



# Department of Curriculum and Pedagogy

Graduate Courses - Winter Session 2015/2016

**SUBJECT TO CHANGE**

Please check: <https://courses.students.ubc.ca/cs/main> before you register.

<b>Term 1</b>	
<b>SEPTEMBER/DECEMBER (Sept. 08 – Dec. 04, 2015)</b>	
<b>ARTE</b>	
<b>EDCP 523A (031)</b>	<b>Instructor: Donal O'Donoghue</b>
<b>Special Topics in Art Education: Art-led Research and Scholarship in Education</b>	
Mon (16:30-19:30)	SCARFE 1128
<p>Educational researchers have turned increasingly to the arts as a means of doing and reporting research. Three broad circumstances seem to underpin this turn: (i) The need to develop and employ research practices, modes of analysis and forms of representation that engage with and acknowledge the multisensory nature of knowledge sources; (ii) The belief that art forms and practices offer opportunities to access particular types of experiences important for the development of education practice, policy and theory; (iii) The realization that the arts make educational worlds visible in ways that social science inquiry does not. Arts-based educational researchers have developed specific research methodologies to inquire into such topics as the lives of teachers, the circumstances of teaching and learning, and the nature of curriculum and pedagogy. They have analyzed and presented their research outputs in art forms such as poems, novellas, plays, novels, photographs, paintings, installations, and film. This course will critically engage with how art could potentially function as a form of scholarship, especially in relation to education. It will focus on how educational researchers might access, represent and seek to understand educational and social phenomena through the study and production of research-based visual artworks and forms. Readings for the course will be drawn from such areas as the philosophy of art, contemporary art theory, artists biographies and autobiographies, educational research practice and curatorial studies</p> <p>Inquiries about the course can be made to Dr. Dónal O'Donoghue at <a href="mailto:donal.odonoghue@ubc.ca">donal.odonoghue@ubc.ca</a></p>	
<b>CUST</b>	
<b>EDCP 501 (031)</b>	<b>Instructor: Anne Phelan</b>
<b>Masters Seminar: Theorizing Pedagogy</b>	
Thu (16:30-19:30)	SCARFE 208
<p>Drawing on the thought of curriculum thinkers, indigenous scholars, educational philosophers and cultural theorists, this course examines a range of 'pedagogies' as they have been construed within diverse disciplinary and wisdom traditions. Questions for consideration include: Why pedagogy? What does pedagogy do? What are the tensions inherent in the notion of "pedagogy"? How is pedagogy distinct from 'teaching' or 'instruction'? Why the conjunction of 'curriculum and pedagogy'? How do pedagogies (queer, decolonizing, anti-racist, culturally relevant, anti-oppressive, post-colonial) take up and respond to oppression(s), dominance and power? What are the personal and professional politics of pedagogy? <b><i>Students' own inquiries into pedagogy will be central to the course process.</i></b></p>	
<b>EDCP 508 (031)</b>	<b>Instructor: Peter Cole</b>
<b>Review of Research in Curriculum and Pedagogy: Researching in Cross-Cultural and Global Contexts: Ten Thousand Voices Singing</b>	
Mon (16:30-19:30)	SCARFE 207
<p>The focus of this advanced research methodology course is to guide students in the design and enactment of cross-cultural research with Indigenous and Other/ed peoples in global contexts. Mainstream research primarily privileges the generation of new knowledge, however, there is growing call for <i>re</i>-generation of the 'ten thousand different voices' that still exist on this planet to address global social and ecological injustices and other critical issues facing life on earth. These knowledges are based on millennia of observation and lived experiences that bring together human, non-human and more-than-human intelligences and agencies, gesturing toward radically reimagined and enacted research affiliations, relationships and responsibilities.</p> <p>This course offers students an opportunity to examine the challenges and opportunities of conducting research across different worldviews, knowledge systems, languages, geographies, and ecologies. In this era of epistemic hegemony, neoliberalism, global capitalism and climate change, students will consider research method(ologie)s and research projects that promote equity, social and environmental justice, and living in a good way with all our relations. Students will critically reflect on their own philosophical, historical, cultural, epistemological, ontological, and relational life narratives and how they influence the methodological shaping of their own research projects. It is recommended that students come to this course having already completed <i>EDUC 500: Introduction to Research Methodologies</i>.</p>	
<b>EDCP 513 (031)</b>	<b>Instructor: Dr. Ann Anderson</b>
<b>Case Study</b>	
Wed (16:30-19:30)	Room: SCARFE 1211
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.

**EDCP 562 (031) Introduction to Curriculum Issues and Theories** **Instructor: Lisa Loutzenheiser**

Wed (16:30-19:30) SCARFE 1024

We will explore some of the leading (historical and contemporary) thinkers to offer an overview of the fields of curriculum studies and curriculum theories. My hope is that when you leave the course with a general understanding of the major debates in curriculum studies and theory. A goal of the course is to contest the assumptions we hold about what is educative, mis-educative, and non-educative, and develop multiple visions of what it means to work in the field of curriculum studies and curriculum theory

The course seeks to complicate and ruminate on the complex and fascinating questions of "what is curriculum" and "what is pedagogy? What should be taught and how ought it be organized? What are the similarities and contradictions within, amongst and between the various thinkers and paradigms? How do we see these playing out in our educational institutions from the classroom, the lunchroom, faculty meetings, the principal's office and the school board? How might we conceptualize and define notions such as social justice, diversity, poverty, sexuality and race in socially and politically charged educational contexts?

**EDCP 566 (031) Curriculum Change, Planning and Implementation** **Instructor: Lisa Loutzenheiser**

Thu (16:30 – 19:30) SCARFE 1210

TBA

**EDCP 568 (031) Curricula in their Historical Context** **Instructor: Penney Clark**

Tue (16:30 – 19:30) SCARFE 1214

This course examines influences upon, and prominent themes, issues and trends within, the history of the school curriculum in Canada. Students will acquire familiarity with the work of some of the principal scholars conducting research in this area. They will have the opportunity to conduct their own original research using primary and secondary source materials, in order to investigate questions related to a school subject or other topic in which they are interested, and to situate this topic within the wider context of the history of Canadian curriculum.

**EDCP 601A (031) Doctoral Seminar** **Instructor: Stephen Petrina**

Wed (13:00 – 16:00) SCARFE 1209

This seminar is intended for first-year doctoral students. It examines the emergence of contemporary conceptions of curriculum and pedagogy, looking across various historical and theoretical influences. Emphasis is placed on analysis of varied conceptual and political perspectives, explicit and tacit rationales for formal education, and consequent principles that infuse conceptions and enactments of curriculum and pedagogy. \*For 2015, we will focus on the history *and* sociology of curriculum and pedagogy. More specifically, we will focus on the history *and* sociology of stereotypes in, of and from curriculum and pedagogy.

**EDUC 500 (031) Introduction to Research Methods** **Instructor: Doug Adler**

Tue (16:30-19:30) SCARFE 204A

TBA

**MAED 551 (031) Mathematics Education: Current Issues: Mathematics, Community, Culture and Place** **Instructor: Cynthia Nicol**

Thu (16:30-19:30) SCARFE 1211

This course explores origins and issues of curriculum and pedagogy connecting mathematics, community, culture and place. The course critically examines research and educational practices that acknowledge and build upon the resources, issues, and experiences located in communities -- rural and urban, and at local and international levels. Place-conscious theories and research, culturally responsive and relational theories and research and research on the roles of communities, families and parents will be examined in relation to mathematics education. The course will explore and critique opportunities for generating and living curriculum and pedagogy that is responsive and sensitive to culture, and connected and reconnected with(in) communities.

**PETE**

**SCED**

<b>Term 2</b>	
<b>JANUARY/APRIL (Jan. 04 – Apr. 08, 2016)</b>	
ARTE	
<b>EDCP 504A (032) Review of Research in Art Education: Theory and Practice</b>	
<b>Instructor: Dr. Donal O'Donoghue</b>	
Mon 16:30 – 19:30	SCARFE 1128
<p>In this seminar, we will study contemporary art, research and pedagogical practices. Research and theory from these three traditions and practice spaces will be studied as we explore how art scholarship and art-led research can be receptive to thought, while acknowledging that art practice and its education is, to a large extent, unpredictable, contingent, and always in potential. During the seminar, you will be introduced to different research practices and paradigms in the fields of art and art education; study the work of contemporary artists, curators and artist-scholars; and consider alternative ways of thinking about arts-research..</p>	
CUST	
<b>EDCP 508 (032):Review of Research in Curriculum and Pedagogy: History, Theories, and Practices of Alternative Education</b>	
<b>Instructor: E. Wayne Ross</b>	
SCARFE 202	
Wed (16:30-19:30)	
<p>Since the 1980s, schools have been subjected to increased standardization, test-based accountability, and corporate management models, trends often labeled as the global education reform movement or GERM. One of the key effects of GERM on curriculum and teaching has been the search for low-risk ways to meet learning goals, undermining alternative and experimental pedagogical approaches and risk-taking in the classroom. This seminar will explore histories, ideologies, and practices of alternative education movements. A key aim of the course is to examine the various cultures of learning, teaching, and curriculum embedded within the diverse landscape of alternative education and the implications for formal and informal education today. Students will have the opportunity to explore alternative education movements such as democratic free schools, un/de-schooling, Socialist Sunday Schools, Modern Schools (Ferrer Schools), etc. An emphasis will be placed on examining pedagogies that give students greater control over the what and how they learn.</p>	
<b>EDCP 510</b>	
<b>Instructor: Stephen Petrina</b>	
<b>Video Ethnography in Education Research: Culture, Technology and Interpretation</b>	
Mon (16:30 – 19:30)	SCARFE 1209
TBA	
CUST 512A (031)	
<b>Educational Action Research</b>	
<b>Instructor: Dr. Cynthia Nicol</b>	
Tue 16:30 – 19:30	SCARFE 1209
<p>This course in educational action research is designed as an introduction to action research and as an advanced research methods course. It will provide opportunities for students to explore the vast literature in action research, to study the practices of action research, and to explore possibilities of/for action research. The course will examine various approaches to educational action research including participatory action research, community-based research, appreciative inquiry, students as co-researchers, Indigenous methodologies, and self-study and teacher research. It will examine ethics and institutional research protocols and community developed protocols for research that strives for change with participants in culturally responsive and respectful ways. The course will be of interest to students considering action research as a framework for their work and to those wanting to investigate the appropriateness of action research for their own research will find the course. It will be beneficial to students interested in designing action research projects or to those ready to write-up their work, share action research ideas and work in progress, or analyze data within a supportive setting.</p> <p>The course will be structured in a seminar/workshop format in which students are expected to engage in critical discussion of ideas arising from readings and educational experiences and to participate in activities designed to support creating action research projects. There is an emphasis on collaborative learning and participation in a community of inquiry.</p>	
<b>EDCP 539 (3) Narrativity, Ecopedagogy and Indigeneity</b>	
<b>Instructor: Dr. Peter Cole</b>	
SCARFE TBA	
Wed (16:30-19:30)	
<p>The power of narratives will be explored as they intersect with ecopedagogical and Indigenous knowings and practices toward a multi-storied, compassionate, just and ecologically sustainable world. Storying as an 'Indigegogy' has long served Indigenous Peoples worldwide as an educational and survival practice, engaging through sharing, siting and resituating, through forensic awareness training, opening oneself to the world. Ecopedagogy—learning to 'read' and navigate land, sky, water, words, how a raven flies, a fish swims, a tree sways, presence or not of insects, birds, moss, lichen, bark, fungus, berries, accustomed sounds, signs of presence or absence, freshness of tracks and traces, weather and predicative 'meanings' inscribed within storying—has always been key for Indigenous pedagogies. Not only the visual, but the auditory, olfactory, tactile, gustatory, and intuitional senses are important reading and transliterating agencies to connect, resituate, realign and regenerate.</p> <p>Engaging with the course readings, videos, and seminar discussions will provide students the opportunity to make connections with ecopedagogical and Indigenous understandings and practices. A field trip will offer time and space to consider human, non-human and more-than-human worlds not simply as concepts, but as intra-actions of interdependency and reciprocity. Students will respond critically to the course readings and activities in written, oral and/or other means of their choosing as they create ecopedagogical narratives grounded in their own research interests, cultural knowings, histories, lived experiences, geographies and ecologies. This course is open to all interested students.</p>	

<b>EDCP 562 (032)</b>		<b>Instructor: Anne Phelan</b>
<b>Introduction to Curriculum Issues and Theories</b>		
Thu (16:30-19:30)		SCARFE 1214
<p><i>What is curriculum? And, what purposes should it serve?</i> This course explores these questions and the underlying principles that inform diverse responses of educators, theorists, politicians, and the public. Teachers are constantly making judgments about what constitutes worthwhile educational experiences for students. To do so means that teachers must be committed to a process of questioning what knowledge is, what knowledge is valuable, to whom, and to what end. The course will provide you with the opportunity to: examine the perspectives and paradigms that influence curriculum decision-making, explore basic curriculum questions for yourself as an educator, appreciate curriculum as the heart of the educational enterprise, and examine the problematic character of curriculum knowledge and its relation to historical, social and political contexts.</p>		
<b>EDCP 564 (032)</b>		<b>Instructor: Wayne Ross</b>
<b>Texts, Politics, and Ideologies of Curriculum Development</b>		
Thu (16:30-19:30)		SCARFE 1003
<p>This course examines the content and ideology of school curriculum, both past and present, within the Canadian context and beyond. The course also includes analyses of political and economic influences on curriculum, materials development, and related discourses.</p>		
<b>EDCP 585B (032)</b>		<b>Instructors: Drs. Donna Trueit and William Doll</b>
<b>Special Course in Curriculum and Pedagogy: INQUIRY INTO CONTEMPORARY CURRICULUM THOUGHT</b>		
<p>Eight Weekends: Jan. 15/16, Jan. 29/30;  Feb. 12/13, Feb. 26/27;  Mar. 11/12, Mar. 25/26;  Apr. 08/09 Apr. 22/23.  Papers due May 01  Meeting Times: Friday 4:30 to 7 pm; Saturday 10 am to 2 pm.  Papers due: TBA</p>		Room: 1209
<b>COURSE OBJECTIVES:</b>		
<p>This course has two foci: (1) to help students inquire into contemporary curriculum thought; and (2) to aid students in developing their own curriculum thought and writing - the particular project on which each student is working. The general frame is to develop a community of inquiring scholars, all helping one another.</p>		
<b>COURSE REQUIREMENTS:</b>		
<p>This course is for doctoral students or advanced master's students working on theses, dissertations, comprehensive exams and/or publications. This is not a course for M.Ed. students. Each student will prepare a short (2 pages, double spaced) reflection paper for Friday seminars, the aim of which will be to develop and deepen our understanding of complex, ethical, and ecological thinking. Each student will also be responsible on Saturday mornings to present her or his project writing to the class.</p>		
<b>EDCP 602A (032)</b>		<b>Instructor: Samson Nashon</b>
<b>Doctoral Seminar</b>		
Wed (13:00 – 16:00)		SCARFE 1209
<p>This seminar unpacks the epistemological and ontological positions of various paradigms used in contemporary studies of curriculum and pedagogy. These include, but are not limited to, hermeneutic, critical, feminist, and post-structuralist thought. The course examines how scholars of curriculum and pedagogy interpret educational events, focusing on how methods and claims are informed by notions of truth, reality, and subjectivity.</p>		
<b>EDUC</b>		
<b>EDUC 500 (005)</b>		<b>Instructor: Kerry Renwick &amp; Sandra Scott</b>
<b>Introduction to Research Methods</b>		
Tue (16:30-19:30)		SCARFE 208
<p>This course is designed for graduate students in the first year of their program. It is predicated on the assumption that problem definition should determine research design. Students will develop understanding and awareness of the nature and purpose of various approaches to research - all of which are useful in understanding educational/social science phenomena. The course will survey research issues and approaches with the purpose of assisting students to analyze and critique research and select methods and research strategies for the conduct of their own research.</p>		
<b>MAED</b>		
<b>EDCP 553 (032)</b>		<b>Instructor: Susan Gerofsky</b>
<b>Mathematics Education: Beyond the Early Years</b>		
Tue (16:30-19:30)		SCARFE 1211
TBA		
<b>MUED</b>		
<b>EDCP 526A (032)</b>		<b>Instructor: Scott Goble</b>
<b>Theory and Principles of Music Education</b>		
Mon (16:30-19:30)		SCARFE 1317
<p>This two-part course examines the ideas, people, and events that have informed the practice 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 they examine the ways past foundations are presently being extended and challenged by contemporary thinkers and researchers. Note: MUED 542a focuses on history and philosophy, MUED 542b focuses on psychology and sociology.</p>		

<b>SCED</b>	
<b>EDCP 555 (032)</b>	<b>Instructor: Doug Adler</b>
<b>Critical Analysis of Curriculum in Science Education</b>	
Mon (16:30-19:30)	SCARFE 1210
Participants in this seminar will explore implications of current perspectives in science for science education. This will be approached through the examination of various scientific controversies and what they tell us about how knowledge gets constructed. Issues of equity in general, including gender and multiculturalism in science will also be explored and implications for school science drawn.	