



Department of Curriculum and Pedagogy

Graduate Courses - Winter Session 2016/2017

SUBJECT TO CHANGE

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

Term 1	
SEPTEMBER/DECEMBER (Sept. 06 – Dec. 02, 2016)	
ARTE	
EDCP 520 (031)	Instructor: Sandrine Han
Perspectives, Practice, and Curriculum Issues in Contemporary Art Education	
Wed (16:30-19:30)	SCARFE 1128
This course includes, but is not limited to, the following topics: visual culture art education, community-based art education, visual communication in art education, social justice in art education, interdisciplinary art education, gender and identity in art education. Key questions addressed in this course are: What are the perspectives in contemporary art education? What are the differences between different perspectives and how the differences influence curriculum design? What are the main issues for contemporary art education? What are the different perspectives of art education that influence curriculum design? How is curriculum applied into art education practice and what are the results? What is the future of contemporary art education? How should the curriculum be planned in art education? How should art educators apply the curriculum for the future students?	
CUST	
EDCP 508A	Instructor: Peter Cole
Review of Research in Curriculum and Pedagogy: Researching in Cross-Cultural and Global Contexts	
Monday (16:30-19:30)	SCARFE 1022
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 marginalized peoples in local and global contexts. While mainstream research primarily privileges the generation of new knowledge, there is growing call for re-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.	
This course offers students an opportunity to examine the challenges 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 EDUC 500: Introduction to Research Methodologies.	
EDCP 562 (031)	
Instructor: Anne Phelan	
Curriculum Issues and Theories	
Thur (16:30-19:30)	SCARFE 1004
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.	

EDCP 566 (032)		Instructor: Lisa Loutzenheiser
Curriculum Change, Planning and Implementation		
Tue (16:30-19:30)		SCARFE 1209
<p>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?</p>		
EDCP 585B (031)		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
<p>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.</p>		
EDUC		
EDUC 500 (005)		Instructor: Doug Adler and Sandra Scott
Research Methodology		
Tue (16:30-19:30)		SCARFE 1214
TBA		
MAED		
EDCP 553 (031)		Instructor: TBA
Mathematics Education: Beyond the Early Years		
Tue (16:30-19:30)		SCARFE 1211
<p>This course is designed to familiarize graduate students with contemporary issues and research in mathematics education 'beyond the early years' – that is, with mathematics education at the middle school, secondary and tertiary levels. Topics explored will include choices from the following – and potentially others as suggested:</p> <ul style="list-style-type: none"> • the nature of mathematical understanding, • mathematical knowledge for teaching, • standards and curricular reform, • textbooks, • word problems and other genres of mathematics education, • standardized testing and other forms of assessment, • inquiry and problem-solving, • embodied mathematical learning, • international comparisons, • algebra and geometry in the mandated curriculum, and • calculus reform. <p>For each topic, we will engage in lectures, readings, activities and class discussion to introduce new concepts and develop a sense of how these topics are connected to other theories and to our classroom practices. We will have several guest speakers in class, some of them among the most important researchers in mathematics education.</p>		
MTSE		
EDCP 510 (031)		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 a particular type of qualitative reasoning and empirical analysis informed by actor-network theory (ANT).</p>		

PETE	
SCED	
EDCP 556 (031)	Instructor: Michelle Tan
Theory and Research in the Social Context of School Science	
Wed (16:30-19:30)	SCARFE 1209
<p>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.</p>	
EDCP 559 (031)	
Instructor: Samia Khan	
Research in the Teaching and Learning of the Sciences	
Tue (16:30-19:30)	SCARFE 210
<p>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.</p>	

Term 2	
JANUARY/APRIL (Jan. 03 – Apr. 07, 2017)	
ARTE	
EDCP 504A (032)	Instructor: Dr. Donal O'Donoghue
Review of Research in Art Education: Theory and Practice	
Mon 16:30 – 19:30	SCARFE 1128
<p>This seminar is concerned with the research and pedagogical nature of contemporary artworks and art practices. In particular, we will study how contemporary art practices function as distinct modes of scholarly inquiry and research, and we will explore what it might mean to conceptualize contemporary artworks as pedagogical objects with educative potential (and perhaps intent). In considering contemporary artworks and practices within this frame, 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 how art is articulated as a form of knowledge production at a time when increasing attention is being devoted to its research and educative dimensions.</p>	
EDCP 585A (032)	
Instructor Sandrine Han	
Special Course in Curriculum and Pedagogy: Technology, Virtual Worlds, and Digital Visual Culture in Art Education	
Wed (16:30 to 19:30)	SCARFE 1107
<p>Increasingly art educators are becoming keenly aware and curious about the affordances of various forms of digital technology for learning and teaching in and about art. Everything from social media, 3D printers, virtual worlds, and virtual reality, to the maker's movement are significant to today's art educators. Technology not only provides new media for art educators and students to explore, but also creates the arena of digital visual culture that art educators can dive into.</p> <p>Digital visual culture is a field that is continuously growing in content and outlook. It combines the field of visual culture with technical and philosophical perspectives on advanced technology. Digital visual culture does not only focus on the development of technology, but also envisions and critiques the future possibilities of visual culture. It is a field that, in this posthuman era, we cannot overlook.</p> <p>This course relates art education 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. Also, this course affords students the opportunity to inquire/investigate how digital visual culture presents, takes form, and plays out in virtual worlds.</p>	
CUST	
EDCP 508 (032)	Instructor: E. Wayne Ross
Review of Research in Curriculum and Pedagogy: History, Theories, and Practices of Alternative Education	
Tue (16:30-19:30)	SCARFE 207
<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>	
EDCP 512A (032)	Instructor: Doug Adler
Educational Action Research	
Tue 16:30 – 19:30	SCARFE 1209
TBA	
EDCP 532 (032) Theories and Dimensions of Place-Based Education: Ecohumanist, Critical, and Indigenous Lenses	
Instructor Tracy Friedel	
Mon 16:30 to 19:30	SCARFE 1214
<p>This course is designed to probe a deep understanding of place-based (place-responsive, place-conscious) learning, in the process grappling with how 'place', 'land', 'space', 'local', 'community', and other relevant concepts are mobilized, culturally and historically, producing landscapes and discourses in which human populations variously invest themselves. As part of an educational movement that seeks to connect students 'glocally', whether through school-based outdoor gardens, environmental and outdoor education, sustainability education, or similar efforts increasingly gaining traction in schools, institutions of higher learning, and other educational contexts, what contributions of significance does place-based learning have to offer us? This course aims to explore this question in the Vancouver context through an examination of concepts, theories and research relevant to the field, in the process encouraging students to meaningfully explore what place-based learning means for institutions' now making claims to 'place', and to consider how this may inform current approaches to educational research and practice (formal, informal, non-formal). Please note that this course involves student engagement in a service-learning component.</p>	

EDCP 539 (032) Narrativity, Ecopedagogy and Indigeneity		Instructor: Dr. Peter Cole
Mon (16:30-19:30)		SCARFE 1209
<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>		
EDCP 562 (032) Curriculum Issues and Theories		Instructor: Wayne Ross
Mon (16:30 -19:30)		SCARFE 207
<p>What is curriculum? And, what purposes should it serve? 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>		
EDCP 564 (032) Texts, Politics, and Ideologies of Curriculum Development		Instructor: Penney Clark
Wed (16:30-19:30)		SCARFE 209
<p>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.</p>		
EDCP 602A (032) Doctoral Seminar		Instructor: Anthony Clarke
Wed (9:00 – 12:00)		SCARFE 1209
<p>This seminar provides first-year doctoral students with the opportunity to examine closely key elements of research (e.g., ontological, epistemological, and methodological perspectives) as they relate to the exploration and understanding of educational phenomena. Central to the course will be the research interests of the students and how they construct a scholarly argument that supports and advances their inquiries.</p>		
EDUC		
EDUC 500 (004) Research Methodology		Instructor: Kerry Renwick
Tue (16:30-19:30)		SCARFE 1214
<p>The course will introduce research issues and techniques to assist students in selecting research methods and strategies for more intensive studies. The course will also assist students to select methods to be used in more immediate application and enable them to read research reports critically.</p> <p>This is considered to be a first course in educational research methodology; it should not be viewed as the only course to be taken in the development of competence in research. However, it should provide the background necessary for making informed decisions regarding which kind(s) of methods and additional research training are relevant to the individual research interests of the students.</p>		

EDUC 500 (006) Research Methodology in Education		Instructor: Dr. Peter Cole
Tue 16:30 to 19:30		SCARFE 1210
<p>This course provides an introduction to existing and emerging traditions of research methodologies and methods to engage in respectful and reciprocal conversations in both generating and re-generating knowledge and practices. Specifically, the course familiarizes students with:</p> <ul style="list-style-type: none"> a) a diversity of orientations to inquiry including positivist, postpositivist, Indigenous and cross-cultural; b) the challenges of ethics, research protocols, and protection of intellectual and cultural properties when researching with/in different social, cultural and geographical contexts; c) various methods for collecting and analyzing/synthesizing data; d) a variety of techniques for reading and writing research; e) resources available for the conduct of respectful and reciprocal research. <p>The interrelationships of power, responsibility, agency, method, methodology and epistemology are explored by examining research issues and processes such as: positionalities, voice, power relations, ethical and culturally appropriate protocols, equivalency of Other/ed epistemologies and methodologies, intellectual and cultural property rights, (re)presentation, and writing research. Students explore ways of 'doing data' differently as they examine their own subjectivities, locations, practices, complicities and alliances in order to disrupt hegemonic and exclusionary research practices and work toward performing data otherwise.</p>		
MAED		
EDCP 550 (032)		Instructor: Susan Gerofsky
Mathematics Education: Origins and Issues		
Thu (16:30-19:30)		SCARFE 1211
<p>In this course we will delve into the development of mathematics education as a field through a chronological thematic approach. We will look at some of the details of the ways the field has become established and evolved over the past four decades or so, including:</p> <ul style="list-style-type: none"> •foundational issues •the establishment of major journals, academic conferences and research centres in mathematics education •key themes that have emerged in math education research over the decades •major authors and representative articles, books and handbooks that have shaped our ways of thinking of what mathematics education is and could be. <p>This will offer a sense of what math education is and where it is coming from.</p> <p>At the completion of this course, students should have a familiarity with many of the most important writers and researchers, conferences, journals and research themes, and have a better sense of where to place their own work in relation to ideas already established in the field. This should give a good foundational grounding in mathematics education and prepare students to do their own research with confidence.</p> <p>For each topic, we will engage in lectures, readings, activities and class discussion to introduce new concepts and develop a sense of how these topics are connected to other theories and to our classroom practices. We will have several guest speakers in class, some of them among the most important researchers in mathematics education.</p>		
MUED		
EDCP 526B (032)		Instructor: Scott Goble
Theory and Principles of Music Education: Psychology and Sociology		
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: MUED 542a focuses on history and philosophy, MUED 542b focuses on psychology and sociology.</p>		

SCED	
EDCP 558 (032)	Instructor: Doug David Anderson
Learning Science in Informal Environments	
Thur (16:30-19:30)	SCARFE 205
<p>This course explores themes, theories, research studies and perspectives concerning learning in informal environments such as, natural and social history museums, science centres, art galleries, zoos, and aquaria. These out-of-school environments are generally described in the literature as “museum” settings or “informal learning” contexts. Although visits to museums are common place experience, research of visitor learning and behaviour in these settings has only emerged as a field of significance in the last three decades. This course will explore the nature and character of learning in informal settings; key influencing factors shaping learning; critique of approaches museums use to facilitate learning experiences; methodological approaches and issues surrounding researching learning arising from experiences in informal contexts; and examine ways which educators might optimise experiences in and beyond museum settings. Classes will be typified by both instructor and student-facilitated seminars focusing on critical engagement and debate of the literature of the field in the light of various theoretical and methodological standpoints. Classes will also involve elucidation of key theoretical tenants through practical experiences examining learning in various informal settings in Vancouver and beyond.</p> <p>For further information, please contact Dr. David Anderson, david.anderson@ubc.ca</p>	