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Have you ever been invited to a colleague's home for dinner and you notice the beginnings of a jigsaw puzzle in a secluded area in the library inviting you to put the pieces together? Have you ever picked up a kaleidoscope and been fascinated by the mosaic parts as you adjust them to a variety of light surfaces? The jigsaw puzzle and the kaleidoscope are analogous to Barbara Slater Stern's superb work in tying together twenty-one separate and very different chapters for *Curriculum and Teaching Dialogue*, the journal of the American Association of Teaching and Curriculum (AATC).

The volume begins with a brief AATC presidential message. The editor then adds her notes on teaching, research, service, and learning. The volume is divided into two parts: Part I is comprised of eleven chapters on teachers and researchers. Part II, with its emphasis on problems, challenges, and opportunities in the field, has ten chapters. The chapters, bound and published in both hard and soft book form, consist essentially of open submission papers, an occasional selected conference paper and, for the first time, a book review with the requirement that its focus is on a topic related to teaching and/or curriculum.

I am fascinated by the jigsaw puzzle seeking meaning from disconnected ideas ranging from the state of curriculum studies and research to teacher education and college teaching; from intergenerational topics, multicultural education, to implementing curriculum reform, legislation, and technology. Each chapter is kaleidoscopic in vision, each a stand-alone mosaic piece on curriculum and teaching helping theorists and practitioners see facts and issues from different perspectives. There are chapters that provide a global perspective with emphasis on multicultural education. There are chapters that report research studies on areas of interest. One reports on university faculty thoughts on online instruction. Another chapter talks about cultivating novice teachers' technology competencies. And still another focuses on virtual literature circles.

In my estimation, however, two chapters are "must reads". Hansen's Chapter 12 sheds light on John Dewey's concept of moral knowledge. Curriculum planners need to be reminded of the balance between academic subjects and skills and the consequences of knowledge on human life and well-being. Ellis's Chapter 15 presents a critical analysis of the No Child Left Behind Act. The social impact of the act is well-defined. One thing that definitely stands out in this volume is the editor's ability to weave the separate chapters into a colorful fabric of teaching, research, service, and learning. It would be fascinating to engage in dialogue with the chapter authors and push them to further discussion, clarification, and modeling, as they reflect on policies, procedures, and practices that define the world of curriculum and teaching, research, and service in elementary, mid level, and high school, in college and university teaching, and in the myriad other settings where curriculum and teaching are practiced.

Would a themed volume have been appropriate? Certainly. There could be many emergent themes generated from this volume. With today's emphasis on intergenerational studies we could profit from research and curriculum teaching practice in this area. Another emergent theme suggested by volume chapters is implementing curriculum reform in traditional and non-traditional cultures and settings. We need to have a broader perspective of our global surroundings and reach out to people in other parts of our globally-diverse world. Teacher education and college teaching are also fertile areas for curriculum research. Do we focus on curriculum foundations, curriculum theory, curriculum design and development, curriculum implementation, curriculum evaluation, something else? Does the lack of a theme volume detract from making this a quality volume? Do a series of independent articles lessen its value? Certainly not. Each chapter is rich in substance and in concrete examples. And, of course, jigsaw puzzles are fun.

The volume is user-friendly, certainly informative and engaging, and competently written on topics and issues of concern in the field of curriculum and instruction.

About the Reviewer

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