visible the materialsocial practices and power relations that structure them. This is accomplished by two dynamics that frame the life histories. First, an examination of the discourses and practices that form the subjectposition of "teen pregnancy" is juxtaposed against the narratives. Secondly, theoretical notions regarding "subjectivity", "experience" and the shifting and complex activities of "identity construction" frame the construction of the narratives and the concluding discussions. This study reframes the "problem" of teen pregnancy and raises critical questions about pregnancy, motherhood and schooling. Concluding discussion offers educators new ways to think about the complexities that emerge from the life histories.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

(10) Title: LATINA REPRESENTATION IN 'SQUARE ONE TV' (EDUCATIONAL TELEVISION, TELEVISION)

Author: ELENES, CLAUDIA ALEJANDRA

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 307

Advisor: DEVANEY, ANN

Source: DAI-A 54/04, p. 1214, Oct 1993

Research Problem: This study of the Children's Television Workshop program

Square One TV was conducted with a three prong method of analysis: textual, rhetorical, and viewer. The textual and viewer analysis was adapted from Jauss' reception theory, and the rhetorical analysis from Eagleton's literary theory. The analysis was conducted at an ideological level and informed by Chicana feminist theory. In order to document viewer's readings, thirty-one Chicana and Latina girls from various Wisconsin communities were interviewed.

The results of this study indicate that the production of Square One TV is the result of the educational and political ideologies of the 1980's which gave special emphasis on mathematics and science education. Through the textual analysis of selected segments of the program, and a rhetorical analysis of design documents, I was able to uncover the presence of conservative and liberal ideologies of race and gender. Some of the students interviewed were also able to uncover some of these ideologies. At the same time, the students demonstrated the influence of their own cultural identity in their readings and negotiations of educational television texts.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical-ethnographic

(11) Title: A READER-RESPONSE ANALYSIS OF HYPERMEDIA

Author: KIRBY, LENORE S.

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 288

Advisor: DEVANEY, ANN

Source: DAI-A 54/04, p. 1217, Oct 1993

Research Problem: Reader-response theory was used in this study to consider

educational uses of hypermedia as communications. Objectives were to review the construction of hypermedia's subjects and to consider the relation of its organization of knowledge to authors' intentions and users' interpretations. Conclusions were drawn based on a review of the literature about hypermedia in general and an analysis of CatTutor, a program written to teach librarians to catalog computer files for an on-line database.

A triangulated design was used to examine the roles and interaction of the author, the text, and the user in meaning-making, with the user's role being the most important. Hypermedia literature revealed authors' intentions and an analysis of the text; little had been written about user interpretations. For CatTutor, authors' intentions were determined through interviews; the program was analyzed as a text; and user

interpretations were examined by means of written tests, interviews, and traces of users' paths through the program.

Findings showed that hypermedia can support a broad range of views of users, from passive receivers to active constructors of knowledge. Correspondingly, hypermedia supports a range of views of knowledge, from absolute or concrete to dynamic or fluid. Authors' views of users and knowledge may be distorted by the limits of the particular authoring software and by the necessity of presenting knowledge in small chunks in hypermedia. User interpretations are influenced by the amount of freedom they are given in determining the order in which they access information; their ability to rearrange, add to, or revising existing information; and from cognitive overload. Cognitive overload may arise from unfamiliarity with the knowledge, inexperience with hypermedia, or difficulties operating the hardware. In instructional settings, the inclusion of optional interactive sequences also adds to users' sense of control over their learning. Hypermedia can be used in educational reform, which demands new roles for teachers and students, or it can maintain the status quo. The amount of control given users in navigation and knowledge construction was found to be the most important issue in hypermedia's positioning of users.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-evaluative.

(12) Title: A READER-RESPONSE ANALYSIS OF 'A BOOK FROM THE SKY': A POSTMODERN EDUCATIONAL ENTERPRISE

Author: MA, YAN

THE UNIVERSITY OF WISCONSIN - MADISON - PHD . pp: 486

Advisor: DEVANEY, ANN

Source: DAI-A 54/09, p. 3311, Mar 1994

Research Problem: The objective of the study was to apply reader-response theory to investigate subject positions of age, gender, ethnicity, and profession through a post-structural analysis of an art work entitled *A Book from the Sky*, which was originally exhibited in China in 1988 and 1989. Then it was exhibited in the Elvehjem Museum of Art, University of Wisconsin-Madison during December 1991 and January 1992. A research design consisting of interviews, questionnaires, and textual analysis was developed to examine the relationship between and among viewer, text, and artist and to explore the relationships between and among subject positions of viewers, text, and historical moments of viewing. The study answered such a question as "What meanings do viewers of different age, gender, ethnicity, and profession construct in interacting with the Book?" and in a larger sense, postmodern art. Participants consisted of nine post-view questionnaire respondents, thirty-five persons who were interviewed on site of the exhibition, and thirty-four Chinese critics whose critiques published during 1989 and 1991. Analysis showed that readings of the Book at different historical moments produced different interpretations. Before the Tiananmen Square incident on 4 June 1989, critiques about the Book were positive. Critiques published after 4 June 1989 were negative and against the views expressed before 4 June. The findings also showed that the diversity and content of meanings were affected by age. Viewers closer in age created similar meanings. Gender was a factor that influenced the similarities and differences in expressions of feelings and interpretations of codes in the Book. Viewers of different gender constructed meanings based on things they dealt with daily, their observations, and experiences. Similarities and differences in meanings constructed by viewers were also attributed to viewers' profession. Profession was considered as a social position in this study. Most of the viewers related their interpretations to their profession. Ethnicity was the most striking factor influencing differences in meaning construction in this study. Since the Book relies on intertextuality, Chinese critics created their meanings based on the texts and codes they were familiar with and United States viewers created meanings based on texts and codes in their culture.

Form of curriculum inquiry employed: philosophical-historical.

(13) Title: THE POLITICS OF TEXTBOOK CONTROVERSY: PARENTS CHALLENGE OF THE IMPLEMENTATION OF A READING SERIES (TEXTBOOK CONTROVERSY, PARENTAL OPPOSITION, CENSORSHIP)

Author: OLIVER, ANITA OLIVE

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 336

Advisor: APPLE, MICHAEL W.

Source: DAI-A 54/06, p. 2043, Dec 1993

Research Problem: The focus of this qualitative study was one parents' group which challenged a school district over implementation of the Impressions series. Parents were opposed to the content of some selections and some illustrations which they said were negative, violent, occultic, fearful, or not representative of America. The initial questions were how do parents organize to oppose a textbook series, and why do parents challenge a textbook series. How the controversy started and sustained itself was answered by observing a textbook challenge that encompassed most of two school years. Why a controversy erupted is revealed in a multi-layered analysis of how parents construct their positions in opposition to textbooks. Five layers of the controversy include censorship, parents' rights, liberty of thought or belief, the right to power and control, and professionalism. Censorship and the issue of content revealed troubling issues which related to the right of parents to impact their children's education. Liberty of thought versus infringement on others' rights contrasted with the freedom to think. Parents attempt to recall school board members evolved into a struggle for power and control of knowledge. Attempts to defend their professional status and to define the terms of the controversy positioned the school district in opposition to parents who opposed the series. The data suggested that this controversy was more complicated than simply censorship. The controversy seemed to drive otherwise conservative residents in two directions. One direction was toward liberalism, the other was toward the New Right. By positioning parents through discourse on the New Right at the beginning of a controversy, textbook supporters could tend to drive them further toward New Right positions. Rather than being positioned on the side of the New Right when the controversy began this group appeared to be pushed toward rightist positions by circumstances of the conflict. The views of this parent group ultimately resonated with many of those of the New Right. However they were not connected with rightist groups in a formal way at the beginning of the controversy. Educational politics intertwine with religious politics as parents construct coalitions to challenge a school district.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

(14) Title: TEACHER ALIENATION: EMPOWERMENT AND SOCIAL CONNECTEDNESS IN AN ALTERNATIVE HIGH SCHOOL

Author: RICHARDSON, BAXTER PAUL

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 183

Advisor: NEWMANN, FRED M.

Source: DAI-A 54/09, p. 3314, Mar 1994

Research Problem: This study examines the relationship between selected organizational features of an urban alternative public high school and teacher alienation at the school. The study addresses three major questions: (1) When the organizational features of a high school are created by the teachers themselves, does this lead to reduced teacher alienation? (2) What role does the power to conceive and execute play in the reduction of teacher alienation? (3) What role does social connectedness play in the reduction of teacher alienation?

To investigate these questions, a qualitative methodology involving two years of on-site observations and six hours of recorded interviews with each of the full-time staff was employed. The focus of the methodology was to document how teachers did their work in the school, how socially connected they were with their colleagues and how effective the organizational practices of the school were in promoting quality work life for teachers. The study concludes that while organizational structures can reduce alienation, it would be a mistake to conclude that any particular set of practices or structures will do so in a predictable fashion. Rather, teachers' perceptions of their power to conceive and execute, their social connectedness, and their common beliefs about teaching and school goals interact with organizational structures to influence the nature and extent of alienation.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological-philosophical

(15) Title: THE FORMATION OF THE SCOUTING MOVEMENT AND THE GENDERING OF CITIZENSHIP

Author: STERNE, WENDY C.

THE UNIVERSITY OF WISCONSIN - MADISON PHD pp: 339

Advisor: POPKEWITZ, THOMAS S.

Source: DAI-A 54/10, p. 3667, Apr 1994

Research Problem: The study examines citizenship and citizenship education

discourses in Boy/Girl Scout handbooks related to issues of gender. A gender/ed cultures approach is developed as a way of exploring gender as a fundamental community/culture affiliation in a particular socio/historical location.

Although the formation of Girl and Boy Scoutings in the United States in the early twentieth century are often presumed to represent a monolithic "Scouting Movement," the two Scoutings represent distinctive cultur/ed forms. The constructs of gender/ed cultures and gender/ed perspectivity are developed and utilized in the study to compare Boy and Girl Scouting organizers' understandings of "character development" and "citizenship education"--the two stated goals of both Scoutings. The youth handbooks issued during the early decades of the twentieth century are compared as a way of understanding how handbook editors constituted "character" and "citizenship" development.

The formation of the two Scoutings represents efforts to operationalize particular forms of gender/ed perspectivity as a means of reshaping a more moral society at a time when gender ideals in American life were being contested. The two Scoutings are viewed as efforts by two gender/ed communities to secure a "power base" for particular ideals of "manhood" and "womanhood." While Girl Scouting represented a reaffirmation of "Real Womanhood" ideals, Boy Scouting represented efforts by middle class men to reassert controls over boyhood that had been relegated to the domestic sphere of women during the nineteenth century. The assumption in both Scoutings was that gender/edness was both constituted by and constituting of "good citizenship" in larger community settings. The analysis indicates that conceptions of caretaking and caregiving, and of moral authority, were different in the two Scouting communities: the implications of these differences are also addressed.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-historical-evaluative

(16) Title: PUBLIC OPINION AND ANIMALS IN CAPTIVITY: INFORMAL LEARNING IN SMALL SOCIAL GROUPS AT THE MILWAUKEE COUNTY ZOO (WISCONSIN, ZOO VISITORS, CAPTIVITY, VISITOR ATTITUDES)

Author: CIESLIK, LINDA JEAN

THE UNIVERSITY OF WISCONSIN - MILWAUKEE PHD pp: 216

Advisor: NEUMAN, DONALD B.

Source: DAI-A 54/05, p. 1650, Nov 1993

Research Problem: This study was a qualitative evaluation and comparison of visitor attitudes and behaviors in two settings at the Milwaukee County Zoo. Using descriptive rather than predictive methods, the researcher observed and described changes in visitor attitudes and knowledge-related behaviors in the Lowland Gorilla exhibit areas before and after changes were made in the physical environments of the animal exhibit and visitor spaces.

Analysis of data concentrated on the effects of exhibit environments on visitor attitudes. It described how attitudes and knowledge-related behaviors were related in settings that provided opportunities for informal learning in small social groups. Research commenced in the old primate facility in October and November of 1991 and ended in the new Great Ape complex in October and November of 1992. Data were gathered using qualitative methods of participant observation and informal conversational interviews. Qualitative evaluation of unsolicited visitor comments and informal conversational interviews revealed that attitudes toward the physical appearance of the animals changed when the animals were viewed in the context of a naturalized as opposed to an architectural environment. Visitor attitudes towards the exhibit environment affected their interpretations of the animals' appearance. However, improved visitor attitudes towards the environment did not affect their emotional responses towards the perceived condition of the animals' confinement in the new setting. These responses were negative in both settings. Knowledge-related behaviors and cognitive processes were affected by the physical environment in both settings. Visitor attitudes towards the animals were affected by opportunities to gain information which provided a basis for appropriate interpretations of animal appearance and behavior.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-normative-philosophical

(17) Title: A COMPARATIVE STUDY OF MONTESSORI AND UNIT-STRUCTURED PROGRAMS IN TAIWAN (CHINA)

Author: CHENG, JUI-CHING ESTELLA

THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 360

Advisor: PRICE, GARY GLEN

Source: DAI-A 54/09, p. 3317, Mar 1994

Research Problem: This study focuses on the following questions. What are the specific features of the Montessori method in Taiwan? What are the different effects of the Montessori program and the Unit-Structured program? The loci of effect include IQ, task-attention, personal-social performance, adaptive ability and cognition. In addition, sex and age differences are discussed.

Thirty pairs of children, matched in social class, chronological age, sex, birth order, parental education, and teacher's personality, were the subjects of this study. In addition to quantitative methods, qualitative methods were used to supplement this comparative research. In-class video taping of teachers and children participating in activities led to a more thorough description of the two programs. In addition, Q-sort and Monotonic Multidimensional Scaling analyses of teachers' views served to check the extent to which teacher differences may account for demonstrated program differences. No program differences were found in IQ, Cognitive Development, and Adaptive Development. However, program differences were significant in some subdomains of Task-Attention, and Personal-Social Development. Neither program was found to be consistently superior to the other. Children in the Unit-Structured program gained more than those in the Montessori program in one subdomain of Personal-Social Development--Expression of Feelings/Affect; while children in the Montessori program progressed more than those in the Unit-Structured program in another subdomain of Personal-Social Development--Coping. The programs did not differ significantly in other subdomains of Personal-Social Development. Children in the Unit-Structured program progressed more than those in the Montessori program in Task-Attentiveness in Center activities (individual or small

group); children in the Montessori program improved more than those in the Unit-Structured program in Task-Attentiveness in Composite activities (Center and large Group). However, questions about the stability of the Task-Attention measure were raised in data analysis; and, therefore, these results are only tentative and require further study. From a qualitative assessment of teachers' views about education, it appeared that teachers in both programs tended to favor a free, child-centered curriculum. However, there were some differences in their teaching styles and classroom activities. Discriminant analyses of classroom behavior provided a more detailed description of these differences.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-normative, philosophical

(18) Title: A GROUNDED THEORY OF PROGRAM QUALITY IN MASTER'S EDUCATION

Author: HAWORTH, JENNIFER GRANT

THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 304

Advisor: CONRAD, CLIFTON F.

Source: DAI-A 54/09, p. 3342, Mar 1994

Research Problem: The purpose of this study was to construct a theory of

program quality in master's education. I defined a high-quality master's program as one which provides enriching learning experiences for students that meaningfully contribute to their growth and development. This study was informed by one research question: What program attributes contribute to enriching learning experiences for students that lead to positive learning outcomes? Three subquestions were asked: (1) what actions do stakeholders take to implement the attribute? (2) what are the consequences of these actions for enhancing students' learning experiences? and (3) what are the positive effects of these learning experiences on students' growth and development?

I chose a method in which stakeholder perspectives served as the primary data sources in constructing a grounded theory of program quality. Altogether 781 people representing six "stakeholder" groups (institutional administrators, program administrators, faculty, students, alumni, and employers) in forty-seven master's programs were interviewed. Eleven disciplines and 31 colleges and universities were represented in the sample. I used the constant comparative method--a mainstay of grounded theory studies--to analyze interview and written program materials. This analytic approach provided a systematic method for identifying and knitting together attributes, and clusters of attributes, into a unified theory of program quality. Based on my analysis, I developed an "investment theory" of program quality that was made up of seventeen attributes grouped into five clusters. Put simply, my investment theory of program quality holds that high-quality master's programs are animated by people who make significant investments of time and effort in their programs. That is, the individual and collective "investments" of time and effort made primarily by program administrators, faculty, and students are critical to understanding variation in the quality of students' learning experiences. In this study, heavy investments consistently enriched students' learning experiences, whereas weak investments consistently diminished them. In particular, I found that stakeholders who invested significant time and effort in five clusters of program attributes--diverse and invested participants, participatory cultures, interactive teaching and learning, connected program requirements, and adequate resources--consistently developed and sustained master's programs of high-quality.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: theoretical-evaluative

(19) Title: THE RISE AND FALL OF AMERICAN HERBARTIANISM: DYNAMICS OF AN EDUCATIONAL REFORM MOVEMENT (PEDAGOGY)

Author: CRUIKSHANK, KATHLEEN ANNE

THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 995

Advisor: KLIEBARD, HERBERT M.

Source: DAI-A 54/06, p. 2072, Dec 1993

Research Problem: The apparently short-lived career of American

Herbartianism is examined in this attempt to reveal the underlying dynamics of curriculum reform. In recognition of the organic and embedded nature of change, attention is given to the development of teacher education, the formal and informal institutions and professional organizations which sought to develop it, and the cultivation of a public perception of need for those educational services. The development of Herbartianism is then examined within that context, as it served the personal and professional purposes of those involved in building such institutions. In seeking the effects of Herbartianism on classroom teachers, attention is given to precedents in pedagogy, as well as to the ways in which Herbartianism and the contemporaneous development of child study offered teachers a sense of efficacy and potential for the professional stature they were being constantly admonished to seek. Attention is also given to the roles played by American Herbartianism in the lives of Charles DeGarmo, Charles McMurry, Frank McMurry, and Thomas Gentle, as well as John W. Cook, Zachariah Xenophon Snyder, Nicholas Murray Butler, and George P. Brown, and to the way in which their involvement with Herbartianism intersected with the interests of William Torrey Harris, G. Stanley Hall, and Francis W. Parker in struggles over domination of the national educational discourse, the conflict of traditional values with the perceived encroachment of materialism, the definition of psychology as an academic discipline, and the proper relationship of curriculum theory to classroom practice. The career of American Herbartianism is traced through its functions in the legitimation of university departments of education, the establishment of a professional knowledge base in normal schools, and the redefinition of national educational inquiry through the founding of the National Herbart Society and its evolution into the National Society for the Study of Education. The study concludes that curriculum reform movements are driven by the extent to which they function to further the personal aspirations and professional status of those involved with them and are successful to the extent that they are incorporated within the ongoing pedagogical discourse.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical-deliberative

(20) Title: INFLUENCES ON THE CHANGING ROLE OF THE MATHEMATICS TEACHER
(TEACHER ROLES)

Author: CLARKE, DOUGLAS MCLEAN

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 528

Advisor: ROMBERG, THOMAS

Source: DAI-A 54/06, p. 2081, Dec 1993

Research Problem: In an era of reform in mathematics education, a central

issue concerns those factors likely to influence change processes in teachers implementing innovative mathematics curricula. This case study research investigated changing teacher roles associated with two teachers' use of innovative mathematics materials at grade six level. As part of a professional development program, the teacher taught a unit of work from an NSF-funded curriculum project, the mathematical emphasis of which was measurement and describing and using patterns in data.

Using daily participant observation and semi-structured interviews with the teachers, school administrators, and the project staff member responsible for providing in-school support, a picture emerged of changing teacher roles and of those factors influencing the process of change. One teacher demonstrated little change in either espoused beliefs or observed practice over the course of the study. The major change in both espoused beliefs and observed and acknowledged practice for the other teacher concerned his increasing comfort with posing non-routine problems to students and allowing them to struggle together, without suggesting procedures by which the problems could be solved. This teacher also increasingly provided structured opportunities for student reflection

upon activities and learning. The major factors influencing this teacher's professional growth appeared to be the provision of the innovative materials and the daily opportunity to reflect on classroom events in conversations and interviews with the researcher. Such reflection focused largely on the work of individual students and the issue of "teaching as telling." A six-component categorization of teacher role provided a useful framework for the portrayal of changing teacher practices. As well, twelve factors were identified as influencing the process of changing roles in this study. The case studies of the two teachers did not provide a basis for the development of a new model of the process of change. However, the categorization of teacher role and the identification of those factors influencing teacher change should inform the design and implementation of future professional development programs and provide additional analytical tools for the use of other researchers investigating teachers' professional growth.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-naturalistic

(21) Title: ASSESSMENT IN A SECONDARY MATHEMATICS CLASSROOM

Author: WILSON, LINDA MARIE DAGER

THE UNIVERSITY OF WISCONSIN - MADISON - PHD . pp: 360

Advisor: ROMBERG, THOMAS

Source: DAI-A 54/08, p. 2935, Feb 1994

Research Problem: For any mathematics teacher who is even partially

attentive to the current reform movement in mathematics education, it would be difficult to miss the assessment component of the reform effort. There are major initiatives underway to change the form and nature of mandated testing, and teachers' workshops and conferences are crowded with sessions on new forms of classroom assessment. The new rhetoric of authentic assessment, comprised of words like "prompts" and "rubrics" has replaced the old vocabulary of "norms" and "standards."

This study examines how the rhetoric of authentic assessment was interpreted by a high school mathematics teacher in a school that has put assessment reform at the forefront of an ambitious restructuring effort. It uses data gathered in a semester-long case study of an Algebra 2 class. Through multiple (3-4 days per week) classroom observations, interviews, and examinations of teacher-developed assessment materials, an interpretation is given of what this teacher understands terms like "authentic assessment" to mean and an examination is made of how she attempted to implement those ideas in her classroom. Three themes emerged from the study. The first is that only tests, quizzes, and exams were graded (and therefore valued by both the teacher and the students) in the Algebra 2 class. Though the teacher held rich stores of information about the students, none of this information was overtly incorporated into the grading scheme.

The second theme dealt with the relationships between Ms. League's beliefs and her assessment practice. According to the categories of Ernest, her beliefs and practice were, for the most part, consistent. But closer inspection revealed many discrepancies between the two. Among the explanations for why these discrepancies existed are the expectations of others, the institutionalized curriculum, the structure of the school, and Ms. League's working conditions.

The final explanation related to Ms. League's perception of authentic assessment. Because Ms. League was operating under a limited understanding of authentic assessment, she viewed her own practice as nearly acceptable. Therefore she did not necessarily see a great need to change her practice, other than to change the textbook.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-normative

(22) Title: FOSTERING THE SELF-REGULATION OF READING COMPREHENSION IN COLLEGE STUDENTS

Author: NICAISE, MOLLY

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 167

Advisor: KRATOCHWILL, TOM

Source: DAI-A 54/06, p. 2099, Dec 1993

Research Problem: This study addressed the development and use of self-regulating comprehension strategies in poor readers. The operating assumptions that guided this project were that poor readers suffer comprehension failure because of (a) a lack of awareness (metacognition) during reading, (b) ineffective strategy use, and (c) poor self-esteem. Strategic researchers (those who value the processes expert readers use during reading) aim to improve comprehension among poor readers by enhancing their reading awareness (i.e., monitoring comprehension) and strategy selection. Not only is comprehension demonstrated to increase after training, but considerable evidence is accumulating regarding the positive influences strategic training has on students' self-efficacy. The primary research question addressed in this study concerned the efficacy of a comprehensive, reading treatment intervention as delivered to college-level students who had reading comprehension difficulties. The focus of treatment was to increase each student's metacognitive awareness while reading and to provide the student with practice using strategies that expert readers use during reading. A single subject, multiple baseline design across four reading skills and four individual subjects was implemented, and the evaluation of treatment involved: (a) treatment effectiveness; (b) consumer satisfaction; (c) treatment integrity; and (d) academic self-efficacy. Major findings in this study revealed that all study participants improved on four explicit reading skills and made considerable improvement in reading comprehension; in fact, three of four study participants made substantial gains on the standardized Nelson-Denny Reading Test. In addition, all study participants found the training program to be highly satisfying, and all reported considerable improvements in their academic self-efficacy.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative-action research

(23) Title: THE CONSTRUCTION OF SCIENCE IN A HIGH SCHOOL GENETICS

CLASS (GENETICS INSTRUCTION, CAI, PROBLEM-SOLVING)

Author: FINKEL, ELIZABETH ANTONIA

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 327

Advisor: STEWART, JAMES

Source: DAI-A 54/08, p. 2970, Feb 1994

Research Problem: A framework derived from sociological studies of science was used to inform a study of a high school genetics class in which groups of students use a computer simulation (Genetics Construction Kit) to revise explanatory models in genetics. The study focused on three aspects of students' work: The process of model revision; how model revision relates to students' knowledge of genetics and model revising, and metacognitive knowledge; and, the interactions that affect groups' conceptions of problems and problem-solving. Students' work during model revision can be understood in four stages: Recognizing anomalous aspects of the data, making crosses to collect data, constructing multiple models, and assessing and applying those models. As they work, students use their knowledge of genetics to identify anomalous aspects of new populations, and as a basis for new models they construct to explain anomalies. Knowledge of model revision is used as a way to develop procedures for model revising that allow the production of models that can explain and predict cross results. Metacognitive knowledge allows students to "keep track" of what they

have done and what they intend to do, and to make connections between procedures like making crosses or recognizing anomalies and genetics concepts, often resulting in the production of an explanatory model. Students' conceptions of problems and problem-solving strategies are affected by two kinds of interactions. Students collaborate with peers to share knowledge, develop models that work, and to decide how to revise models, and students either negotiate with the teacher to find out how much she will tell them, or are instructed by her. It is apparent that a framework derived from the sociological studies of science can be used to investigate and understand the development and use of scientific knowledge in some science classrooms. In addition, the success of this study at using students' "natural" conversations as a source of data for investigating problem-solving situations implies that this method can be applied in other instances where the goal of the study is to determine how students construct and use knowledge during problem-solving.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative

(24) Title: THE PRACTICE OF IN-DEPTH STUDY IN THE SECONDARY SOCIAL STUDIES CLASSROOM

Author: ROSSI, JOHN ALLEN

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 321

Advisor: LOCKWOOD, ALAN L.

Source: DAI-A 54/09, p. 3395, Mar 1994

Research Problem: The dominant model in social studies education at the secondary level is one of knowledge acquisition. One consequence of this model is to reduce social studies instruction to the memorizing of facts, largely unconnected to any larger issues. Critics of this addiction to the coverage of facts assert that it promotes mindless instruction and fosters student disengagement. Emerging from this criticism is a call for in-depth instruction. This study proposes a definition of in-depth study and explores what it looks like in practice. The research is guided by three questions: (1) how and why is knowledge selected, organized, and utilized in the depth classroom? What meaning do students give to the knowledge? (2) what is the nature of the interaction in the classroom? What meaning does the interaction have for students? (3) what teaching dilemmas do teachers face in the practice of in-depth study? Gathering data from classroom observations, interviews with teachers and students, student surveys, and other artifacts, the study contains portraits of what in-depth study looks like in practice in two high school classrooms. The author asserts that: (1) the knowledge in these classrooms is organized around essential questions and is utilized by students to evaluate public and private decisions; (2) classroom discourse, sometimes student-centered and sometimes dominated by the teacher, is a central means by which students give meaning to knowledge; (3) the teacher's attempt to solve pedagogical problems led to a series of teaching dilemmas centered around the questions: (a) whose knowledge is of most worth? (b) how do you create a safe, open, but challenging environment to students to struggle with knowledge? and (c) do students have enough information? The sources for these dilemmas lay in teacher beliefs and knowledge, the reality of classroom interaction, and contextual factors. (4) Students voiced a different disposition toward knowledge at the end of the courses, viewing it as more tentative, complex, diverse and expressing increased tolerance toward other ideas and a sense of empowerment about their own ideas. The study discusses the practical challenges to in-depth study, the limits of the research, suggestions for additional research, and some cautions about and new directions for social studies reform.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-naturalistic

(25) Title: TEACHING DIVERSE STUDENTS IN A MIDDLE SCHOOL WRITING WORKSHOP: TEACHER AND STUDENTS AS STORYTELLERS

(MULTICULTURAL EDUCATION)

Author: ABT-PERKINS, DAWN

THE UNIVERSITY OF WISCONSIN - MADISON - PHD .

pp: 435

Advisor: GOMEZ, MARY LOUISE

Source: DAI-A 54/10, p. 3717, Apr 1994

Research Problem: The purpose of this interpretive case study is to understand the dimensions of a teacher's perspective on her writing instruction with students from ethnic and socioeconomic backgrounds that differed from her own. A teacher's perspective is defined as the knowledge, beliefs, attitudes, and dispositions a teacher develops through her social experience that shape her instructional practices. The study contextualizes a teacher's perspective within her teaching biography, her school culture, and her life experiences with the intent of exploring the sociocultural and institutional forces on her practice. The study illustrates how a teacher tells stories of her students' lives as a means of addressing dilemmas in her practice. These stories are embedded within sociocultural beliefs gained from and supported within the teacher's social relationships. The study concludes with suggestions of possible ways in which teacher storytelling could inform teacher education in writing process instructional theory and multicultural education.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological-deliberative

(26) Title: TEACHER EDUCATION, TEACHING, AND ORDER (CLASSROOM

MANAGEMENT, STUDENT TEACHING)

Author: CHAWSZCZEWSKI, DAVID JOSEPH

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 181

Advisor: LOCKWOOD, ALAN L.

Source: DAI-A 54/07, p. 2539, Jan 1994

Research Problem: This study applied phenomenology to the issue of teacher education for classroom management. Recognizing the difficulty that many student teachers encounter in adjusting to this particular teaching function, an alternative view of classroom management based on the social construction of classroom reality was developed. Employed, first, as the core for a curricular experiment that offered an alternative understanding of the function of order in classrooms, the notion was subsequently used to direct an investigation of novice teachers' experience with classroom management during their student teaching. Nine student teachers participated in an orientation session held at the onset of their student teaching semester that employed autobiographical and metaphorical approaches, along with discussion of classroom social reality, to help them develop alternative views of classroom order. Then, during the student teaching semester, three of the participants, all teaching at the secondary level, were closely followed through their first teaching experiences. They were interviewed at the beginning and end of the semester, periodically observed in the classroom, and debriefed immediately after each visit. Three levels of analysis were undertaken in the course of the research. First, the orientation sessions were evaluated for their efficacy in light of the novices' field experiences. Second, narratives of the three focus participants were constructed and examined, leading to the identification of sententious themes for each novice that captured the essence of their approach to pedagogical dynamics, the term coined to represent their role in constructing classroom social reality. Finally, the interviews yielded factors that apparently affected the meaning of pedagogical dynamics that each had developed over time through experience. In sum, while the orientation was not deemed successful, it did have unexpected impact, particularly in focusing the novices on the task at hand. The analysis of the novices suggested that three themes guided their development as classroom managers: perception, the will to act, and their view of the purpose of student teaching. Furthermore, the findings

indicated that attention to novice assumptions about student and teacher roles merits attention in both the research and practice of teacher education.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-naturalistic

(27) Title: THE IMPLEMENTATION OF MULTICULTURAL EDUCATION DURING

STUDENT TEACHING EXPERIENCE: FOUR CASE STUDIES

Author: TAN, SWEE-LIN

THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 468

Advisor: ZEICHNER, KENNETH M.

Source: DAI-A 54/09, p. 3406, Mar 1994

Research Problem: This study looks at how four preservice teachers implemented multicultural education in their classrooms during the student teaching experience. The goal of this study was to "discover" what actually went on in each of their classrooms when student teachers said they were teaching multiculturally. Sleeter and Grant's (1985) typology of approaches to multicultural education was used as a framework for identifying student teachers' approaches to multicultural education. Using a field-based research methodology, the researcher, who was also the university supervisor of the four student teachers, relied upon classroom observations, multicultural logs, university documents, work prepared by student teachers for a related student teaching seminar (including journals, pedagogical autobiographies, units of study, etc.), and interviews with university personnel, student teachers, cooperating teachers, and the school principal. Data are presented in the form of descriptive portrayals of the experiences of the four student teachers. The study found limited and superficial multicultural teaching by student teachers during the student teaching semester. The student teachers' personal backgrounds including ethnocentric views, university coursework, pupil diversity, curriculum materials, the cooperating teacher, and the university supervisor were among factors which influenced the extent of success level in multicultural teaching in each student teacher's classroom. Implications of these findings for teacher educators are discussed.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: action-deliberative

(28) Title: AN ARTIST IN EDUCATION PROGRAM IN MUSIC: EFFECT AND AFFECT

Author: BURKETT, EUGENIE INES

THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 257

Advisor: BARRESI, ANTHONY L.

Source: DAI-A 53/09, p. 3090, Mar 1993

Research Problem: This research examined the Artist in Education program in an effort to describe and evaluate the effects of the program through three areas; (1) residency goals and design as formulated by the NEA and State guidelines; (2) participants through their perceived roles, actualized roles and interactions; and (3) shifts in student affective attitudes brought about by the residency. This study examined one residency within a holistic setting of community and school by borrowing techniques used in ethnographic research, and to a minor degree some ideas from the theory of cultural capital. Pollard's model for contextualization provided a structure for organizing, collecting and analyzing data. Additionally, a model taxonomy designed for music residencies was formulated from the Krathwohl Taxonomy of Educational Objectives in the Affective Domain was used to document subtle shifts in students' attitudes and their affective responses to the residency activities. The majority of data was gathered using a Three-Stage Plan. In Stage One, interviews of all residency participants were conducted to provide a background for the residency and its participants. Additionally, documents relating to the residency structure and goals were

analyzed. Stage Two utilized extended observation of the residency activities and participant interactions. Stage Three was conducted at the end of the residency to further document any changes within the residency structure. The primary mode of inquiry focused on a comparison of written documents with activities that actually took place. Triangulation of interviews, observations and written documents occurred at each stage to determine if the research methods were correctly oriented towards the research questions. The research concluded that residency goals, through the residency design, and participant perceptions of their role within the residency, have a direct effect on subtle shifts in student affective attitudes. The state arts council, as the implementation arm of the NEA, effects the residency design by funding the project. It is the implementation at the local level, performed by the school administration, the resident music educator and the artist, which has the most direct effect on the residency and student perceptions. Additionally, all participants were effected by societal, institutional and experiential factors, but it is the students whose perceptions of the residency, with a combination of these factors, brought about the eventual shifts in affective attitude.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: hermeneutic-phenomenological

(29) Title: HYPERMEDIA, RETENTION AND THE TYPE T PERSONALITY

Author: GRIEST, DIANE CAROL

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 166

Advisor: STREIBEL, MICHAEL

Source: DAI-A 54/01, p. 72, Jul 1993

Research Problem: The purpose of this study was to explore whether suiting the educational method to one's personality would improve on learning and performance. Research centered on the Type T Personality with a focus on the compatibility of the nonlinear format of hypermedia with T-type stimulation-seeking and avoiding characteristics. The study explores individualizing instruction by matching the arousal value of the instructional element to the learner's preferred level of stimulation.

The study was conducted using a treatment sample of 120 undergraduate college students stratified by gender and 166 nontreatment group study participants. Sample was chosen based on demographic information, computer experience, and T-17 Personality Profile Scale (Farley, 1986) score.

Methodology required treatment subjects to process and later recall factual information obtained by interacting with a HyperCard computer program. A secondary analysis measured computer attitude according to the Computer Attitude Scale (Loyd & Loyd, 1985).

Comparison of treatment group and nontreatment groups confirmed learning of factual information had occurred through use of the HyperCard computer program. No significant differences were found in retention between Big T and little t subjects on short- or long-term retention, nor in the amount of time spent by subjects in completing the Preliminary Worksheet.

Data indicated that these learner's temperament did not make a significant difference in retention or performance when instruction was administered within a hypermedia environment. Findings suggest hypermedia had been shown as a viable medium for educational purposes for both stimulation-seekers and avoiders. Results from the Computer Attitude Scale pointed to significant differences in computer attitude between T-Type temperaments. Big T's (stimulation-seekers) had more positive attitudes toward computers than little t's in all areas of measure. Big T's expressed greater confidence with computers, less anxiety, and felt computers were more useful than little t counterparts. Significant differences in computer attitudes between temperament treatment groups were also present when separated by gender.

towards computers by temperament and gender should be considered as potential confounders in conducting future research on computer attitudes.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative

(30) Title: EDUCATIONAL COMPUTING AND THE PRACTICE OF TEACHING: A CASE STUDY (COMPUTING, INSTRUCTION)

Author: HASS, JACQUELINE MARIE
 THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 412
 Advisor: STREIBEL, MICHAEL J.

Source: DAI-A 54/02, p. 412, Aug 1993

Research Problem: Although much has been written about the potential benefits of computers in the classroom, instructional computing has not been embraced by teachers in the manner or to the degree which was foretold. Many explanations have been offered for this, but it remains to be understood how teachers use computers in their practice and how the presence of computers impacts upon the social organization of their classrooms. This study explores how the understandings of teachers and the practice of classroom teaching are constituted when educational computing is made a part of the curriculum.

A qualitative methodology was used to explore how teachers understand computing and how the computer is incorporated into their practice. The single case design permitted a holistic perspective of the classroom situation and the meanings technology had for those involved. A set of dilemmas was constructed, borrowing from the work of Harold and Ann Berlaks, which served to define the understandings of school knowledge, the purposes of schooling, the meanings of teaching, and the purposes of computers for the particular teacher involved in this study. The data gathered from structured interviews and from instances of observation-participation in the classroom were analyzed employing eleven dilemmas of educational computing. The study reveals that the teacher incorporated the computer because she held an image of her teaching practice that included the computer. There were particular purposes for which she adopted the computers, and these purposes were evident to her before the incorporation of the technology. Thus, computers were incorporated into the service of her practice instead of being incorporated into the classroom curriculum or the organization of the school. The results are discussed in terms of the significance of the findings for the dilemma framework and the research questions raised in the study. The implications discussed suggest that teachers must find something inherently worthwhile in any innovation before it may become part of practice, and that efforts might be well spent in helping teachers recognize and understand the images which guide their practice.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation:

(31) Title: A STUDY OF THE RELATIONSHIP BETWEEN MIDDLE SCHOOL-AGED STUDENTS' TENDENCY TOWARD FIELD-INDEPENDENCE OR FIELD-DEPENDENCE AND THEIR PREFERENCE TOWARD LEARNING IN A COOPERATIVE OR A TRADITIONAL CLASSROOM (COOPERATIVE LEARNING)

Author: HITCHENS, CRAIG H.
 THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 165
 Advisor: DULIN, KENNETH L.

Source: DAI-A 54/04, p. 1215, Oct 1993

Research Problem: This study examined the relationship between middle school-aged students' tendency toward field-independence or field-dependence and their preference toward learning in a cooperative or a traditional classroom. To that purpose, two 2-week poetry units were presented to four sections of seventh grade students ($N = 92$) in a predominately white, middle class setting. Each section was taught in both a cooperative learning setting (formal, teacher trained) and in a traditional classroom setting. Each section also was taught both poems. (See study for structure.)

Immediately following the 2-week instruction and testing, students were given an 8-item questionnaire on which they were to indicate a preference for working alone (traditional), or working with others (cooperative). They were also given the Group Embedded Figures Test (Within, et al., 1971). Four hypotheses were tested, the major one of which was: There will be a significant negative correlation between students' level of preference toward working with others in a cooperative learning structure and the students' tendency toward field-independence as measured by the Group Embedded Figures Test. A Pearson Product-Moment Correlation Coefficient was generated to test this major hypothesis. A negative correlation ($r = -.2637$) was found to exist at the $p = .005$ level of significance, leading the researcher to conclude that though the support of cooperative learning is overwhelmingly positive (and rightly so), it is not the method of preference for all of the students, all of the time. For those students who show a clear tendency toward field-independence and learning alone, opportunities for so doing should be provided.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

- (32) Title: TEACHING OTHERWISE: FEMINISM, PEDAGOGY AND THE POLITICS OF DIFFERENCE Author: ORNER, MARILYN BETH
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 209
Advisor: ELLSWORTH, ELIZABETH
Source: DAI-A 53/08, p. 2668, Feb 1993

Research Problem: This study explores a number of issues of import to feminist educators and activists engaged in struggles against various forms of oppression. It looks at what it means for those of us who teach to work against sexism, racism, ableism, anti-Semitism, heterosexism and class oppression inside the classroom. It tries to explore alternative ways of understanding "resistance" by students to education which is supposed to "empower" them.

Concepts such as identity, subjectivity, language, power and context are analyzed through feminist poststructuralist theories in order to reframe issues regarding the politics of teaching and classroom practice. One of the goals of the study is to show the significance of feminist poststructuralist perspectives for rethinking pedagogy. The research presented here examines how pedagogical practices grounded in poststructuralist understandings of otherness and difference dislocate and relocate teachers and students. It investigates how teachers are implicated in the transformations they expect students to make with regard to cultural and social identities and knowledge. The study relies upon a politics of difference and interpretation which avoid placing the teacher in the master position of 'knower' and the student in the subjugated position of learner and of 'that which is to be known'. As teachers and as students, we are located in a nexus of multiple, shifting social relations and identities. In this study, I explore my pedagogical practice and how I see myself as a teacher. I use student narratives produced in, through and about a women's studies class I taught as data to investigate and unsettle traditional and oppositional approaches to teaching. This study can be seen as an intervention into college level teaching and research by examining aspects of

women's studies scholarship in need of further elaboration. The study argues for situated approaches to pedagogy and research which take into account the possibilities and limitations of the context-specific conjunctures of identity, subjectivity and historical moment.
Form of curriculum inquiry: philosophical-phenomenological

(33) Title: POWER OR PEDAGOGY: CHOOSING THE MEDIUM OF INSTRUCTION IN TANZANIA (EDUCATIONAL LANGUAGE, LANGUAGE

Author: ROY-CAMPBELL, ZALINE M.
 THE UNIVERSITY OF WISCONSIN - MADISON - PHD . pp: 319
 Advisor: TABACHNICK, B. ROBERT
 Source: DAI-A 54/03, p. 798, Sep 1993

Research Problem: The choice of the language through which schooling is rendered is often a contentious issue in multilingual countries. It is particularly problematic in post-colonial countries like Tanzania, where in addition to the local languages there is the language of the former colonizers, a foreign language. A major question facing many of these countries is whether to maintain the foreign language as the language of education or institute one of the many local languages as that medium.

This study examines Tanzania as one instance of this contentious educational language issue. Tanzania is a multilingual country which, unlike many other post-colonial countries in Africa, has a common local language which could be used as the language for all levels of schooling. However, Tanzania continues to use a foreign language, English, as the language of post-primary school education.

The issue of educational language choice is intertwined with questions of power, as access to the linguistic medium for cultural reproduction and knowledge production in a society affects the life chances of the people in a society. The Tanzanian power elite has used the apparatus of the state to legislate language policy in all domains, including education. A major question which arises is on what criteria does it base its choice. How the educational language policy affects Tanzanian students is an important consideration in this study. A large section of the school population is hindered in the acquisition of school knowledge by the medium through which that knowledge is communicated. Yet the problematic language remains as the linguistic medium of education. The motivations behind the political leadership's maintaining of the English language as the medium of instruction are seriously called into question. The issue has moved from the pedagogical to the political domain.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical synthesis-evaluation

(34) Title: COMPASSION AND CONVICTION IN INSTRUCTION: AN ANALYSIS OF A

SYNTHESIS (JUDAISM, TEACHER ATTITUDE)

Author: BECKER, EPHRAIM DAVID
 THE UNIVERSITY OF WISCONSIN - MILWAUKEE PHD

Advisor: WESSON, CAREN L.

Source: DAI-A 53/07, p. 2219, Jan 1993

Research Problem: An exploration of classical Jewish sources was conducted to develop a theoretical model of how those sources would envision a synthesis between compassion (sharing the present needs of the students) and conviction (sharing the future needs of the students) in instruction. The review of literature covers educational theory relating to the conviction-compassion compromise. Teachers typically compromise warmth when they present standards, even though there is no theoretical reason for standards or directiveness to

compromise the caring relationship. Chapter Three introduces and defines four concepts which are related to instruction and which derive from the Musar literature. These are (1) recognizing a limitless set of human needs, present and future. This theoretical set is called standards; (2) recognizing an ideal interpersonal relationship, called a promotive stance; (3) striving to clarify and meet those ideals; and (4) reflecting on the self-needs which impede striving. Instruction often involves emphasizing the future needs of the student. The teacher may override the students' present needs, due to priorities, but they may not be negated. For instruction to be successful the promotive stance needs to be assumed towards the present needs of the student even if they are not being addressed or solved. The promotive stance is defined as (a) recognizing the entitlement of a person to the satisfaction of his/her needs; (b) wishing the other the satisfaction of his/her present and future needs so that they might feel no sense of deficiency; and (c) sharing (empathically) with the person any of his/her deficiencies. To illustrate the model, an urban classroom is observed and described, and the four concepts are used as a model for interpreting the teacher's stance. The model is useful for identifying subareas of self-need in the teacher. For the model to be maximally useful, the teacher needs to make personal choices to activate the promotive stance and to explore self-needs. Future research should explore the motivations for such choices as well as the actual importance and relative valence of each of the four concepts. The discussion focuses on implications of the model for teacher assessment, development and motivation.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical-evaluative

(35) Title: COGNITIVE APPRAISAL, COPING, AND NEGATIVE ADAPTATIONAL

OUTCOMES IN THE OCCUPATIONAL ROLE OF TEACHER-COACH

Author: PINAHS-SCHULTZ, PAMELA

THE UNIVERSITY OF WISCONSIN - MILWAUKEE PHD

pp: 129

Advisor: MOLNAR, ALEX

Source: DAI-A 53/09, p. 3097, Mar 1993

Research Problem: This study examined relationships among cognitive appraisal (work commitments and work commitment endangerments), coping, and negative adaptational outcomes (job satisfaction, psychological and somatic symptoms) in a sample of 148 dual-role teacher-coaches from NCAA Division III colleges. The sample of male (n = 84) and female (n = 64) teacher-coaches completed questionnaires designed to measure: (a) the personal importance of various work-related job demands or commitments, (b) teacher-coaches' perceptions of the extent to which work commitments were endangered, (c) the coping efforts of teacher-coaches in dealing with job-related stress, and (d) the intensity of negative adaptational outcomes experienced by teacher-coaches. Correlational and multiple regression analyses indicated positive and significant relationships between negative adaptational outcomes and the interactive consideration of the relative importance of work commitments and the extent to which these commitments were believed endangered (work-related threats), as well as significant relationships between coping choices and negative adaptational outcomes. More specifically, threat to coaching program investment and the coping choice of focusing on and venting of emotions combined to predict the negative adaptational outcomes of work burnout, emotional problems, and low job satisfaction. Generally, greater perceived threat to work-related goals led to greater burnout, feelings of insignificance, lack of job performance satisfaction, and low job satisfaction. Contrary to previous studies, these teacher-coaches reported high to moderate levels of most of the nine negative adaptational outcomes examined. This research suggests that teacher-coaches will experience negative adaptational outcomes when personally important work commitments are involved, and those commitments are believed endangered. Coping choices made in the presence of this relationship can influence the severity of the effect.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological-scientific

(36) Title: SCHOOL CULTURE AND LANGUAGE ARTS REFORM:
RESEARCH IN AN URBAN ELEMENTARY SCHOOL
PARTICIPANT

Author: ARNETT, MARJORIE JOAN
THE UNIVERSITY OF WISCONSIN - MILWAUKEE PHD pp: 195
Advisor: PODESCHI, RONALD L.
Source: DAI-A 54/02, p. 417, Aug 1993

Research Problem: This participant research describes, analyzes, and interprets ways teachers in a large urban elementary school negotiated the process of curriculum change within the school culture during the second year of a state mandated language arts reform. The new curriculum model is a change from the practice of teaching reading using a skill-oriented approach based on behavioral philosophy to a literature-based integrated language arts curriculum based on a whole language philosophy. The school is structured by grade level, class sizes are large, teacher attrition rate is high, and test scores are low. Many students in the school, including a large number whose first language is Spanish, are ascribed a low status by the larger society. The theoretical framework draws from a literature base involving language arts curriculum and instruction, language minority students, effective schooling, the change process, school culture and qualitative methodology. The participant research model presented a set of ethical, political, and methodological challenges, but it also provided a unique insider's perspective. Primary sources and descriptive data included open-ended interviews, weekly teacher response cards, teacher diaries, researcher diaries, lesson plans, curriculum guides, photographs, memos, and classroom visits. Analysis became an ongoing part of the data collection process. Corroboration by others both on and off the site helped to validate conclusions. Emerging themes included the following: Architecture, schedules, and the presence of three different programs at the site combined to create a context where communication was severely limited except among program and geographic groupings. A dominant faculty culture did not exist. Instead, common beliefs were found within segments of the school and these subcultures significantly influenced implementation of the reform. Implementers did so in response to influences within the school, not in response to the state mandate. They held common beliefs about curriculum, instruction, the role of the teacher, and the reform. Implementers were more positive about the capabilities of their students, worked together collegially, and utilized the reading specialist. Mixed messages related to the reform were given and received all along the public school hierarchy. In spite of these and other obstacles in the system, two subcultures encouraged implementation of the reform.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative-action research

(37) Title: TOWARD A GROUNDED THEORY OF CURRICULUM INTEGRATION
(INTEGRATED PROGRAMS)

Author: SCHLAIS, MARY COLBY
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 168
Advisor: CONRAD, CLIFTON F.
Source: DAI-A 54/03, p. 837, Sep 1993

Research Problem: This study was aimed at the discovery of a grounded theory of curriculum integration in higher education. Three main research questions guided the study:
(1) How are integrated curricula successfully implemented? (2) What are the elements that

collectively define integration? (3) What effects do students and faculty associate with having participated in integrated programs?

The constant comparative method was the model used for data analysis with findings and conclusions based on data gathered in a case study of a particular type of integrated program, interdisciplinary studies. A stakeholder-centered approach, anchored in the responses of program participants, provided the organizing framework of the study. Consonant with the stakeholder model, interviews with students and faculty were the main source of data.

The theory is presented in a narrative style, using conceptual categories and verbatim responses of program participants to propose elements of successful implementation, elements of connectedness, and outcomes of integrative experiences. The overall conclusions of this study were that successfully integrated programs are dynamic and people-driven, they embody many elements of connectedness, and there are major effects associated with the connected experiences of integrated programs.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: theoretical-phenomenological

(38) Title: COLLABORATIVE WRITING: A SINGULAR WE (WRITING)

Author: DALE, HELEN N.

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 282

Advisor: SCHAAF SMA, DAVID

Source: DAI-A 53/09, p. 3130, Mar 1993

Research Problem: While the benefits of student collaboration in the writing

process have often been noted, too often that collaboration occurs at the end of the process, too late for students to gain its full advantage. This dissertation examines the discourse of students in one ninth-grade English classroom collaborating throughout the writing process as triads coauthor a persuasive essay. Collaborative writing is grounded in both cognition and social constructionist theory, frameworks sometimes seen as oppositional, but each provides a valuable perspective from which to view coauthoring. Collaborative writing situates learning by distributing cognition onto the social surround and integrates scaffolding as part of the learning process. That process, however, originates in social interaction. When students write together they make meaning in a social context.

The focus of the study was on dialogue as students co-constructed and negotiated text. Through numerical summaries that coding provided and through observation, transcript analysis, questionnaire results, and retrospective interviews a picture of these collaborative writing groups emerged. This research suggests that when students engage with each other productively in coauthoring groups, they can learn much about writing from each other. Collaborative writing accomplishes some goals important to the writing process. By its nature it emphasizes planning, and students in these groups learned various ways to plan from each other. Revision was built into the coauthoring process recursively as students suggested alternative ideas and phrasing. While these students were not always explicit about higher order concerns such as purpose or audience, those rhetorical concerns often drove the choices students made about content, organization, and language. The factors that most affected the success of these collaborative writing groups were positive social interaction, dialogic engagement about text, and amount of cognitive conflict. If students feel comfortable with each other, they can disagree and challenge one another, thereby encouraging each other to elaborate and to defend and explain their choices. Collaboratively written text is the mediator of multiple perspectives and a record of socially constructed meaning.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative

(39) Title: OUTCOME-BASED EDUCATION EFFECTS ON MATH ATTITUDES
(MATHEMATICS ATTITUDES)

Author: WONDRASCH, NANCY C.

THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 211
 Advisor: MCCARTY, DONALD J.
 Source: DAI-A 54/04, p. 1275, Oct 1993

Research Problem: This longitudinal case study attempted to determine the impact outcome-based education has on the attitudes of ninth grade algebra students over a nine month period of time. The methodology included surveying all students taking algebra, and interviews of thirty randomly selected students. The survey was given to the algebra students early in October, and the interviews were conducted during the first quarter of school (October, 1991), at the end of the first semester (January, 1992), and at the end of the school year (May, 1992). In selecting the students consideration was given for selecting the same number of boys and girls, and equal numbers from the low, middle and upper ability groups. Three broad questions were used to determine relationships of the three variables in the study: gender, ability and instructional approach. (1) Are the attitudes toward mathematics of students in algebra influenced by outcome-based education over a year's time? (2) Do the attitudes toward math differ between boys and girls who are in outcome-based education in algebra? (3) Do the attitudes of low ability students differ from those of middle or upper ability students who are in outcome-based education in algebra? Three conclusions were determined in the study: (1) There was no significant change in the feelings for mathematics when using an outcome-based instruction approach over nine months. Outcome-based instruction apparently neither makes students' attitudes towards math more positive or more negative. (2) There was no significant difference between the boys' and girls' feelings for math at the beginning of the study, and outcome-based instruction did not create a difference between boys' and girls' attitudes for math over the nine months. Outcome-based instruction may decrease the chances of girls' attitudes towards math changing at the high school level as found with other methods of instruction in the past. (3) There was no significant difference for the feelings for mathematics, when using an OBE approach at the end of nine months, between students in upper, middle and lower ability groups. Based on the conclusions, a number of implications for practice and for further research were delineated.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative

(40) Title: AN INVESTIGATION OF FOUR SECONDARY LEVEL CHORAL DIRECTORS AND THEIR APPLICATION OF THE WISCONSIN COMPREHENSIVE MUSICIANSHIP THROUGH PERFORMANCE APPROACH: A QUALITATIVE STUDY (PERFORMANCE SKILLS)
 Author: JOHNSON, JOHN PAUL
 THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 311
 Advisor: BARRESI, ANTHONY L.
 Source: DAI-A 53/08, p. 2728, Feb 1993

Research Problem: Music education researchers suggest that instruction which is based upon musical concepts leads to musical understandings and improved performance skills. The Wisconsin Comprehensive Musicianship through Performance (WCMP) approach, designed as a guide for conceptually based rehearsal instruction, was derived from three sources: (1) selected principles of the Music Educators National Conference's Comprehensive Musicianship Project (CMP); (2) CMP adaptations such as the Hawaii Music Curriculum Program and Garofalo's Blueprint for Band; and (3) recognized strengths of selected outstanding secondary level performance teachers in Wisconsin. Because the WCMP approach is an informal curriculum passed from expert to novice, few printed materials exist. Historical research techniques were employed to document the development of the WCMP approach and the advocated teaching competencies, instructional

goals and strategies, and assessment systems therein. From this data, a list of WCMP approach teacher attributes was formulated. Qualitative research techniques were utilized to investigate how WCMP trained choral directors reflected the advocated teacher attributes and how non-WCMP teachers differed from their WCMP counterparts. The subjects for this study were four choral music educators--two from the high school level and two from the middle school level. Of these teachers, one from each level was an original participant in the WCMP project. The list of teacher attributes was used to orient the twenty rehearsal observations at each site. Each subject was also observed during supervision assignments and planning times. Additional data collection techniques included interviews and discussions with students, administrators, and school personnel and analysis of teaching materials, available curriculum, and school documents. It was concluded that differences observed between the WCMP teachers could be generalized to teaching methodologies and emphasis on musical concepts during the rehearsal. The non-WCMP teachers did not employ the WCMP attributes. However, they differed from the WCMP teachers in the emphasis and proportional use of the attributes within the instructional sequence.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: hermeneutic-deliberative

(41) Title: WHOLE LANGUAGE AND BASAL PROGRAM READING INSTRUCTION IN

TWO SECOND-GRADE CLASSROOMS: SWEEP AWAY BY THE BANDWAGON

Author: DUBERT, LEE ANN

THE UNIVERSITY OF WISCONSIN - MADISON - PHD

pp: 310

Advisor: OTTO, WAYNE R.

Source: DAI-A 54/03, p. 874, Sep 1993

Research Problem: This is the story of an experimental study that failed.

The intent of the original study was to compare the reading development and achievement of children in whole language and basal program classrooms. Children from two second grade classrooms served as the research subjects. The Metropolitan Achievement Test (MAT) (psychological Corporation, 1978), The Burns Roe Informal Reading Inventory (IRI) (Roe 1989), The Dulin Chester Attitude Inventory (Dulin & Chester, 1979), and a tradebook reading inventory (TBRI) were used to assess reading achievement and attitude development. Weekly observations of the teachers and students in the two classrooms were made to document the integrity of each approach. Regular inservice educational support was offered to each teacher. Slowly it became apparent that the integrity of the treatment conditions (whole language and basal program) had been compromised. The working definitions of whole language and basal program approaches that established the parameters of the experiment did not accurately describe the conditions in the two classrooms.

This dissertation explores the causes of the failure of the experiment. Two types of problems are identified as responsible for the failure of the experiment. The first type of problem stems from the inability to adequately control experimental treatment conditions. The second type of problem involves the paradigms of teaching/learning and research that influenced the thinking of the experimenter. The conclusion is that it is virtually impossible to satisfy experimental conditions in classroom research. Limitations imposed by mixing paradigms of teaching/learning in conducting research studies in classrooms are examined. Finally, it is suggested that a new research paradigm is needed to enable productive research in classrooms that operate from different paradigms of teaching and learning.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: action research

(42) Title: CONTENT ANALYSIS OF MULTICULTURAL THEMES IN THE
WOODSON BOOK AWARD WINNERS (BOOK AWARD WINNERS)
Author: WARD, MARILYN JEAN
THE UNIVERSITY OF WISCONSIN - MILWAUKEE PHD

Advisor: STEWIG, JOHN W.

Source: DAI-A 53/12, p. 4273, Jun 1993

Research Problem: The 21 Carter G. Woodson Book Award Winners, 1974-1991, were analyzed using a semantic differential rating instrument to measure the extent to which these books address the multicultural themes of acceptance and appreciation of cultural diversity, respect for human dignity and universal human rights, responsibility to the world community, and reverence for the earth. The books were analyzed by a group of 21 readers, composed of grades K-12 teachers. The results indicated that the books illustrate the specific multicultural themes. Moreover, the analysis suggested that the books could be used by classroom teachers to illustrate the multicultural theme and to meet multicultural curriculum goals, which include to identify and explain multiple historical perspectives; to develop cultural consciousness; to strengthen cross-cultural competence; to combat racism, prejudice, and discrimination; to increase awareness of global human conditions; and to build decision making and social action skills.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-deliberative-historical

(43) Title: MAKING MODEL STUDENTS: HOW HIGH-ACHIEVING BLACK STUDENTS
WERE PREPARED FOR COLLEGE IN TWO URBAN HIGH SCHOOLS
(COLLEGE PREPARATION, URBAN SCHOOLS)
Author: HEMMINGS, ANNETTE BIEDERWOLF
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 507
Advisor: METZ, MARY HAYWOOD

Source: DAI-A 53/07, p. 2322, Jan 1993

Research Problem: This study examined the question of why black students often leave high school without having acquired much of the knowledge needed to succeed in college. During the 1987-88 school year, I used ethnographic research methods to document how black students were readied for college at Lincoln High, a college-preparatory magnet school, and at Norwood East High, a neighborhood school. Black students at both schools were not being as well prepared for college as were whites. The educations blacks received were governed by meanings that they, their teachers, and their classmates had negotiated inside classrooms. Classroom negotiations were influenced by official school organizational cultures that were virtually the same in each school. Students were expected to express model student traits, and teachers felt they should be using traditional teaching approaches. Negotiations were also affected by black students' peer culture. These cultures differed significantly between schools. They, along with official school culture, provided the raw material used by classroom participants to construct the norms governing achievement. Norwood East black students' peer culture was heavily influenced by local working-class black meaning systems. These cultures prompted blacks to seek high school diplomas without learning college-prep curriculum. Blacks sought diplomas by inverting or rejecting model student traits. Because their students strayed from the model student image, Norwood East teachers had difficulties implementing traditional teaching approaches. A few tried to defend their traditions. Most simplified curriculum or made other concessions to students. In every instance, black achievement was seriously undermined. At Lincoln, black students wanted to go to college so they acted like model students. But because they were

uncertain about their ability to compete with the white students who advanced classes, they congregated in less challenging courses. Teachers who taught these courses did not challenge blacks because they believed they were incapable of learning advanced knowledge. Black students complied with teachers so long as they stuck with tradition. While the nature of classroom negotiations differed markedly at Lincoln and Norwood East, most produced meanings systems that hurt, rather than enhanced, black achievement.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical-evaluative-normative

(44) Title: DILEMMA LANGUAGE FOR OUR FUTURES: A STUDY OF PRESERVICE

TEACHERS IN A NEIGHBORHOOD CENTER COMPUTER LAB

Author: DEHART, PAULA RENEE

THE UNIVERSITY OF WISCONSIN, MADISON, PHD

PP.336

Advisor: GOMEZ, MARY LOUISE

Source: DAI-A 53/09, p. 3175, Mar 1993

Research Problem: This study was conducted in order to better understand the special problems faced by preservice teachers teaching computer skills to students from racial, cultural, and/or socio-economic backgrounds different from their own in a neighborhood center computer lab. For the purposes of this study, the preservice teachers' problems that were chosen as the main focus for examination were ones that could be defined as "dilemmas" according to work previously done by Ann and Harold Berlak (1981). This study was ethnographic in nature and relied on a qualitative system of data collection, analyses, and report called "case study" research. From the onset of the project, the researcher acted as a participant observer, documenting the development of the computer lab program. Data was collected in the form of field notes of observations of the four preservice teachers working in the computer lab, notes of monthly volunteer meetings, and notes of all informal conversations that took place about the lab. Archival evidence about the lab was also collected. Data analyses occurred in two stages. First, the raw data was analyzed in order to write narrative case studies of each of the four preservice teachers' experiences in the lab. Next, a cross-case analyses was conducted to find patterns in the dilemmas experienced by the preservice teachers. During this second stage of analyses, it was determined that the four preservice teachers' experienced six different dilemmas and that the dilemmas fell into three main categories. The first category was the "Computer Curriculum and Instruction Domain," which refers to the dilemmas experienced by the preservice teachers as they planned and implemented computer instruction. The dilemmas included in this domain were: Computer knowledge essential v. computer knowledge optional; and the goal of the ELNC computer lab should be to expose students to the computer v. the goal of the ELNC computer lab should be to empower students through computer knowledge. The second dilemma group was entitled the "Cultural Domain" and pertains to the dilemmas experienced by the preservice teachers as they taught students with racial and socio-economic backgrounds different from their own. The dilemma included in this domain was: Common culture v. sub-group consciousness. And the third category was called the "Organizational Domain" because it refers to the dilemmas the preservice teachers faced as they provided computer instruction in a non-school setting and worked under a collaborative administrative structure. The dilemmas included in this domain were: Am I in charge v. are you in charge?; teacher v. child control in a neighborhood center; and responsibility v. authority.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-evaluative

(45) Title: THE ROLE OF THE MIDDLE/ELEMENTARY SCHOOL PRINCIPAL IN

STUDENT TEACHING PROGRAM (MIDDLE SCHOOL PRINCIPAL,
ELEMENTARY SCHOOL PRINCIPAL, SUPERVISION)

Author: WENZEL, EDWARD JOSEPH
 THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 349
 Advisor: GRANT, CARL A.
 Source: DAI-A 53/09, p. 3179, Mar 1993

Research Problem: This study investigated the relationship of the elementary and middle school principal to the student teacher program. The primary objective was to determine whether the principal should provide assistance to the student teacher during his/her field experiences. In addition, this study identified various types of assistance the principal might provide to the student teacher. This was done in order to determine whether members of the educational community felt that the cooperating principal should participate in these roles. The respondents included those educators who participated in the elementary student teacher program at the University of Wisconsin-Madison in the fall of 1990. The results of one hundred ninety-four surveys and ten interviews with principals, cooperating teachers, student teachers, and university supervisors were analyzed. Comments included with the survey responses were also considered in making final recommendations. Responses to the survey statements were based on a five point Likert scale. Once the survey results had been tabulated, ten participants whose comments indicated interesting insights into the survey topics were interviewed. This additional information was used to clarify issues raised in the survey comments. Survey respondents concluded that the principal should serve as a support person to the cooperating teacher and the university supervisor. The principal should orient the student teacher to the school's environment by providing information about the community, the school's philosophy and goals, school facilities and staff, and teacher rights and responsibilities. During the field experiences, the principal should keep abreast of the student teacher's progress and be available to provide support and advice when necessary. Toward the completion of the field experiences, the principal should help the student teacher to prepare for the job search. The significance of this study is that it provides an added dimension to the student teacher program. The principal has guidelines that she/he can follow in helping the cooperating teacher and university supervisor better meet the needs of the student teacher during his/her field experiences.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-naturalistic

(46) Title: A QUALITATIVE ANALYSIS OF AN ALTERNATIVE MASTERS PROGRAM

FOR PRACTICING TEACHERS ENGAGED IN ACTION RESEARCH.
 (VOLUMES I AND II) (INSERVICE, MASTERS PROGRAM)

Author: DELGADILLO, FERNANDO M.
 THE UNIVERSITY OF WISCONSIN - MILWAUKEE PHD pp: 475
 Advisor: HABERMAN, MARTIN
 Source: DAI-A 53/09, p. 3176, Mar 1993

Research Problem: This study analyzes the behaviors, processes, and concerns of 15 practicing teachers engaged in action research projects of their own design, undertaking, and interest. The researcher spent five semesters observing the group of teachers. The major purpose was to learn how to best influence practicing teachers to become more reflective and effective regarding their own practice. Action research as the problem solving method proved somewhat beneficial, however, teachers assumed a passive student mode once in the university setting which proved to be debilitating to more effective research projects. The workplace of teachers does not reward their creativity or value their input. This alienates teachers from their work contributing to their personal disempowerment. To counter this disempowerment, inservice education needs to move from the university to the school setting where teachers are the experts. Facilitators of inservice programs need to contextualize research projects to the teachers' classroom and school environment. It is this closeness to actual school problems that gives meaning to action research and empowers the practitioner.

Form(s) of Curriculum Inquiry: action research

(25) VANDERBILT UNIVERSITY
Independent coed university

Graduate work has held a central place in the program of Vanderbilt University since it opened in 1875. The first Doctor of Philosophy degree was granted in 1879; the 2,000th in 1975, the University's centennial year. The 3,000 was given in 1985. By way of comparison, the first Ph.D. given by an American university was awarded in 1861, and the second American institution to offer the degree did so in 1870.

Vanderbilt is one of a few independent universities with both a quality undergraduate program and a full range of graduate and professional programs. It has a strong faculty of over 1,600 full-time members and a diversity student body of about 9,700. In the truest sense, Vanderbilt is a "university". Students from many regions, backgrounds, and disciplines come together for multidisciplinary study and research. To that end, the University is the fortunate recipient of continued support from the Vanderbilt family and other private citizens. Vanderbilt is a member of the Association of American universities and is accredited by the Southern Association of Colleges and schools.

Peabody College for Teachers, recognized for more than a century as one of the nation's foremost independent colleges of teacher education, was merged with Vanderbilt University in the summer of 1979. Peabody College functions as Vanderbilt's school of education and human development. Peabody College is engaged in basic and applied research to create reliable knowledge about the progress of education and human development and to translate that knowledge into excellent practice. The Peabody tradition grew from the excellence of Peabody's academic programs and the quality of its graduates, who serve in elementary and secondary schools, colleges and universities, libraries, state departments of education, and other government positions, businesses, and non-profit organizations all across the nation and beyond.

The Graduate School : Unique Features

1. **Enrollment:** 9,724 graduate, professional, and undergraduate. 3,553 f. matriculated graduate/professional students (1,578 women); 592 part-time matriculated graduate/professional students (387 women). Graduate and professional Faculty: 1,459 full-time faculty members, 1,123 part-time; includes 152 minority (26 African-Americans, 99 Asian-Americans, 25 Hispanics, 2 native Americans).
2. **Graduate Matriculated Students and Faculty:** Graduate students: 1,382 matriculated full-time (563 women), 175 part-time (77 women), includes 77 minority (49 African-Americans, 15 Asian-Americans, 12 Hispanics, 1 Native-American, 410 internationals. Faculty: 637 full-time (153 women), 140 part-time (87 women).
3. **Tuition:** \$ 12,708 per year full time, \$706 per semester hour part-time with a minimum tuition charge of \$200 per semester.
4. **Programs:** The Graduate School includes the College of Arts and sciences, the School of Music, Divinity School (Theological studies), School of Engineering, Law, Management, Medicine, Nursing, Peabody College (education). Peabody college has extensive offerings at the post-baccalaureate level in many areas of education, educational administration, counseling, psychology, human development and special education. It offers the degrees of M.Ed, Ed.S and Ed.D with majors in Curriculum and Supervision, school administration, elementary and secondary education, higher education, among others. Students with

special course goals may inquiry in the Graduate School office about the possibility of individualized, interdisciplinary programs of study leading to the master's, and Ph.D. degrees. The Graduate School may permit programs that combine several disciplines in unique ways. (major for graduate programs). Education Programs: Teaching and Learning, Educational Leadership, Human Resources, Psychology and Human Development.

5. Graduate Degrees Offered: Master's (M.A, M.Sc, Master of Arts and Teaching, and Doctorates (Ph.D and Doctor of Education).
6. Requirements for admissions: Minimum requirements are: (1) a bachelor's degree fat an accredited institution, (2) an undergraduate grade-point average of at least 3.0 (4.0 scale) and 3 letters of recommendations from the undergraduate/graduate institution; (3) statement of aspiration, (4) acceptable scores on required, standardize examinations (such as the TOEFEL -language requirements for non-English speaking applicants-, GRE, or any other additional individual departmental or program area requirements.
Office: George Peabody College for Teachers
Admissions/Financial Assistance
Box 327 Peabody Station
Vanderbilt University, Graduate School
Nashville, Tennessee 37203
Phone: 615-322-8410
7. Requirements for graduation: Master's (1) completion of a coherent and focused program of advanced study, (2) a minimum of 24 hours of course work, (3) a Thesis (optional), (3)requires a minimum of one academic year, (4) satisfactory performance on examinations.
The Doctor of Philosophy (Ph.D) degree is the highest academic degree awarded by the University. Minimum requirements: (1) approval of candidacy examination, (2) at least three academic years of graduate study, a residence of full time of minimum two consecutive semesters (3) successfully complete a program of study and research rationally unified (4) approval of qualifying examinations (5) approval of a doctoral dissertation, (6) approval of a final examination, (6) Time limit: five years after passing the preliminary examinations (maintaining continuous registration).
Foreign languages requirements for both, a Master's and a Doctoral degrees are usually met by demonstrating proficiency in one or more of the following: French, German, or Spanish.
8. Doctoral degrees awarded: 212 doctorates in 1993
9. Student services: Low cost health insurance, free psychological counseling, career counseling, day-care facilities, emergency short-term loans, services for students with disabilities, child career center, campus security, shuttle bus service.. Graduate Housing: 232 units- rooms or apartments- available to single students at an average cost of 4,100 per year ; 184 units available to married students at an average cost of \$4,950 per year.
10. Financial aid: Fellowships, research assistantships, teaching assistantships, dissertation enhancement grants, full and partial tuition waivers, federal-work study, institutionally sponsored loans available, career related internships or fieldwork available.
11. Research facilities: Central library plus 8 additional on campus libraries: total holdings of 2 million volumes, 1.8 million microforms, 16,000 current periodical subscriptions,. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: Digital VAX 8800.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: Graduate Students in Education: 332 full-time matriculated graduate/professional students (251 women), 229 part-time (163 women). Education Faculty: 89 full-time (31 women), 63 part-time (27 women).
2. Name of the Unit: George Peabody College, Department of Educational Leadership and Department of Teaching and Learning. Academic Program Education and Human Development.
3. Department Head: Dr. Teris Schery
Contact: Joseph Murphy, Chair (Dpt. Educational Leadership; Dr. Robert Sherwood, Chair, Dept. of Teaching and Learning).
George Peabody College for Teachers
Vanderbilt University
Box 90, Peabody College
Nashville, Tennessee 37203-37240
Phone: 615-322-8000/ 615-322-8100.
4. Name of the Program that focuses on Curriculum Studies: Curriculum & Supervision (Ed.D); curriculum and instruction (M.Ed, Ed.S).
5. Primary Goals of the Graduate Program in Curriculum are: The mission of Peabody College or Vanderbilt's school of education and human development is threefold: the creation of reliable knowledge about the progress of education and human development; the translation of reliable knowledge into excellent practices to address critical problems in education and human development; and the preparation of students at all levels to seek, create, use, and adapt reliable knowledge in the course of their chosen careers (mission statement 1990).
6. Graduate Program in Curriculum is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, curriculum research publications, and participation of faculty and students in professional groups.
7. Unique strengths of the graduate Program in Curriculum: The graduate programs in curriculum are nationally recognized for their unique features: (1) faculty (research oriented, productivity, stable and dedicated, diverse interests and backgrounds); (2) research (reputation for research, national visibility), (3) students (national recruitment), (4) cohesive academic curriculum and (5) excellent academic life. Students from many regions, backgrounds, and disciplines come together for multidisciplinary study and research. (p. 16 Vanderbilt Catalog) Among Peabody's 29,000 alumni are more than thirty presidents of colleges and universities, superintendents in 175 school systems and teachers in more than 100,000 classrooms. statistics show that nearly 9,000 alumni remain in Tennessee, more than 6000 live in Alabama, Georgia, Florida, and Kentucky, and about 745 reside outside the United States (p.14 Vanderbilt catalog, 1993-94).
8. Departmental Requirements for Graduation: Doctoral candidates must complete 72 hours of graduate work for credit, of which a minimum of 24 hours in formal course and seminar work in the Vanderbilt Graduate School is required.
9. Doctoral degrees awarded: 19 doctorates in Curriculum (1993-94).

10. Faculty Research: diverse forms of curriculum inquiry employed in publications.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Curriculum. Research courses available to students in the Department of Teaching and Learning: (363) Curriculum Theory, Research and Experimentation (dealing with scientific, evaluative/normative; phenomenological/hermeneutic, ethnographic/naturalistic and deliberative forms of curriculum inquiry), (391a) (391b) Methods of educational research: Qualitative and Quantitative (diverse forms of curriculum inquiry); (393) research education, (369) Master's Thesis Research and (399) Ph.D. Dissertation Research (forms of curriculum inquiry according to the needs or interests of students). Peabody College is engaged in basic and applied research to create reliable knowledge about the progress of education and human development and to translate that knowledge into excellent practice. The college seeks to transmit this knowledge through a diverse array of undergraduate, graduate, and professional programs and thereby prepare students to create, use, and adapt reliable knowledge in the course of their chosen careers.

2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take specific courses in research methodology and overview courses on different types of research methods), (2) ask students to enroll research methods courses with students in different programs. (3) initiate students into the research methods while the faculty is engaged in a specific kind of research. Vanderbilt offers to able and serious students a faculty that is active in research and deeply committed to the development of scholars. Students participate in classroom, tutorial, and collegial modes of learning and in systematic independent inquiry; in a setting that allows them to see scholars at work, day in a day out, as an important means of learning the scholar's art. Students are in situations in which they are known personally and well, and concern for what happens to them is very strong. (Vanderbilt Catalog, 1994, p.15).

Forms of Curriculum Inquiry employed in Doctoral Dissertations
Peabody College for Teachers of Vanderbilt University
January 1993-June 1994

(1) Title: A STUDY OF THE EFFECTIVENESS OF USING COOPERATIVE LEARNING
 TECHNIQUES IN THE TRAINING OF ADULT LEARNERS

Author: HALL, LINDA MASON

School: PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 92

Advisor: EYLER, JANET

Source: DAI-A 54/04, p. 1197, Oct 1993

Research Problem: This study compared two groups of nonvolunteer adult learners in a corporate learning environment in order to determine the effectiveness of using cooperative learning techniques as compared to the use of more traditional lecture methods. A Communication Skills course was taught to the control group by lecture and to the experimental group using cooperative learning activities. This course consisted of two half-day sessions, with at least a week between sessions.

Four predictions were made: (a) that subjects in the cooperative learning groups would show a higher level of knowledge on a posttest given at the end of each part of the course, (b) that subjects' comfort level when practicing new skills would be higher in the cooperative learning group, (c) that subjects in the cooperative group would have a higher rate of retention and use of new knowledge and skills, and (d) that subjects in the cooperative group would display a more positive attitude about the learning experience than those in the traditional lecture group.

Of the four predictions, only comfort level was shown to be significantly higher in the experimental group. Levels of knowledge, retention and use, and positive attitude about the learning situation were not significantly different. It was concluded that both traditional lecture and cooperative learning activities could be effective teaching alternatives.

A recommendation was made that further study of the cooperative methodologies should include not only strategies to enhance achievement, but should also include an additional component to specifically teach the benefits of the cooperative learning process for adult learners.

Form(s) of Curriculum Inquiry employed in this dissertation: evaluative-deliberative

(2) Title: EFFECTS OF JOB-SPECIFIC, TUTORED INSTRUCTION AND
 GENERALIZED, COMPUTER-AIDED INSTRUCTION ON READING
 COMPREHENSION IN A WORKPLACE LITERACY PROGRAM

Author: TOLLISON, PEGGY ANNE SMITH

School: PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 171

Advisor: NADLER, NEAL

Source: DAI-A 54/04, p. 1202, Oct 1993

Research Problem: Employers require a workforce that has the literacy skills to perform increasingly complex jobs, yet one in five Americans lack

those skills. Employers need ways to economically and effectively increase literacy competencies among their workforce. This study tested the effects of computer-aided instruction using a generalized curriculum and tutor-based instruction using job-specific materials on reading comprehension.

Using a repeated measures design, 20 subjects were split into two groups of 10. The first group was given 4 weeks of computer-aided, general content instruction, then 4 weeks of tutor-aided, job-specific instruction. The second group was given 4 weeks of tutor-aided, job-specific instruction, then 4 weeks of computer-aided, general content instruction. All subjects were pretested before instruction, after the first 4 weeks of instruction, and after the second 4 weeks of instruction using the Adult Basic Learning Examination (ABLE) reading comprehension subtest.

Students provided their opinions of the instruction and its effects in structured interviews conducted after 4, then 8 weeks of instruction. The proctor/tutor kept a log during the period to record her observations.

The students and tutor perceived that gains had been achieved, though the test did not show significant effects. A 50% attrition rate of study participants (a) pointed up the challenges in accommodating adult learners' needs and (b) decreased the number of subjects, making it unlikely any general test could indicate significant changes.

Workplace literacy programs must be able to accommodate a wide variety of constraints on students' time and attention. Implementations must consider (a) incentives to attract, retain, and engage students in remediation; (b) sensitivity to students' preferred methods; (c) the effect of method sequence on attendance; and (d) the sensitivity and job-specificity of the assessments used. Future research may well be served by the use of extant or archival data to enhance sample sizes and reduce the effect of attrition on the research paradigm.

Form(s) of Curriculum Inquiry employed in this dissertation: deliberative

(3) Title: A COMPARATIVE STUDY OF STUDENT ACHIEVEMENT RELATIVE TO
TEACHER BEHAVIOR AS INFLUENCED BY A STATE MODEL FOR
LOCAL
EVALUATION (COMPREHENSIVE EDUCATION REFORM ACT)

Author: MURPHY, NANCY ROSE

School: PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 150

Advisor: SKEEL, DOROTHY J.

Source: DAI-A 54/04, p. 1220, Oct 1993

Research Problem: The primary purpose of the study was to determine if student achievement in a middle size city school system in the southeastern United States was increased or decreased concomitant to implementation of a mandated statewide teacher evaluation model. The secondary purpose of the study was to determine if teachers and principals perceived that teachers altered their classroom behaviors as a result of the state evaluation model, and to assess how important they perceived the behaviors to be.

The Comprehensive Education Reform Act passed by the state

legislature in 1984 consisted of a performance evaluation system referred to as the state evaluation model. Observable teacher behaviors of three of the six competencies on the state evaluation model were found in early research findings to have produced student achievement.

Data included second and fifth-grade reading and math Stanford Achievement Test scores from the 1984-1985 school year, when local evaluation occurred, and from 1985-1986 to the 1988-1989 school year, when the model for state evaluation was implemented. Statistical analyses explored the possible influence of the evaluation model on student achievement. Results in reading achievement indicated that from 1985 to 1989, with the exception of 1986, there were increases in mean scores every year. These increases accumulated and became statistically significant in 1989. Results in math achievement indicated that from 1985 to 1989, with the exception of 1986, there were increases in mean scores each year. The increases accumulated and became statistically significant in 1988 and 1989.

Questionnaires were submitted to second and fifth-grade teachers in this study and to principals who evaluated the second and fifth-grade teachers requesting information as to what degree they perceived the teachers had altered the teacher behaviors on the state evaluation model and the importance of each teacher behavior.

Teachers perceived that they had changed their behaviors as a result of the state evaluation model, while principals perceived even more change in teacher behaviors. Both teachers and principals rated each teacher behavior assessed in the state evaluation model as important.

Form(s) of Curriculum Inquiry employed in this dissertation: historical

(4)Title: THE PRACTICES OF TEACHERS IN KENTUCKY'S NONGRADED PRIMARY CLASSROOMS

Author: GILLASPIE, LYNN CLARA

School: PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 116

Advisor: KEEL, DOROTHY

Source: DAI-A 54/11, p. 3986, May 1994

Research Problem: The purpose of this study was to determine if nongraded primary teachers in Kentucky perceived that their role had changed and if so had teaching practices also changed since major reforms had been mandated. The subjects of this study were randomly selected teachers who were working in public school nongraded primary classrooms in Kentucky during the 1992-93 school year.

A self-designed survey instrument was developed and modified from the information gathered during two pilot studies and a review of the literature. Of the 133 randomly selected nongraded primary teachers who received the survey, 93 returned their questionnaires for a response rate of 70%.

Almost 89% of the respondents felt their roles had changed since nongradedness was implemented. Teachers with more than 11 years experience in traditional elementary and those with 3 to 5 years in nongraded classrooms reported more change in their roles than those with less experience. "Facilitator" was the term used most frequently to describe the role of the nongraded teacher and "lecturer" for traditional elementary teachers.

Nongraded primary teachers spent more time planning for the school day than traditional elementary teachers with a significant difference at the .001 level. Eighty-nine percent of respondents reported changes in their instructional strategies. A significant difference at the .01 and .05 levels were found between the ways teachers decided to make curricular decisions. Classroom management strategies were said to have changed by 72% of the respondents. A significant difference at the .01 level was reported between traditional and nongraded primary teachers in the amount of time spent managing transitions and behaviors of students. Teachers reported a significant difference in the amount of time spent evaluating students with $p < .01$ and in grading papers with $p < .001$.

Over 77% said that they felt their students were benefitting from the nongraded primary organization. Almost 56% of the respondents, who answered this question, said that they did not feel that the nongraded primary format was better for teachers.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific-deliberative

(5) Title: AN ETHNOGRAPHIC STUDY OF CLASSROOM INTERACTION AND LITERACY LEARNING IN A FIFTH/SIXTH-GRADE WRITING CLASS

Author: RANDOLPH, CATHERINE LEE HEVLY

School: VANDERBILT UNIVERSITY PHD

pp 33

Advisor: EVERTSON, CAROLYN M.

Source: DAI-A 54/04, p. 1271, Oct 1993

Research Problem: This project involves the ethnographic study of three sections of an upper elementary school writing class. The study explores the broad question of the relationship between classroom interaction and learning to write in a classroom where a writers' workshop model is in use. Using a theoretical framework derived from classroom ethnography, it explores the definitions of writing class and of writing that develop in one writing class over the course of one school year.

The primary method of data collection was participant observation over the course of a complete school year, documented in field notes and on audio tape. Data were also obtained through interviews and document collection. Data were analyzed using the constant comparative method.

In the writing class, knowledge was defined as constructed, starting with students, and conveying power to the holder. Learning occurred through active participation in knowledge construction. Both teacher and students were defined as learners, and shared in the construction of knowledge and the management of classroom talk. In the process of teaching in this setting, the teacher was confronted with numerous dilemmas reflecting the demands and constraints placed on her by her own beliefs and by the organization within which she worked. Comparison of writing instruction to instruction in reading and spelling further clarified the nature of knowledge and of the teacher's role in this writers' workshop.

The findings presented in this study are limited by the sample size and methodology of the study. Further exploration of these questions, through studies in other contexts and through further analysis of the data of this study, is needed in order to test and refine these findings. The implications of such studies are

potentially great. Constructed definitions of knowledge, such as the conception of writing described in this study, have implications for who can learn, what can be learned, and what it means to learn. The movement of the teacher away from the role of knowledge-holder increases student opportunities to participate in the construction of meaningful definitions and strategies. As students are acknowledged as knowledge-holders and knowledge-builders, connections between "school knowledge" and "real knowledge" are established and maintained.

Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic

(6) Title: AN INVESTIGATION OF THE CURRICULAR STATUS OF MUSIC EDUCATION

Author: SCARANGELLA, JESSICA RUTHANNE
PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 186

Advisor: SKEEL, DOROTHY

Source: DAI-A 54/04, p. 1278, Oct 1993

Research Problem: The purpose of this study was to investigate the beliefs of members in four primary role groups within an urban, medium-sized southeastern city (educators, educational policymakers, administrators, and state/local legislators) and 10 subpopulation roles within those groups, in order to elicit quantitative and qualitative data about the curricular value of school music education. The self-designed Music Education Beliefs and Ranking Survey (MEBRS) was mailed to 231 subjects. The survey asked respondents to provide demographic information; rank 44-items concerning aspects of interpersonal, societal, cognitive, philosophical, moral, curricular, financial, and assessment issues regarding music education; rank music education in terms of other curricular subjects across grade levels, revealing beliefs in the areas of curricular comparison, funding, and subjects retention/elimination; and provide written accounts of their music education beliefs. Treatment of the data included analyzing cross-tabulation data utilizing Pearson Chi-squares, Kendall correlation coefficients, Tukey's posthoc analysis, and one-way analysis of variance (ANOVA), as well as transcribing qualitative thick description from open-form questions. An overall return rate of 44% was obtained; however, individual subgroups yielded returns as high as 75% (state board of education) and as low as 25% (general educators).

All primary role groups indicated varying levels of agreement within all music education categories except assessment. Curricular ranking data suggested traditional core curricular subjects (e.g., mathematics, science, English) were regarded as generally more important than music education, while physical education, art, vocational education, and theatre arts were considered as important as music education; foreign languages and social studies yielded mixed responses. Significant differences were found between legislators and other primary groups concerning philosophical, financial, and assessment issues. Significant results were also found between educators and legislators regarding the rankings of high school physical education in the areas of curricular comparison, funding, and retention/elimination.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific-phenomenological

(7)Title: THE EFFECTS OF VIDEO-BASED MACRO-CONTEXTS IN VOCABULARY
LEARNING AND READING COMPREHENSION FOR STUDENTS
WITH
LEARNING DISABILITIES

Author: XIN, FU Degree: DED pp.168
PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY
Advisor: RIETH, HERBERT

Research Problem: This study investigated the effects of using video technology as a tool for facilitating disabled students' vocabulary learning and reading comprehension. Seventy-six, 4th-, 5th-, and 6th-grade learning-disabled students receiving reading instruction in special education resource rooms were randomly assigned to a video or a nonvideo group to learn 30 vocabulary words in a 6-week period of instruction. In the video group, the teacher guided students to learn word meanings and concepts in video-based contexts, and in the nonvideo group, the teacher taught students word definitions and concepts using a dictionary and printed texts. All students had pre-, post-, and follow-up tests on word acquisition, generalization, and passage comprehension with the target words taught. Findings indicated that student scores of word acquisition of the video group were statistically higher than those of the nonvideo group. Students in the video group outperformed in oral recall and application of target words than those in the nonvideo group.

In addition, class observation data showed that student responses to the teacher's questions were more, and off-task behavior was less compared with those of the nonvideo group. Moreover, unlike the teacher and students in the nonvideo group, teachers and students in the video group expressed their favorable comments on the instruction with video as an anchor in teaching and learning processes.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific

(8)Title: MINORITY TEACHERS' PERCEPTIONS OF TEACHING: A FOLLOW-UP
STUDY OF FIVE MINORITY GRADUATES OF PEABODY'S
INTERNSHIP/INDUCTION TEACHING PROGRAM, 1992
(INTERNSHIP)

Author: STALLWORTH, BRENDA JOYCE
PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY
Degree: EDD pp: 223

Advisor: WHITMAN, ROBERT S.
Source: DAI-A 54/11, p. 4065, May 1994

Research Problem: This qualitative study investigated the experiences of five minority first-year teachers who graduated from Peabody's alternative teacher preparation program, the Internship/Induction Teaching Program. These five teachers from diverse backgrounds are currently employed by school systems in Tennessee and Maryland. They participated in two formal interviews, numerous informal conversations, and other activities in order for me to gather data to write stories around (a) their unique experiences during this year of significant growth, (b) their perceptions of teaching and their roles as teachers, and (c) their future plans.

Minority teachers make up about 10% of the teachers in public schools; minority students make up about 30%. The number of minority teachers is expected to decrease; the number of minority students is expected to increase. Telling the stories of these five minority teachers who made conscious decisions to become teachers at the postbaccalaureate level during a time when fewer and fewer minorities

are entering the profession is a way to both inform teacher education programs and school systems interested in increasing the number of minority teachers and to understand the specific dynamics involved in the socialization processes occurring in their specific contexts.

Form(s) of Curriculum Inquiry employed in this dissertation: phenomenological

(9) Title: EFFECTS OF GOAL AND TEST-TAKING STRATEGIES ON MATH PERFORMANCE OF STUDENTS WITH LEARNING DISABILITIES (GOAL STRATEGIES)

Author: WHINNERY, KEITH WADE

VANDERBILT UNIVERSITY Degree: PHD

pp.188

Advisor: FUCHS, LYNN S.

Source: DAI-A 53/09, p. 3174, Mar 1993

Research Problem: This study investigated the effects of training students with learning disabilities to use two cognitive strategies (i.e., goal and test-taking) to improve math computation skills. Participants were 40 students with learning disabilities and their 24 teachers who had volunteered for a 20-week Curriculum-Based Measurement (CBM) study. Teachers were assigned randomly to goal or no goal conditions. Each teacher selected two students to participate; one was assigned randomly to test-taking and the other to no test-taking strategy training. The resulting four treatment conditions were: goal/test-taking strategy (n = 8), goal/no test-taking strategy (n = 10), no goal/test-taking strategy (n = 11), and no goal/no test-taking strategy (n = 11). During Week 4, students in the test-taking strategy condition were trained to use a math test-taking plan when preparing for and taking the twice weekly tests. During Week 5, students in the goal condition were trained to identify and strive for specific goals for their twice weekly CBM tests. The training effects were assessed on three different outcome measures: (a) math performance characteristics, (b) math achievement, and (c) math self-efficacy.

Analysis of variance did not indicate an effect for goal strategy training on any of the three outcome measures. However, a test-taking strategy main effect was shown for math achievement. Students with test-taking strategy training scored higher on a math-computation test than students with no test-taking strategy training. These findings are discussed in context of implications for classroom instruction and future directions for research.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific

(10)Title: STUDENT QUALITY TEAMS: ADAPTING DEMING AT SAMFORD UNIVERSITY (DEMING W. EDWARDS, QUALITY TEAMS, ALABAMA, TOTAL QUALITY MANAGEMENT)

Author: BAUGHER, KATHRYN HESTER
PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 152

Advisor: KIRKMAN, RALPH E.

Source: DAI-A 53/12, p. 4140, Jun 1993

Research Problem: The quality image haunts all American enterprises, including the academic. To meet assessment and accountability agendas, American higher education must find pathways to involving the full community in the quality quest. Total Quality Management (TQM), as envisioned by W. Edwards Deming, provides a grounding for developing symbiosis between teachers and students in the teaching-learning process, creating a mutual vision for quality instruction and a shared concept of classroom vitality for those directly involved in the process.

To apply TQM in the classroom, I developed a process (called LEARN) which allows teachers and students to address classroom learning issues via student quality teams within the teaching-learning environment. The LEARN process supports continuous quality improvement, helping to establish a learning community in a time-on-task environment sometimes hostile to teacher-student discussion concerning course direction and problems. I assessed the LEARN process, and its guiding manual, through soliciting expert evaluation and by piloting LEARN in three classes at Samford University. I also evaluated LEARN through focus groups and by participant observation, both of which indicate initial success for this student quality team process.

Form(s) of Curriculum Inquiry employed in this dissertation:deliberative-evaluative

(11)Title: PERCEPTIONS OF COLLEGE OF HEALTH SCIENCES ENVIRONMENT: DEVELOPMENT OF GUIDELINES FOR IMPLEMENTING CURRICULUM INTEGRATION IN BAHRAIN

Author: RASHID, LULWA MUTLAG
VANDERBILT UNIVERSITY Degree: PHD pp.293

Advisor: KIRKMAN, RALPH E.

Source: DAI-A 53/08, p. 2634, Feb 1993

Research Problem: This exploratory study assesses College of Health Sciences (CHS) environment and its leadership orientations utilizing multidimensional theory considering four interdependent organizational perspectives: structural, human resource, political, and symbolic. This assessment investigates the possibility of implementing curriculum integration at CHS and develops guidelines

for successful implementation.

The sample, 533 individuals in five groups, received a College Environment Survey; 342 individuals responded. These groups include administrators, faculty and staff members, supervisors, current students, and alumni. In addition, I gathered data through the eight elite interviews and analysis of CHS documents. I used simple frequency distribution, arithmetic means, analysis of variance, post-hoc procedures, and qualitative software to analyze the questionnaires and interviews.

Data analysis led me to conclude that although a general consensus about CHS environment exists among the five groups, significant differences exist regarding some college-related issues. These issues include funding, student turnover, extent of rules and regulations, change rate, and influence of faculty members on decision making regarding employment, schedules, and budget. CHS leaders emphasize structural and human resource leadership orientations that will limit a comprehensive understanding and management of curriculum change. The CHS community expresses a serious need for curriculum integration to improve student performance and outcomes. Respondents also affirm internal and external factors that inhibit or enhance implementing curriculum integration.

Furthermore, CHS leaders need to view comprehensively existing problems. Leaders should develop integrative strategies to overcome existing problems and successfully implement the curriculum integration process. The study provides guidelines for this process utilizing Bolman and Deal's (1991) processes and strategies to reframe organizations. The study also suggests investigating these issues: reevaluation of CHS mission and philosophy; identification of CHS students' intellectual, developmental, and professional needs; further exploration within the CHS community concerning curriculum integration; and investigating leadership concepts in the Arabic and Islamic culture, how they effect leadership roles in higher education, and how higher education leaders respond to cultural assumptions

Form(s) of Curriculum Inquiry employed in this dissertation: phenomenological-naturalistic

(12) Title: A COMPETENCY SURVEY: A STUDY TO DETERMINE CRITICAL COMPETENCIES, OUTPUTS, AND ETHICAL ISSUES FOR FIRE INVESTIGATORS IN THE UNITED STATES (ARSON)

Author: HOOTON, DAVID BRIAN

PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 569

Advisor: NADLER, NEAL M.

Source: DAI-A 53/12, p. 4187, Jun 1993

Research Problem: In the United States, loss of life and property to fire continues despite many efforts to reduce its stronghold. Fire investigators--individuals dedicated to determining the causes of fires and affixing responsibility--work for law enforcement agencies, insurance companies, and as independent consultants. Fire investigations help to contain the fire problem by improving life safety codes, identifying needs for product recall, bettering public education, and placing arsonists in jail. The literature research

revealed that competencies and ethical issues had not received academic attention.

Three research questions served to guide the study; they were: (a) What are the critical competencies for the performance of a fire investigator? (b) What are the relative outputs of these competencies? and (c) What are the anticipated ethical issues which will affect professional performance of the competencies or the professional posture of the outputs? Ethical issues, microcompetencies, their outputs, and macrocompetencies were evaluated by the research participants. These were divided into six functional areas.

The research design was triangulated with two data-gathering methods: key informant interviewing and a Delphi study. Three experts were interviewed. The Delphi study incorporated three rounds of questionnaires, and 39 participants completed the final Delphi round. Means and frequency response percentages were used to analyze the data. The research concluded with a listing of 57 ethical issues, 29 microcompetencies, 108 microcompetency outputs, and 360 macrocompetencies relative to output achievement. Ninety-three percent of the items showed agreement between the two groups.

The results of the study are beneficial to: (a) persons responsible for administering certification programs, (b) academic program developers, (c) training designers and evaluators, (d) organizational managers, and (e) individuals charged with creating standards. Additionally, the study validated the National Fire Protection Association Fire Investigator Professional Qualification Standards to be published in 1993.

Form(s) of Curriculum Inquiry employed in this dissertation: philosophical

(13)Title: SURVEY RESPONSES OF DEPARTMENT CHAIRS OF THE ILLINOIS COLLEGIATE ACCOUNTING PROGRAM TO THE REVISED ILLINOIS PUBLIC ACCOUNTING ACT (ACCOUNTING CERTIFICATION, MANDATES)

Author: SAMPSELL, MARTHA EIBERFELD
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Degree: EDD pp: 191

Advisor: MILLER, JACK W.

Source: DAI-A 53/12, p. 4193, Jun 1993

Research Problem: In September 1991, the Illinois State Legislature amended the Illinois Accounting Act. The new law mandates that effective January 1, 2001, the requirement to sit for the Uniform Certified Public Accountants Examination will be 150 semester hours of college credit culminating in a bachelor's degree with a concentration in accounting.

Department chairs of Illinois collegiate accounting programs need to examine the congruency of their current programs with the new certification requirements. Program realignment involves procedural and structural decisions. This study surveyed department chairs of Illinois collegiate accounting programs about four procedural and three structural factors affecting program change.

The study found above-average support for the revised law from Illinois faculty. Commitment to program revision was highest among faculty at 4-year programs and lowest among faculty at 2-year

programs. Sufficient lead time remains to revamp the structure and/or content of current programs. Articulation issues concerned department chairs of 2-year programs more than those of 4-year or 5-year programs. Internal coordination was not an important issue for the majority of department chairs. Department chairs of 4-year programs expressed concerns about a possible negative impact from the new law on student retention and enrollment. Conversely, department chairs at institutions with 5-year programs experienced the new law to have a positive impact on student recruitment. The chairs of 2-year programs anticipated little effect on student enrollment from the 150-hour requirement.

Few department chairs expected to receive additional institutional resources for program revision. Institutions with 4-year programs were most likely to increase the number of required courses in accounting, general business, and nonbusiness areas. In designing curricular change, department chairs indicated a preference for teaching computer usage, interpersonal and communication skills, ethics, and international issues through integration into existing courses.

Department chairs at institutions with 4-year programs face the most decisions about their current programs in light of the 150-hour requirement. Five-year programs require little adjustment to conform to the new law. Transfer issues concern 2-year programs. Survey results about the procedural and structural factors concerning other institutions can help department chairs make more informed decisions when planning program revisions.

Form(s) of Curriculum Inquiry employed in this dissertation: deliberative-action research

(14) Title: DIVERSITY IN THE CLASSROOM: A COLLECTION OF VIGNETTES
(CLASSROOM DIVERSITY, TEACHING METHODS)

Author: STEWART, MARCIA DESMOND CANNON

PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD - pp: 164

Advisor: BAUCH, JEROLD P.

Source: DAI-A 53/12, p. 4195, Jun 1993

Research Problem: Meeting individual student needs has always posed a challenge for teachers. The difficulty of this task is currently intensified due to the increasing amount of diversity in the classroom. A number of factors are contributing to the situation, notably an influx of students with mild to moderate handicaps, students from a wide range of cultural backgrounds, and students living in poverty or adverse circumstances. The purpose of this study is to provide a descriptive account of the instructional methodologies and strategies employed by teachers who are doing an exemplary job of meeting diverse student needs. Teacher background, attitude, and philosophies are examined within this context.

Eleven teachers and one team of teachers were recruited to participate in the study. Grade levels represented included kindergarten through fourth grade. Insights regarding the teacher and instruction were acquired through teacher interviews, observation, photography, and videotape. Qualitative analysis methodology was used to analyze the data.

The findings are reported in written and video format. The

results provide preservice and inservice teachers a methodological compendium on accommodating the increasingly diverse student population in contemporary classrooms. An additional benefit of the study is a comparison of the educational philosophies and teacher attitudes among teachers and across grade levels.

Form(s) of Curriculum Inquiry employed in this dissertation: deliberative

- (15) Title: APPLICATIONS OF INSTRUCTIONAL DESIGN THEORY TO LESSON PLANNING FOR SUPERFUND INCIDENT COMMANDER TRAINING (HAZARDOUS MATERIALS, EMERGENCY RESPONSE TRAINING)

Author: MANSFIELD, NORMAN JEROME
PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 214

Advisor: STOVALL, THOMAS F.

Source: DAI-A 53/12, p. 4227, Jun 1993

Research Problem: The increasing number of hazardous materials accidents in the United States has resulted in new federal regulations addressing the emergency response activities associated with chemical releases. A significant part of these new federal standards (29 CFR 1910.120 and 40 CFR Part 311) requires compliance with specific criteria by all personnel involved in a hazardous material emergency. This study investigated alternative lesson design models applicable to instruction for hazardous material emergencies. A specialized design checklist was created based on the work of Gagne, Briggs, and Wager (1988), Merrill (1987), and Clark (1989). This checklist was used in the development of lesson plan templates for the hazardous materials incident commander course.

Qualitative data for establishing learning objectives was collected by conducting a needs assessment and a job analysis of the incident commander position. Incident commanders from 14 public and private organizations participated in the needs assessment process. Technical information for the lessons was collected from appropriate governmental agencies. The implementation of the checklist and lesson plans can contribute to assuring quality training for incident commanders throughout the United States.

References. Clark, R. C. (1989). Developing technical training: A structured approach for the development of classroom and computer-based instructional materials. Reading, MA: Addison-Wesley. Gagne, R. M., Briggs, L. J., & Wager, W. W. (1988). Principles of instructional design (3rd ed.). New York: Rinehart and Winston. Merrill, M. D. (1987). Job and task analysis. In R. M. Gagne (Ed.), Instructional technology foundations (pp. 141-173). Hillsdale, NJ: Lawrence Erlbaum.

Form(s) of Curriculum Inquiry employed in this dissertation: theoretical, historical, action research

- (16) Title: AN INVESTIGATION OF PRESERVICE AND BEGINNING TEACHERS' VIEWS OF SOCIAL STUDIES AND IMPLEMENTATION OF SOCIAL STUDIES INSTRUCTION (PRESERVICE TEACHERS)

Author: ESSERY, MARIAN SUSAN NIKKO
PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 261

Advisor: SKEEL, DOROTHY J.

Source: DAI-A 53/12, p. 4273, Jun 1993

Research Problem: This study explored the manner in which preservice and beginning teachers eventually view and implement social studies instruction in their field experiences and then their classrooms. Essentially, the aim was to further understand the preservice and beginning teachers' views and decision making as they select and implement their goals and methodologies for social studies. These questions guided the focus of this inquiry: What influence does the methodology used in the elementary social studies methods course have on the way in which preservice and beginning teachers view and implement social studies? What is the relationship between the view of the role of social studies in the curriculum and methodology?

This naturalistic inquiry followed five preservice teachers through their social studies methods course and field experiences and into their beginning year of teaching. Observations with field notes, interviews, and examination of lesson planning provided the data for analysis. An attitude inventory was administered at the beginning and the end of the inquiry.

Profiles of the participants, as they progressed through the social studies methods course, field experiences, and beginning teaching, revealed a consistency of views of the role of social studies in the curriculum. Cultural and personal experiences appear to be powerful in shaping their ideological position.

As the participants implemented social studies in the classroom, the influence of the social studies methods course was apparent. The methods course had provided them with options in methodology and ideology that gave them the opportunity to reaffirm their original view of social studies. The topics and activities that were remembered from the methods course were those that focused or clustered around their particular viewpoint or ideological position.

Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic

(17) Title: EDUCATIONAL USES OF MICROCOMPUTERS IN NEW HAMPSHIRE PUBLIC ELEMENTARY SCHOOLS (CAI)

Author: PANTELI, ANGELO E.

PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 108

Advisor: CLOUSE, R. WILBURN

Source: DAI-A 53/12, p. 4289, Jun 1993

Research Problem: The information age has precipitated profound technical and social changes on contemporary society. Computer technology in particular continues to impact or to be a pervasive, transforming influence on our society. Our educational establishment bears a responsibility for preparing students to be productive, self-sufficient citizens in a modern industrial computerized society.

The data from this study provide baseline information and recommendations for educators and interested laypersons who are interested in establishing, amending, or refining their own computer technology programs as they prepare to take their students into the 21st century.

This study involved three areas of attention and investigation:

(a) the current use and distribution of microcomputers in the public

elementary schools of New Hampshire, (b) a review of the professional literature regarding the present implementation of computers in schools nationwide, and (c) the historical evolution of the New Hampshire minimum standards for public elementary schools as mandated by the state department of education.

Data on current practices for utilizing microcomputers in the public elementary schools were solicited through a survey mailed to New Hampshire public school superintendents. A segment of the survey was organized around the computer elements of the New Hampshire Minimum Standards which school superintendents are mandated to implement.

Data were received, tabulated, and entered into a computer for analysis. Some of the following highlights emerged: (a) the predominant student/computer ratio in a given elementary school classroom in the 47 responding school administrative units (SAU) was 25:1, (b) 86% of the SAUs had instructional computers in elementary school classrooms, (c) 37 elementary schools or 17% of the SAUs surveyed had computers in their libraries for accessing information from a database, (d) the number of elementary schools with computers in their libraries for cataloging materials collections was 29 or 13% of the responding SAUs, (e) 82% of the school districts represented in the survey had a staff-development program focused on computer technology, and (f) 51% of the respondents reported that their computers were integrated as a learning tool in their elementary curriculum.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific-evaluative

(18) Title: AN EXPLORATION AND DESCRIPTION OF GRADUATE NURSING RESEARCH EDUCATION: FACTORS AND ATTITUDES INFLUENCING CHOICE OF PARADIGMS, MODELS, AND METHODOLOGIES

Author: EVANS, JOANNE HILDA

PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 281

Advisor: LINCOLN, YVONNA S.

Source: DAI-B 53/12, p. 6220, Jun 1993

Research Problem: Opinions about the nursing profession's ongoing methodological research debate remain numerous, but little empirical work has been done to ascertain the research methods taught at the graduate level or the world view of faculty members who teach these courses. This qualitative study investigated the educational research framework of selected master's degree nursing programs. As an exploratory study, its purpose was to describe and analyze the education and socialization of graduate students into the various research paradigms and methodologies utilized in the nursing profession.

The purposive sample for this study was drawn from nine National League for Nursing accredited master's degree programs within New England. Data were gathered through document analysis of 17 research course syllabi, and in-depth interviews with 12 nurse educators who taught the research courses. Interview data were analyzed using a form of the constant comparative method.

The results demonstrated that master's level nursing research

course content remains weighted more heavily on the side of quantitative research methodology. Findings from examination of the research course syllabi revealed that 11 times as many class content hours were devoted to quantitative as opposed to qualitative methodology. Additionally, a meager amount (approximately 4%) of class time was spent on computer education and training in conjunction with the research process.

Analysis of faculty members' interview data uncovered a wide variety of category sets. For organizational purposes these sets were divided into two major theme areas: (a) research perceptions and views related to program structure, and (b) philosophies and world views regarding nursing research education and research in nursing practice. Findings highlighted pertinent research issues and conclusions were based on an inductive analysis of the findings.

This study holds import for school of nursing administrators, faculty members, researchers, and professional nursing organizations. Specific recommendations are offered to each of these groups.

The educational process at the master's level constitutes a powerful force in preparing future nurse researchers. Nursing faculty members who teach graduate research courses hold a key role in this process. This investigation provided insights into the background, perceptions, and attitudes of the individuals who continue to shape nursing's research traditions.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific-phenomenological

(19) Title: THE EFFECTS OF VERBAL AND NONVERBAL COMMUNICATION SKILLS TRAINING TO IMPROVE THE SOCIAL/ASSERTIVE BEHAVIORS OF SEVEN STUDENTS WITH VISUAL HANDICAPS ENROLLED IN GRADES

SEVEN THROUGH TWELVE (SOCIAL BEHAVIOR)

Author: FLENER, NORMA SETTLE

PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 321

Advisor: HARLEY, RANDALL K.

Source: DAI-B 53/07, p. 3835, Jan 1993

Research Problem: Children with visual handicaps often lack communication skills that would enable their effective interaction with others. Lack of these skills can pose problems for students in regular classes. Success in regular classes depends upon students' abilities to express needs and to independently interact with others.

This study examined the effects of a teaching unit in verbal and nonverbal communication skills on the social/assertive behaviors of seven children with legal blindness, six of whom were enrolled in regular classes at least 50% of the day.

Data collection proceeded along three fronts. First, a multiple baseline design determined changes in social/assertive behaviors before, during, and following training. Second, videotaped interactions of participants in regular classes were coded using the Interaction Observation Schedule. Third, the Informal Classroom Observation was administered at each videotaping in order to examine the quality and type of interactions made by participants.

Results of the role play tests and probes showed increases in

most of the 14 behaviors taught for most participants. Ten research statements were supported by the data. Four, involving appropriate voice and feelings, were not supported by the data.

Of the six research statements involving the Interaction Observation Schedule, two were supported by the data while two others were partially supported. Although levels of responses were higher prior to training, levels of initiations were higher following training.

Results of the Informal Classroom Observation showed changes in the quality and type of interactions for a few participants. This was particularly evident in interactions made prior to the beginning of structured activities.

Conclusions were that training improved the assertive/social behaviors of most participants. Also, increases were reported in participants' interactions involving initiations. Decreases were reported in avoidance of opportunities to interact.

Training appeared most successful for participants who (a) were enrolled in the seventh and eighth grades, (b) exhibited low levels of interactions in regular classes, and (c) demonstrated low frequencies of specific verbal and nonverbal communication skills. A final conclusion was that more research is needed to examine methods for increasing the interactions of children with visual handicaps mainstreamed in regular classes.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific

VITAE

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