



Department of Curriculum and Pedagogy

Graduate Courses - Summer Session, 2013

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

Subject to Change:

May 13– June 21, 2013

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

EDCP 523A (921) 3 credits (ARTE 565)	Dr. Donal O Donoghue
Mon & Wed 16:30-19:30	Room: SCARFE 1128

This course engages with key debates and tensions in visual culture research and theory. It interrogates what is understood as 'visual' and 'culture'; and examines the unquestioned alliance between culture and visibility. The course explores the idea that 'ways of seeing' are learned 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 theory, focusing specifically on past efforts to define, describe, and theorize it in different contexts. The second part of the course considers these theoretical constructs and definitions within the context of images, visual practice and pedagogical possibilities. It considers ways that visual images and visual practices 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. Inquiries should be made to Dr. Donal O Donoghue at donal.odonoghue@ubc.ca

EDCP 510 (921)/(CCFI 508A)	Instructor: Lisa Loutzenheiser
Video in Ethnography and other Qualitative Research: Culture, Representation, and Interpretation	
Mon & Wed (16:30 – 19:30)	SCARFE 1209
This course supports students in exploring the use of video in ethnography and other qualitative methodologies particularly in <i>education</i> . "Education" is defined broadly, and includes classrooms, communities, educational activism, museums and galleries, and other public spaces. The course also provides a vehicle for discussing the implications of using new tools and techniques when conducting qualitative research. The course introduces the theoretical and basic practical background required to gather, analyze and represent video generated data.	
Paying particular attention to positionalities and subjectivities (including race, gender, sexualities and their intersections among others), we will give consideration to questions about the place of video ethnography and exhibition in a variety of settings. We will raise questions about and trouble the social, cultural, and political relations between video-makers and their "subjects" and audiences; the relation between video production for education, and the social constructions of meaning and knowledge, and the appropriateness of student projects for research questions and intended audiences. Other topics will include visual culture and educational video; notions of space; the politics and power of representation; ethics; and audience/producer address and relations.	
You will have the opportunity to learn a bit about the basics of video production. The data analysis software we will use is HyperResearch	

Special Course in Curriculum and Pedagogy: Alternatives in Scholarly Writing

EDCP 585A (921) 3 credits (May-June 2013)	Dr. Karen Meyer
Tue Thu 16:30 – 19:30	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.

Theory and Research in Environmental Education

EDCP 538 (921)	Dr. Sandra Scott
Tue & Thu (16:30-19:30)	SCARFE 1210

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.

Issues in the Teaching and Learning of the Sciences

EDCP 557 (921)	Dr. Doug Adler
Mon & Wed (16:30-19:30)	SCARFE 1210

This course provides opportunity for participants to examine practical issues pertaining to teaching and learning of science by drawing on contemporary research in science education. Existing literature and associated issues on teaching and learning of science will be examined critically. Viability of models such as conceptual change and associated paradigm shift overtones, predict-observe-explain, pedagogical content knowledge (PCK), etc and their relevance to science teaching and learning will be critically discussed.

July 2 –19, 2013**Case Study**

EDCP 513 (951) 3 credits	Dr. Ann Anderson
Mon - Fri 8:00 – 10:30	Room: SCARFE 1209

In this advanced graduate seminar, we will examine case study research as a methodology and heuristic device that permits the study of complex human activities, as they are embedded and bounded in place and time. In this research seminar, we will discuss aspects of, and issues associated with, case study research, as we explore the ways in which case study research is used in educational contexts and the research questions for which it is suited. Our seminar discussions will be informed by readings from various fields, with a focus on education and will explore individual case, multi-case and across-case analyses.

The course content is structured around two interwoven strands: the nature of case study research and application of course content to student research interests. Student researchers will learn more about how case study methodology could inform their own work and apply this knowledge to their individual research projects. This course is suitable for students from across departments and disciplinary areas.

Curriculum Issues and Theories

EDCP 562 (921) 3 credits	Dr. Pat O'Riley
Mon-Fri 08:00 – 10:30	Room: SCARFE 205

This course is one of two core requirements in the Department of Curriculum and Pedagogy's graduate program. We begin with an exploration and survey of the terrain of the multiple and diverse contemporary Canadian, transnational and cross-cultural curriculum discourses. Students are then provided an opportunity to critically examine the complexities and complicities of the myriad curriculum discourses as they relate to their particular disciplinary/geographical/cultural contexts.

How might curriculum theories/practices animate knowledge generation (and re-generation), as well as nurture equity, social justice, cultural inclusivity, and environmental responsibility?

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

EDCP 585B (951) 3 credits	Dr. Marina Milner-Bolotin
Mon-Fri 10:30-13:00	Room: SCARFE 1210

In the 21st century, students' abilities to grasp complex mathematics and science concepts, collect and analyze real time data, make sense of the science- and mathematics- rich information and conduct independent investigations have become increasingly important. At the same time, rapid advances of modern educational technologies allowed contemporary mathematics and science educators to have an unprecedented range of opportunities to engage their students in meaningful science and mathematics learning. These two trends have significantly affected the teaching of these disciplines and the pedagogical skills required of contemporary mathematics and science teachers in order to succeed. Teachers have to acquire not only the pedagogical and disciplinary content knowledge, but also the knowledge of content-specific educational technologies and relevant pedagogies. The in-depth exploration of this knowledge (often referred to as Pedagogical-Technological Content Knowledge), the ways mathematics and science teachers acquire it and learn to implement technology into their practice is the goal of the current course.

Research Methodology

EDUC 500 (951) 3 credits	Frank Feng
Mon – Fri 13:00 – 15:30	Room: SCARFE 1210

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 22 –August 9, 2013

Text, Politics, and Ideologies of Curriculum Development

EDCP 564 (952) 3 credits	Dr. William Pinar
Mon – Fri 10:30 – 13:00	Room: SCARFE 1209

- I. Description: This course will examine the meanings of these four concepts and require students' articulation of them in class discussion and in the final writing assignment.
- II. Readings required: To be distributed by instructor. Recommended reading listed below.
- III. Assignments. 1) During the first hour of class, students listen to and pose questions regarding the daily lecture. A copy of most lectures will be distributed the day before for reference during the small-group discussions to be held during the second hour of class. 2) During the second hour students meet in small groups to identify approximately 3-5 ideas (or points) responsive to but not necessarily in agreement with the lecture. 3) During the final segment one person designated by the group report(s) these points to the class; students and the instructor will also engage in discussion. 4) By August 16 at 5:00PM each student will submit a 2000-word statement summarizing her or his conception of one curriculum issue and/or theory, referencing the relevant reading and/or discussion during class.
- IV. Grading: Clarity, precision of reference, coherence of writing as well as students' degree of engagement in class and group discussions will determine individual grades.
- V. Tentative Calendar: July 22 – Aug. 9.

Recommended reading:

Clark, Penney. Ed. 2011. *New Possibilities for the Past: Shaping History Education in Canada*. Vancouver: University of British Columbia Press.

Ng-A-Fook, Nicholas and Rottmann, Jennifer. Eds. 2012. *Reconsidering Canadian Curriculum Studies: An Uncommon Countenance*. New York: Palgrave Macmillan.

Pinar, William F. 2006. *The Synoptic Text Today and Other Essays: Curriculum Development after the Reconceptualization*. New York: Peter Lang.

Special Course in Curriculum and Pedagogy: The Beautiful Risk of Education (Noted Scholar: Dr. Gert Biesta)

EDCP 585D (951) 3 credits (Please NOTE: starts July 22 ends August 2, 2013)	Dr. Gert Biesta (from University of Luxembourg)
Mon-Fri 13:30 – 17:00	Room: SCARFE 1209

This course is framed around Professor Biesta's latest book, *The Beautiful Risk of Education* and his co-authored *Manifesto for Education*. The book consists of seven chapters that discuss key educational concepts—creativity, communication, learning, teaching, emancipation, democracy and virtuosity. Each chapter will provide a starting point to connect our thinking and theorizing to wider discussions. The *Manifesto for Education* open up more issues around what it means to think and act educationally. The course will begin with an introductory session on the question of educational theory—to show that there are different traditions of theorizing and to introduce the question of what it would mean to theorize education in an educational way. Sessions will be structured in such a way that there is ample opportunity for discussion.