



Department of Curriculum and Pedagogy

Graduate Courses - Summer Session, 2012

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(Click on 'registration') for your eligible registration date)

Subject to Change:

May 7– June 15, 2012

Special Topics in Art Education: Visual Culture and the Politics of Representation

EDCP 523A (941) 3 credits (ARTE 565)	Dr. Donal O Donoghue
Mon & Wed 16:30-19:30	Room: SCARFE 1107

This course engages with key debates and tensions in visual culture research and theory. It interrogates what is understood as 'visual' and 'culture'; and problematizes the unquestioned alliance between culture and visibility. It critically engages with 'ways of seeing', of 'not-seeing', and the politics of representation. The course explores the idea that 'ways of seeing' are cultural constructions that are learnt and cultivated in and across time and place; that representation is an ideological and political act; and that visual culture is the visual construction of the social.

The first part of the course concentrates on key issues and debates in visual culture, focusing specifically on efforts to define, describe, and theorize visual culture across time and in different contexts. The second part of the course considers these theoretical constructs and definitions within the context of image, visual, and culture theories and case studies that engage in representations and constructions of masculinities, femininities and sexualities. It considers ways that visual images and visual practices convey meaning, construct and shape how we come to know and understand, and how our interpretation is shaped by understandings of the purposes and histories of the visual.

Graduate students from any Department or Program are welcome to register for this course. Inquires should be made to Dr Donal O Donoghue at donal.odonoghue@ubc.ca

Theory and Principles of Music Education

EDCP 526B (941) 3 credits	Dr. Peter Gouzouasis
Tue & Thu 16:30 – 19:30	Room: SCARFE 1314

This two-part course examines the ideas, people, and events that have informed the history and philosophy of music education in schools and introduces students to historical, philosophical, psychological, and sociological inquiry in the field. Students begin by exploring the writings of foundational scholars in music education, then examine the ways past foundations are presently being extended and challenged by contemporary researchers. Note: EDCP 526A focuses on history and philosophy, EDCP 526B focuses on psychology and sociology.

EDCP 538 (941)	Dr. Sandra Scott
Theory and Research in Environmental Education	
Tue & Thu (16:30-19:30)	SCARFE 1204

In this course, we will explore environmental learning across the curriculum drawing upon contemporary research in the field. We will discuss environmental learning in multidisciplinary ways and examine the diverse personal, ecological, and cultural contexts in which environmental education takes place. Relevant readings from a variety of classic texts will be compared with theoretical and practical approaches from both academic and non-academic traditions. Presentations and facilitations, group activities, and field experiences will characterize our coursework.

July 3 –20, 2012

Historical and Social Foundations of Art Education (Summer Institute)

EDCP 521 (971) (971) 3 credits	Dr. Kit Grauer
Mon-Fri (8:00 – 13:00 from July 3 to July 13, 2012	Room: TBA

Histories of art education are examined. Social and cultural implications for art education (past and present) are explored.

Special Course in Curriculum and Pedagogy: Science and Mathematics Teaching and Learning through Technologies

EDCP 585A (971) 3 credits	Dr. Marina Milner-Bolotin
Mon-Fri 08:00-10:30	Room: SCARFE 1210

Contemporary mathematics and science educators have an unprecedented range of opportunities to engage their students in meaningful and life-long learning. New technologies, such as Internet, SMART boards, peer-response systems (clickers), tablet computers, computer simulations, graphing calculators and computer-based data sensors, have been predicted to transform our educational landscape. These tools are intended to help science and mathematics teachers to engage their students in meaningful and life-lasting learning and prepare them for becoming critical and independent thinkers of the 21st century. Yet, in practice, the new technologies' initiatives have not always produced desired results. Some prominent educational researchers even argued that computer-based instruction is not an appropriate medium for facilitation of student learning and is incompatible with constructivist pedagogy. This incompatibility, in their view, perpetuates continuous failures of the educational reform cycles of the last decades of the 20th century. Thus, there are a number of important issues relevant to today's classroom use of technology that make us wonder ***What are the key elements that will make educational technology-based reforms in science and mathematics classrooms sustainable?***

The goal of this course is to conduct a research-based analysis of the current state of educational technology development and implementation in modern K-12 science and mathematics classrooms. We will identify key issues that must be addressed by the major stakeholders (teachers, parents, administrators, provincial governments and educational technology developers) in order for the educational technology reform to produce intended results. Through readings, case analysis, student presentations, discussions, and a course project we will examine multiple perspectives on educational technology implementation in science and mathematics teaching and explore the development of teachers' Technological Pedagogical Content Knowledge necessary for sustainable and successful educational technology reform.

Special Course in Curriculum and Pedagogy: Alternatives in Scholarly Writing

EDCP 585B (951) 3 credits	Dr. Karen Meyer
Mon – Fri 10:30 – 13:00	Room: SCARFE 1209

WANT TO JOIN A WRITING COMMUNITY?

Academic writing is not the "mopping up" of research detail, nor is it necessarily uncreative. It is the primary means in which we communicate and represent all aspects of our research. This course explores what constitutes academic writing as well as various non-traditional forms, styles and intentions that can appropriately fit into our research texts in progress. As a writing community, we will: examine critically issues related to research and writing, explore "alternative" styles and forms of writing, and participate in group/partner writing activities. If you are writing comprehensive exams, a thesis or dissertation, you will be able to use pieces of your writing in class activities.

Research Methodology

EDUC 500 (971) 3 credits	Drs. Pat O'Riley & Franc Feng
Mon – Fri 8:00 – 10:30	Room: SCARFE 1005

This course provides an introduction to prevailing and emerging traditions of research methodologies and methods to engage in respectful and mutually reciprocal conversations in both generating and *re-*generating knowledge. Specifically, the course familiarizes students with: a) the diversity of paradigmatic orientations to inquiry including positivist, postpositivist and Indigenous; b) the challenges of ethics, research protocols, and protection of intellectual and cultural property when researching within different educational, social and cultural contexts; c) various methods for collecting and 'doing data'; d) a variety of techniques for reading and writing research; and, e) resources available for the conduct of research (e.g., research library, computer facilities, faculty expertise).

July 23 –August 10, 2012**Curriculum Issues and Theories**

EDCP 562 (951) 3 credits	Dr. William Pinar
Mon – Fri 10:30 – 1:00	Room: SCARFE 1211

What is curriculum? And, what purposes should it serve? This course explores these seemingly straightforward questions and the underlying principles that inform diverse (and sometimes contentious) responses of educators, theorists, politicians, and the public introduction to Research Methodologies