



Department of Curriculum and Pedagogy

Graduate Courses - Winter Session 2017/2018

SUBJECT TO CHANGE

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

Term 1	
SEPTEMBER/DECEMBER (Sept. 05 – Dec. 05, 2017)	
ARTE	
EDCP 520 (O31)	Instructor: Donal O'Donoghue
Perspectives, Practice, and Curriculum Issues in Contemporary Art Education:	
Thu (16:30-19:30)	SCARFE 1107
TBA	
CUST	
EDCP 510 (O31)	Instructor: Stephen Petrina
Video Ethnography in Education Research: Culture, Technology and Interpretation	
Mon (16:30-19:30)	SCARFE 1209
<p>This is an advanced methodology course balanced across the history, materiality, practice, and theory of videography and videoethnography. The course focuses on video data collection and analysis with assignments that accommodate students' research interests and projects. While photography, filmography, and videography have been central to ethnography since the nineteenth century, the course also addresses mobile media and technologies that introduce profound questions of ethics and protocols. This section of EDCP 510 emphasizes micro-video, micro-analysis, and a particular type of qualitative reasoning and empirical analysis informed by actor-network theory (ANT).</p>	
EDCP 513 (O31)	Instructor: Ann Anderson
Case-Study Research and Cross-Case Analysis	
Tue (16:30 to 19:30)	SCARFE 1209
<p>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.</p>	
EDCP 562 (O31)	Instructor: Anne Phelan
Curriculum Issues and Theories	
Thur (16:30-19:30)	SCARFE 1214
<p>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. 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>	
EDCP 585B (O31)	Instructor: Karen Meyer
Special Course in Curriculum & Pedagogy: Alternatives in Scholarly Writing	
Wed (16:30 – 19:30)	SCARFE 1211
<p>Want to be part of a writing community? Writing a thesis is like running a marathon; being in shape is necessary. Thesis writing is more than the "mopping up" of research detail. It is not necessarily uncreative. Writing is the primary means in which we communicate and represent all aspects of our research. In this course we will explore what constitutes scholarly writing as well as various forms, styles and intentions that can be an appropriate fit within research texts. As well, we will venture into techniques that guide clear, coherent and engaging writing. As a community, we will participate in writing activities, critiques and discussions. You are welcome to use your own writing projects during the course.</p>	

EDCP 601A (031)		Instructor: Stephen Petrina
Doctoral Seminar		
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 2016, we will focus on the history and sociology of curriculum and pedagogy. More specifically, we will focus on the history and sociology of bias in, of and from curriculum and pedagogy.		
EDUC		
EDUC 500 (005)		Instructor: Doug Adler
Research Methodology		
Tue (16:30-19:30)		SCARFE 1214
TBA		
MAED		
EDCP 551 (031)		Instructor: Cynthia Nicol
Mathematics Education: Current Issues		
Thu (16:30-19:30)		SCARFE 1211
TBA		
MTSE		
EDCP 510 (031)		Instructor: Stephen Petrina
Video Ethnography in Education Research: Culture, Technology and Interpretation		
Mon (16:30-19:30)		SCARFE 1209
This is an advanced methodology course balanced across the history, materiality, practice, and theory of videography and videoethnography. The course focuses on video data collection and analysis with assignments that accommodate students' research interests and projects. While photography, filmography, and videography have been central to ethnography since the nineteenth century, the course also addresses mobile media and technologies that introduce profound questions of ethics and protocols. This section of EDCP 510 emphasizes a particular type of qualitative reasoning and empirical analysis informed by actor-network theory (ANT).		
PETE		
SCED		
EDCP 556 (031)		Instructor: Michelle Tan
Theory and Research in the Social Context of School Science		
Wed (16:30-19:30)		SCARFE 1207
This course is designed for both Science and non-Science majors. It provides an introduction to the theories and research that focus on teacher learning and teaching in the social context of school settings. A variety of teacher collaborative inquiry approaches will be drawn upon, such as action research, lesson study and learning study. The overarching aim of the course is to strengthen theoretical foundations around the use of social contexts to promote teacher professional growth, and to encourage an integration of new understandings of student learning and teaching instruction into participants' existing frameworks of teacher knowledge and professional practice. Participants will be exposed to pedagogical theories that have been commonly used to improve student learning. They will also be invited to further reflect on the nature and roles of collaboration, teacher research, educational research, innovative practices and teacher reflection to promote discourses in these social contexts. Provision for participants to develop a critical stance towards the recent emphasis on teacher collaborative inquiry, by drawing on historical and current social, political and economic influences on curriculum and teaching, will be made.		
EDCP 557 (031)		Instructor: Samia Khan
Issues in the Teaching and Learning of the Sciences		
Wed (16:30-19:30)		SCARFE 1210
TBA		
EDCP 559 (031)		Instructor: Samia Khan
Research in the Teaching and Learning of the Sciences		
Mon (16:30-19:30)		SCARFE 210
All graduate students in science education, cognition, and the learning sciences should be familiar with certain key concepts. This course surveys these concepts to provide graduate students the initial vocabulary needed to approach the research literature and productively engage in discussion about its application. Readings in the course will be drawn from texts and primary research journals on pedagogical approaches to learning science. Online activities will complement weekly readings.		
TSED		
EDCP 571 (031)		INSTRUCTOR TBA
History of Media and Technology in Education		
Mon (16:30-19:30)		SCARFE 1209
TBA		

Term 2	
JANUARY/APRIL (Jan. 03 – Apr. 06, 2018)	
ARTE	
EDCP 514 (O32) Arts Based Educational Research	Instructor: Rita Irwin
Tue 16:30 – 19:30	SCARFE 1107
This course provides opportunities for students to learn how creative and scholarly practices in the arts (all art forms) and education may provide the basis for undertaking meaningful research.	
EDCP 585B (O32) Visual Learning in 3D Animated Virtual Worlds	
Thursday 16:30 to 19:30	SCARFE 1107
This unique course relates art education to technology and covers topics that other art education courses do not. This course also relates to other art education courses through the perspective of visual culture in art and art education. By using the virtual world to create a utopian educational environment, students will learn the logic of 3D software and the application of interactive gamified pedagogy. And, this course affords students the opportunity to inquire/investigate how digital visual culture presents, takes form, and plays out in virtual worlds. Most importantly, students will apply the theories of digital visual culture to the creation of educational virtual worlds.	
CUST	
EDCP 512A (O32) Education Action Research	Instructor Cynthia Nicol
Tue (16:30 to 19:30)	SCARFE 1214
TBA	
EDCP 562 (O32) Curriculum Issues and Theories	Instructor Lisa Loutzenheiser
Mon 16:30 to 19:30	SCARFE 1214
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 564 (O32) Texts, Politics, and Ideologies of Curriculum Development	Instructor: Penney Clark
Wed (16:30-19:30)	SCARFE 209
This course will examine political, economic, and cultural influences on curriculum and authorized textbooks. We will focus on enduring issues related to textbook production, adoption, and distribution. We will investigate political reconciliation and the role of history textbooks, using case-studies from Japan, Hong Kong, Germany, the United States, and Canada. We will examine their authorship, censorship, and controversies related to their problematic role in conveying national narratives.	
EDCP 566 (O32) Curriculum Issues and Theories	Instructor: Lisa Loutzenheiser
Mon 16:30 to 19:30	SCARFE 1210
This course explores the nature of educational change and will critically examine a variety of initiatives being undertaken to improve, reform, and/or restructure curriculum and pedagogies. Theories of change will be outlined in an effort to understand implications for productive change processes at the classroom, school, and school system levels particularly for students, families and communities who feel marginalized within education. This course will analyse the conditions of schools, curriculum and pedagogy as they relate to the processes of change. Of particular importance will be the culture of schools, the role of teachers and administrators, and the role of students in facilitating curricular, pedagogical and curricular school change. Lastly, we will investigate the ways in which change affects teachers and how do new curriculums and pedagogies affect classroom practice? Is it possible or desirable to identify factors that enhance and hinder successful change effort?	
EDCP 602A (O32) Doctoral Seminar	Instructor: Anthony Clarke
Wed (9:00 – 12:00)	SCARFE 1209
This course draws on a seminar format to provide first-year doctoral students with the opportunity to engage in a conversation about research, and in particular, the different of ways of conceptualizing and exploring educational phenomena. Central to this conversation is the research interests of the students and how they construct a scholarly argument that supports and advances their research.	
EDUC	
EDUC 500 (004) Research Methodology	Instructor: Kerry Renwick
Tue (16:30-19:30)	SCARFE 1214
This course acknowledges the importance of excellence in research design but is predicated on the assumption that the researcher’s understandings of the world determines how researchable problems are seen and what research design is possible. Given the diversity of researchable problems, this course offers insight into the range of research design. Research is contextualized in educational settings – early childhood, primary, middle, secondary, adult and vocational education and training. The focus therefore is on research for and of education.	

EDUC 500 (006) Research Methodology	Instructor: Susan Gerofsky
Tue (16:30-19:30)	SCARFE 204A
TBA	
MAED	
EDCP 552 (032) Mathematics Education: Early Years	Instructor: Ann Anderson
Tue (16:30-19:30)	SCARFE 1211
<p>Recognition of the range of mathematical knowledge young children bring to school and the multiple ways in which they engage with mathematics has led to an increased interest in young children's mathematical development in the early years (pre K-3). In this course, we will focus on students' mathematical thinking in various contexts, at various grade levels and ages, as reported in research articles, captured on video/audio, or gathered by participants in the course. In addition, we will focus on strategies for capturing, listening, and responding to and supporting students' mathematical learning. Questions to be addressed include: What is the nature of students' mathematical thinking? How do they share their understandings (verbally, in writing, or visually)? How do parents and teachers mediate students' mathematics learning?</p> <p>This course is suitable for students from across departments and disciplinary areas, especially those who have an interest in or teach in preschool/primary/elementary classrooms.</p>	
MUED	
EDCP 526A (032) Theory and Principles of Music Education: History and Philosophy	Instructor: Scott Goble
Tue (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: EDCP 526a focuses on history and philosophy, EDCP 526b focuses on psychology and sociology.</p>	
SCED	
EDCP 555 (032) Critical Analysis of Curriculum in Science Education	Instructor: Doug Adler
Wed (16:30-19:30)	SCARFE 1210
<p>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.</p>	
EDCP 585D (032) Mathematics and Science Teaching, and Learning with Technologies	Instructor: Marina Milner-Bolotin
Thur (16:30-19:30)	SCARFE 1210
<p>Modern technologies are affecting our lives at an unprecedented level: from our personal lives, to the workplace, to how we learn new information and what information is worth learning. Educational technologies open new opportunities for Science, Technology, Engineering and Mathematics (STEM) educators. The goal of this graduate course is to explore these opportunities in the context of K-12 and post-secondary STEM education. We will examine relevant educational literature, novel educational technologies and apply this information to the K-12 STEM education context. We will consider technologies relevant to STEM at K-12 and post-secondary levels. The course will build on collaborative projects, peer feedback and peer support to empower graduate students in achieving their personal goals. The course will be of special interest to the graduate students in the Faculties of Education, Science, Applied Science, and Forestry who are interested in formal and informal STEM education and the role of technology in it.</p>	