



# Department of Curriculum and Pedagogy

Graduate Courses - Summer Session 2016

**SUBJECT TO CHANGE**

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

<b>Term 1</b>	
<b>May 9 to June 16, 2016</b>	
<b>MUED</b>	
<b>EDCP 585E 941</b> Special Course in Curriculum and Pedagogy:	<b>Instructor: Peter Gouzouasis</b>
Tue/Thurs 16:30 to 19:30	SCARFE 201
<p>This course will primarily be about autoethnography, but we will commence with a historical overview of the roots of early forms of realist, qualitative work that paved the way for autoethnography (and autobiography) to be considered as necessary forms of research/inquiry. We will also examine intersections with related forms of interpretive research (e.g., poetic inquiry, creative non-fiction), and the relationships between Arts Based Educational Research (ABER) and Creative Analytical Practices (CAP). The recent, expansive reconceptualization of the prefix ‘auto’ (Gouzouasis &amp; Ryu 2015; Gouzouasis &amp; Regier, 2015) enables us to consider not only the ‘self’ in research, but the relational nature of the ‘self’ with ‘others’ and ‘culture’ (i.e., storying our <i>self</i> in the world in which ‘we’ live). The course is designed for graduate students across disciplines, and will involve a healthy immersion in reading and writing in an interactive learning environment. This course can be taken in lieu of EDCP 505 and also qualifies as a research methodology course for doctoral students.</p>	
<b>SCED</b>	
<b>EDCP 538 941</b> Theory and Research in Environmental Education	
<b>Instructor: Sandra Scott</b>	
<b>Tue/Thur 16:30 – 19:30</b>	<b>SCARFE 1204</b>
<p>The course will begin with an exploration of personal perspectives on the human-nature relationship. We will address the following areas: the relevance of eco-philosophical literature to personal eco-philosophies; and second, drawing upon the research interest to derive knowledge claims within a qualitative/quantitative context. We will then review conceptions of Environmental Education (EE) and its research and practice. This course will incorporate participants’ teaching and research interests, ideally across the sciences, languages, humanities, and the arts.</p>	
<b>EDCP 557 941</b> Issues in the Teaching and Learning of the Sciences	<b>Instructor: Doug Adler</b>
Mon/Wed 16:30 – 19:30	SCARFE 1210
<p>This course provides opportunity for participants to examine practical issues pertaining to teaching and learning of the sciences by drawing on contemporary research in science education. Existing literature and associated issues on teaching and learning of science will be critically examined. 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. Critical discussions of how students can be influenced to evaluate their worldviews, which quite often are at variance with canonical science, will characterize the sessions. Ways to initiate and sustain such influence in science learning in the context of diverse students’ socio-cultural backgrounds will be proffered and critically examined. The effect socio-cultural backgrounds have on learners’ learning will also be critically examined with the view that what learners know influences what they learn (Kelly, 1955, Ausubel, 1968, Bodner, 1986, Driver, 1983, Nashon, 2013). The concept of collateral learning (Aikenhead &amp; Jegede, 1997) will be surveyed with a focus on how</p>	

some learners are able to operate in more than one framework. Kuhn's (1970) notion of paradigm shift will be linked to the notion of conceptual change.

Readings that are topically organized will be critically discussed in groups with emphasis on individual participants' stances based on their instructional experiences. Seminar presentations by individuals or groups of participants will characterize the conduct of the course. In the form of workshops, participants will research literature on key issues such as learners' social group stances (Claxton, 1993) for class presentation and subsequent discussion. Existing literature on alternative frameworks and what role they can play in effective classroom discourses will be researched and their relevance to the classroom critically assessed. Other ways of looking at conceptual change including the notion of "border crossing" (Giroux, 1982; Aikenhead, 1996) and the role of metacognition (Anderson & Nashon, 2007; Thomas. Anderson & Nashon, 2008) in conceptual change will be critically examined in the context of learners' socio-cultural surroundings. Differing opinions that are starting to emerge challenging the almost taken for granted conceptual change model (Posner et al., 1982) will be surveyed. This will help participants to critically examine any teaching approaches and ideals before adopting them for use.

## TERM 2

**July 4-July 22**

### CUST

**EDCP 585B 951**

**Instructor: William Pinar**

Special Course in Curriculum and Pedagogy: Canadian curriculum studies: The work of Ted T. Aoki

Mon-Fri 10:30 to 13:00

SCARFE 1209

Perhaps no Canadian curriculum studies scholar has been more influential than Ted Aoki. In this course we will read carefully his collected works, connecting his ideas to contemporary issues in curriculum and pedagogy.

### EDUC

**EDUC 500 951**

**Instructor: Peter Cole**

**Research Methodology**

Mon-Fri 10:30 to 13:00

SCARFE 1211

TBA

**EDCP 568 951**

**Instructor: Penney Clarke**

Curricula in their Historical Context

Mon to Fri 10:30 to 13:00

SCARFE 209

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.

**July 25 to Aug 12, 2016**

### CUST

**EDCP 508A 951**

**Instructor: William Pinar**

Rev of Res in Curriculum and Pedagogy: The work of Dwayne E. Huebner and James B. MacDonald

Mon to Fri 10:30 to 13:00

SCARFE 1209

Friends and PhD graduates of the University of Wisconsin-Madison, James Macdonald and Dwayne Huebner influenced many U.S. and Canadian curriculum scholars. In this course we will read carefully their collected essays, connecting their ideas to contemporary issues in curriculum and pedagogy.

**PETE****EDCP 531 951****Instructor: Hartley Banack****Health Promotion, Wellness and Lifeskills in Outdoor Settings through Technologies**

Mon to Fri 9:00 to 12:00

SCARFE 1024

This course provides an interdisciplinary and holistic approach to health promotion, wellness and life skills in local outdoor settings. With an emphasis on field-based scholarship and praxis, leaders/instructors/teachers from workplace, community, higher education and school based settings shall examine concepts of wellness and learning communities of practice as critical foundations for curriculum and pedagogy within and across disciplines. Attention shall be place on strategies for practical implementation.