University of Canberra

THE ANALYSIS OF JUNIOR SECONDARY SCIENCE CURRICULUM MATERIALS

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PREFACE

This study was, in part, an attempt to design an analysis scheme to be used by practising teachers in the evaluation of junior secondary science curriculum materials. A variety of analysis schemes were reviewed and, from this review, a scheme, based in part, on that developed by Eraut et al (1975), was designed for use with I.S.C.S. materials.

Acknowledgement should be made of the assistance provided by Mr. Neil Russell in his capacity as Supervisor of the project.

The co-operation and assistance of the N.S.W. Department of Education (Riverina Region) and of the staff of a number of school in the Riverina Region is also gratefully acknowledged.

Synopsis

The study was based on the assumption that the analysis and evaluation of curriculum materials was an appropriate activity to be undertaken by practising teachers. Other studies indicated that teachers perceived a need for objective analyses of curriculum materials and for procedures suitable for use by the practising teacher which could generate information on which rational decisions concerning curriculum materials could be made.

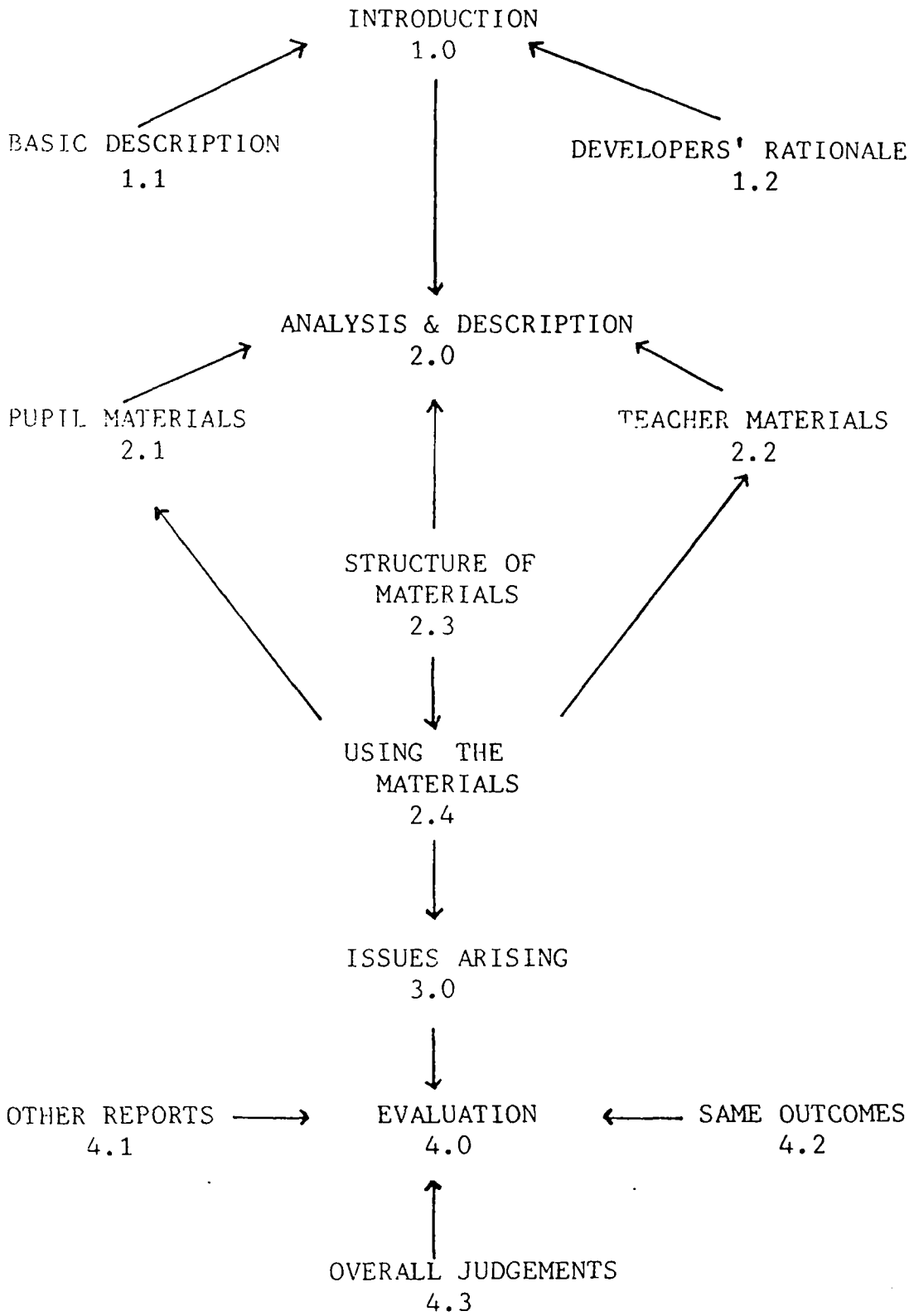
A variety of previously published analysis schemes were reviewed according to the criteria of:

- range and scope of the scheme;
- the relevance of the scheme to practising teachers;
- feasibility;
- adaptability and flexibility;
- data collection procedures;
- general considerations (curriculum model, presentation of report).

The Sussex scheme (Eraut et al, 1975) was subsequently chosen as a basis for a scheme designed for the analysis of junior science curriculum materials. This scheme was used in an analysis of I.S.C.S., "Probing the Natural World" materials.

A simplified framework for the analysis of curriculum materials summarised the components of the scheme.

A FRAMEWORK FOR THE ANALYSIS OF CURRICULUM MATERIALS (I.S.C.S.)



In order to derive hard data on some of the effects of using I.S.C.S. materials, a quasi-experiment was attempted. Details of the quasi-experiment were included in this study.

The validity of the concept of teacher-as-researcher or teacher-as-evaluator was supported throughout the field study.

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LIST OF TABLES AND GRAPHS