



# 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.

<b>Term 1</b>	
<b>SEPTEMBER/DECEMBER (Sept. 05 – Dec. 01, 2017)</b>	
<b>ARTE</b>	
<b>EDCP 520 (031)</b>	<b>Instructor: Donal O'Donoghue</b>
<b>Perspectives, Practice, and Curriculum Issues in Contemporary Art Education:</b>	
Mon (16:30-19:30)	SCARFE 1130
This seminar attends to relations between art theory, art practice and art education with a particular focus on contemporary issues in the field of art education, most notably the rise of contemporary art and curatorial practices as educative forces. Because curators frame and offer ways of thinking and talking about contemporary artworks and suggest ways in which one might experience them, thus orientating one to such works in a particular manner, it could be suggested that the work of the curator is potentially pedagogical in nature and educative in intent. In this seminar, we will examine past and present conceptualizations and articulations of art education as a field of study and practice through the concept of the 'curatorial'.	
<b>CUST</b>	
<b>EDCP 510 (031)</b>	<b>Instructor: Stephen Petrina</b>
<b>Video Ethnography in Education Research: Culture, Technology and Interpretation</b>	
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 micro-video, micro-analysis, and a particular type of qualitative reasoning and empirical analysis informed by actor-network theory (ANT).	
<b>EDCP 513 (031)</b>	<b>Instructor: Ann Anderson</b>
<b>Case-Study Research and Cross-Case Analysis</b>	
Tue (16:30 to 19:30)	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.	
<b>EDCP 562 (031)</b>	<b>Instructor: Anne Phelan</b>
<b>Curriculum Issues and Theories</b>	
Wed (16:30-19:30)	SCARFE 1214
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.	
<b>EDCP 585C (031)</b>	<b>Instructor: Karen Meyer</b>
<b>Special Course in Curriculum &amp; Pedagogy: Alternatives in Scholarly Writing</b>	
Wed (16:30 – 19:30)	SCARFE 1211
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.	

<b>EDCP 585E 031</b>	<b>Instructor William Pinar</b>
<b>Special Course in Curriculum and Pedagogy: Technology, Time, and Teaching: George Grant's Critique of Education</b>	
Thu (10:30 am to 1:30 pm)	Scarfe 207
In this course we will study George Grant's critique of time, technology, and teaching. Grant (1918-1988) has been characterized as a political philosopher, Canadian nationalist, contrarian thinker, theologian, witness, prophet. Each of these, I suggest, were enacted through his teaching. Over the course of his lifetime George Grant was engaged in public education - the education of the public - first through his World War II work with the Canadian Adult Education Association, then his teaching at Dalhousie and McMaster Universities, his numerous lectures featured by the Canadian Broadcasting Corporation (CBC), and at public events from teacher meetings in Halifax to teach-ins in Toronto. Throughout the course we will attend to the pertinence of Grant's teaching to the circumstances in which educators work today.	
<b>EDCP 601A (031)</b>	<b>Instructor: Stephen Petrina</b>
<b>Doctoral Seminar</b>	
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.	
<b>EDUC</b>	
<b>EDUC 500 (005)</b>	<b>Instructor: Doug Adler</b>
<b>Research Methodology</b>	
Tue (16:30-19:30)	SCARFE 1204
<b>TBA</b>	
<b>MAED</b>	
<b>EDCP 551 (031)</b>	<b>Instructor: Cynthia Nicol</b>
<b>Mathematics Education: Current Issues</b>	
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, Indigenous epistemologies and research methodologies, and research on the roles of communities, families and parents will be examined in relation to mathematics education research and practices. 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.	
<b>MTSE</b>	
<b>EDCP 510 (031)</b>	<b>Instructor: Stephen Petrina</b>
<b>Video Ethnography in Education Research: Culture, Technology and Interpretation</b>	
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).	
<b>SCED</b>	
<b>EDCP 556 (031)</b>	<b>Instructor: Michelle Tan</b>
<b>Theory and Research in the Social Context of School Science</b>	
Wed (16:30-19:30)	SCARFE 1209
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.	
<b>TSED</b>	
<b>EDCP 571 (031)</b>	<b>Instructor: Jillianne Code</b>
<b>History of Media and Technology in Education</b>	
Mon (16:30-19:30)	SCARFE 201
<b>TBA</b>	

<b>Term 2</b>	
<b>JANUARY/APRIL (Jan. 03 – Apr. 06, 2018)</b>	
<b>ARTE</b>	
<b>EDCP 514 (O32)</b> <b>Arts Based Educational Research</b>	<b>Instructor: Rita Irwin</b>
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.	
<b>EDCP 585B (O32)</b> <b>Visual Learning in 3D Animated Virtual Worlds</b>	<b>Instructor: Sandrine Han</b>
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.	
<b>CUST</b> <b>EDCP 512A (O32) Education Action Research</b>	<b>Instructor Cynthia Nicol</b>
<b>Tue (16:30 to 19:30)</b>	<b>SCARFE 1209</b>
TBThis 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. 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.	
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.	
<b>EDCP 541 (O32) Problems in Historical Understanding</b>	<b>Instructor: Penney Clark</b>
Wed (16:30-19:30)	SCARFE 209
This course will explore recent literature (Canadian and international) related to the teaching and learning of history (e.g., Lee, Seixas, Wineburg), as well as the theoretical and empirical foundations for this work (e.g., Bruner, Rusen, Shemilt, Wertsch). The paradigm shift in academic historiography has stimulated some conservative backlash, which we will examine. We will also consider collective memory, commemoration, reparations, and representations of the past in popular culture.	
<b>EDCP 562 (O32)</b> <b>Curriculum Issues and Theories</b>	<b>Instructor: Lisa Loutzenheiser</b>
Thur (16:30-19:30)	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?	
<b>EDCP 566 (O32) Curriculum Change, Planning, and Implementation</b>	<b>Instructor: Lisa Loutzenheiser</b>
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?	
<b>EDCP 568 O32</b> <b>Curricula and their Historical Context</b>	<b>Instructor Penney Clark</b>
Thu (4:30 to 7:30)	<b>Room 205</b>
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 sources, in order to investigate questions related to a particular school subject or other topic in which they are interested, and to situate this topic within the wider context of curriculum in Canada from a historical perspective.	

<b>EDCP 602A (032)</b>		<b>Instructor: Anthony Clarke</b>
<b>Doctoral Seminar</b>		
Wed (9:00 – 12:00)		SCARFE 1214
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.		
<b>EDUC</b>		
<b>EDUC 500 (004)</b>		<b>Instructor: Kerry Renwick</b>
<b>Research Methodology</b>		
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.		
<b>EDUC 500 (006)</b>		<b>Instructor: Susan Gerofsky</b>
<b>Research Methodology</b>		
<b>Tue (16:30-19:30)</b>		<b>SCARFE 204A</b>
<b>TBA</b>		
<b>MAED</b>		
<b>EDCP 552 (032)</b>		<b>Instructor: Ann Anderson</b>
<b>Mathematics Education: Early Years</b>		
Tue (16:30-19:30)		SCARFE 1211
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?		
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.		
<b>MUED</b>		
<b>EDCP 526A (032)</b>		<b>Instructor: Scott Goble</b>
<b>Theory and Principles of Music Education: History and Philosophy</b>		
Tue (16:30-19:30)		SCARFE 1317
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.		
<b>SCED</b>		
<b>EDCP 555 (032)</b>		<b>Instructor: Doug Adler</b>
<b>Critical Analysis of Curriculum in Science Education</b>		
Wed (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.		
<b>EDCP 585D (032)</b>		<b>Instructor: Marina Milner-Bolotin</b>
<b>Mathematics and Science Teaching, and Learning with Technologies</b>		
Thur (16:30-19:30)		SCARFE 1210
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.		