



Undergraduate Courses - Summer Session 2014/2015  
SUBJECT TO CHANGE

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

EDCP 309(951)	Instrumental Pedagogy: Elementary
MUED	Peter Gouzouasis
July 2 <sup>nd</sup> – July 14 <sup>th</sup>	M-F 14:30-18:30
<p>This summer, we'll focus on a variety of effective tactics, strategies and graphics organizers to teach music to K – Grade 9 students. Pedagogy, with a broad variety of classroom instruments, in formal and informal settings will be examined. Also, traditional and popular music will be the basis of our activities. There will be an emphasis on music making informed by techniques and processes from a variety of music teaching approaches</p> <p>This is a practical, hands-on course that will involve a lot of small and large group interaction and music making in homogeneous and heterogeneous ensembles. Links will be made to contemporary research in music education to help link theory to practice. Of particular interest will be a variety of contemporary strategies in teaching critical listening and literacy in music.</p>	

EDCP 323	Outdoor Environmental Education (OEE)
PETE	
<p>Please check: <a href="http://courses.students.ubc.ca/cs/main">http://courses.students.ubc.ca/cs/main</a></p>	
<p><b>UBC OEE Course Descriptions: EDCP323/423 Summary</b></p> <p>UBC Outdoor Environmental Education (OEE) courses EDCP 323 and 423 support educators to facilitate outdoor learning experiences that enhance student personal knowledge and connections to the natural world. Students develop awareness and understanding of a range of skills and processes relating to design, facilitation and evaluation of OEE programming and curriculum. A variety of outdoor experiences will be explored, including to an overnight out-trip. Further course details, required fees, and specific information regarding the out-trip will be provided by the instructor.</p> <p>EDCP 323 provides a practical and experiential introduction to the history, methodology, planning, and assessment of outdoor and experiential learning opportunities.</p> <p>Topics may include:</p> <ul style="list-style-type: none"> <li>• History and theory of OEE</li> <li>• Pedagogy and OEE</li> <li>• Risk, Safety, and OEE</li> <li>• Individuals, community, and OEE</li> <li>• Environmental/sustainable responsibility and OEE</li> <li>• Field trip planning, delivery, and evaluation</li> </ul> <p><i>323 is offered in three sections during the summer. One 323 section is a PE cohort, and may have restricted registration. 423 is offered once during the summer. Calendar conflicts may exist between some 323 and 423 sections, please inquire prior to registration. Course spots are limited, please register early to ensure acceptance.</i></p>	



EDCP 327A (96A)	<b>Health-Special Topics: Supporting, Planning &amp; Educating for Health Literate Children and Youth</b>
PETE	Erin McGinley
July 2 <sup>nd</sup> – July 18 <sup>th</sup>	M-F 11:30-2:30
<p>How can school districts, administrators and educators plan for quality student-centered health programming? This question comes from the growing concerns across the nation of the health and well-being of children and youth. How do we teach our students to acquire the knowledge, skills and attitudes to become Health Literate? The purpose of this course is to explore this question by first examining, “Health Literacy” and that past, current and predicted issues that Canada’s faces with children and youth’s health and well-being. We will examine the dimensions of health and the need for children and youth wellness programming in schools. We will explore the role of ‘stake holders’ (government officials, community organizations, school districts, principals etc.) in promoting and supporting health literacy. We will particularly look at the role of the Educator and how they can plan for and support health literacy in their schools and classrooms. Through an inquiry approach to teaching and learning we will be involved in the construction of knowledge through active involvement to develop deep understandings, critical consciousness, problem-solving faculties. We will critically investigate case studies to uncover how educators can support children and youth in becoming health literate. We will also examine, subject specific, cross-curricular and extra-curricular programming and design practical projects and approaches for implementation.</p> <p><b><i>Health Issues to be explored include:</i></b> Bullying, Self-Esteem, Behavior, Puberty, Relationships, Communication, Social &amp; Life skills, Physical Literacy, Nutrition, Mental Health &amp; Substance Abuse. <b><i>This course will pertain to k-12, but will particularly examine middle school and secondary programming. Suitable for all subject areas.</i></b></p>	
EDCP 328(951)	Environmental Education for Teachers
SCED	Sandra Scott
July 23 <sup>rd</sup> – July 30 <sup>th</sup>	M-F 11:30-14:30
<p>The course will begin with an exploration of personal perspectives on the human-nature relationship; we will inquire into the following areas: our personal eco-philosophies, place-based education through field experiences, and nature study and becoming a naturalist. We will explore conceptions of Environmental Education (EE) and its research and practice by incorporating participants’ teaching and research interests, ideally across sciences, languages, humanities, and arts. Reflecting on our practice we may ask: How can environmental science, aesthetics, ethics, and histories inform EE practice? What might we include as elements of our own eco-philosophies? Finally, claims of bias and indoctrination often confront teachers: can EE initiatives, especially those treating controversial issues and advocating action, be defensible on educational grounds?</p>	
EDCP 329(96A)	Agriculture in the Classroom
HMED	TBA
July 21 <sup>st</sup> – July 25 <sup>th</sup>	M-F 8:00 – 4:00
<p>This summer institute course is designed to explore practical ways to integrate concepts related to food production and consumption, food safety, agricultural issues and sustainability across the curriculum across all grade levels. Developed in collaboration with BC Agriculture in the Classroom Foundation.</p>	



--

EDCP 334 (951)	Canadian Studies
SSED	Holly Keon
July 2 <sup>nd</sup> – July 18 <sup>th</sup>	M-F 11:30-2:30
<p>This course is intended to study Canada’s past and present and seeks to understand Canada’s place in the world. We will critically engage and problematize issues related to how best to incorporate Canadian Studies in the BC Secondary Curriculum. We will begin by looking at the dominant narrative of Canada that is often presented, and the identities that are privileged or excluded within this story. From here, we will engage in debates surrounding whose Canada should be taught &amp; how ‘minority’ identities are shaped and inscribed in the dominant narrative. Finally, you will be asked to create a digital project on a Canadian Studies topic of your choice—it will combine a critical question, primary and secondary documents and critical analysis so that you come to your own conclusion.</p>	

EDCP 334 (951)	Canadian Studies
SSED	Holly Keon
July 2 <sup>nd</sup> – July 18 <sup>th</sup>	M-F 11:30-2:30
<p>This course is intended to study Canada’s past and present and seeks to understand Canada’s place in the world. We will critically engage and problematize issues related to how best to incorporate Canadian Studies in the BC Secondary Curriculum. We will begin by looking at the dominant narrative of Canada that is often presented, and the identities that are privileged or excluded within this story. From here, we will engage in debates surrounding whose Canada should be taught &amp; how ‘minority’ identities are shaped and inscribed in the dominant narrative. Finally, you will be asked to create a digital project on a Canadian Studies topic of your choice—it will combine a critical question, primary and secondary documents and critical analysis so that you come to your own conclusion.</p>	

EDCP 343 (951)	Mathematics Education: Problem Solving
MAED	TBA
July 2 <sup>nd</sup> – July 18 <sup>th</sup>	M-F 2:30-5:30
<p>The focus in this course will be on teaching and learning mathematical problem solving within cross-curricular and everyday contexts. A collaborative inquiry approach will be emphasized whereby we will be solving problems, exploring pedagogy related to problem solving and expanding students’ knowledge of a range of problems, which permit learners to make connections with mathematics through contextualized experiences. The goal of this course is to support both elementary and secondary teachers and teacher candidates, from a broad range of curricular backgrounds, to become more confident and competent problem solvers, ready to engage with mathematics when and where it arises, as they engage preK-12 learners within (and across) the disciplines, through in- and out-of-school activity wherein mathematics inevitably resides.</p>	

EDCP 371(951)	Integrating Design and Technology across the Elementary Curriculum
---------------	--



CSED/TSED	TBA
July 21 <sup>st</sup> – August 8 <sup>th</sup>	M-F 2:30-5:30
<p>This course provides educators with fundamentals for teaching design and technology at elementary (K-5) and middle (6-8) school levels. This Summer 2014 session includes activities with iPads, cameras, and robots for elementary and middle school teachers and students. Along with hands-on activities and skills, benefits and problems associated with design and technology in the school curriculum will be examined. The course emphasizes instructional strategies with social media, and design processes and technology-supported learning activities with iPads, cameras, and robots for class participants to share.</p>	

EDCP 390 (96A)	Home Economics for the Middle School (Summer Institute)
HMED	TBA
July 7 <sup>th</sup> – July 11 <sup>th</sup>	M-F 8:00 – 4:00
<p>This summer institute course is designed to explore curriculum and pedagogy for middle school home economics.</p>	

EDCP 392 (96A)	Design and Assessment in Textile Studies: Home Economics
HMED	TBA
July 14 <sup>th</sup> – July 18 <sup>th</sup>	M-F 8:00 – 4:00
<p>This summer institute course will focus on practical and conceptual issues in developing school textiles curriculum.</p>	

EDCP 405(951)	Visual Arts for Classroom Practice: New Media and Digital Processes
ARTE	Blake Smith
July 2 <sup>nd</sup> – 18 <sup>th</sup>	M-F 14:30-17:30
<p>This course provides a space for participants to consider and creatively explore the ways a variety of digital media (<i>include photography/video, smartphones, apps, gaming, animation, sound design, websites, hardware/software, and more</i>) can be useful in educational contexts, including but not limited to the visual arts. Designed not as a crash-course in any one specific program or singular digital media, this is intended rather as a broader area for thinking about the prospects of applying these for classroom practice.</p> <p>As expressive, social, communicative, and technological teaching and learning tools, we will read literature and think together about the pedagogical potential of these for teachers and artists. In the context of today's society, we will reflect on what it might mean to think of visual arts, digital media/multimedia, and education in conversation with one another: How can the <i>digital, online, and virtual space</i> be thought of as a space of pedagogy? A space where artistry and creativity meet science and technology? A space of experimentation and collaboration? A space for archiving, discovery, and for change? A space for business as well as play? A space with ethical integrity as well as agency and relevance to both students and teachers? These are some of the questions we may take on as frames for discussion and practice in order to invite an inquiry-based, reflective, and hands-on approach to learning.</p>	



A large part of this new 3-week course is devoted to exploring the ways digital media and/in the visual arts can inform students' own work and applying that knowledge to the design and implementation of original individual and/or collaborative projects. These projects may take on an issue or idea connected to digital media as it relates to a) students' own practice and/or teaching subject areas; b) students' own interests and needs for the classroom or other educational context. Students will be invited to address potential ethical considerations and other complications around digital media (such as skill development and learning curves, access and accessibility, high versus low budget technology, equity, power, representation, authorship, image consumption, visual culture, etc.).

This course is suitable for students from across departments and disciplinary areas but will retain an arts-based emphasis.

EDCP 413(951)	Digital Media for Music Education
MUED	TBD
July 23 <sup>rd</sup> – July 30 <sup>th</sup>	M-F 8:00-11:00
<p>This summer, we'll explore digital music making in traditional computer lab and classroom settings using desktop and portable digital media (iPads).</p> <p>The focus will be on composition, specifically, connecting traditional and contemporary techniques that are being used in Grades 4-12. Projects will include composing music for hand held game applications and arranging music for the K-12 classroom. GarageBand will be studied through the lens of the Manhattanville Music Curriculum Project (MMCP). Projects will be selected based on personal interests and will be done in and out of class time. Ideas will be drawn from a number of contemporary research readings and locally developed resources.</p>	

EDCP 420 (96A)	<b>Advanced Elementary PE</b>
PETE	Erin McGinely
July 2 <sup>nd</sup> – July 18 <sup>th</sup>	M-F 2:30-5:30
<p>This course will focus on teaching physical education today and how to create educationally sound programs that: <i>supports</i> diversity, <i>offers</i> variety and <i>promotes</i> physical literacy amongst children. The content of this course focuses on understanding about, because of, and through movement and the ways in which it pertains to the whole education of children. This course covers a wide range of learning experiences, which reflect the <b>K-7</b> physical education curriculum as outlined in the <b>IRP</b> (Integrated Resource Package). Planning, assessment, and evaluation are discussed along with ways to modify and adapt learning experiences to meet the diverse needs of children. Through an inquiry approach to teaching and learning we are involved in the construction of knowledge through active involvement to develop deep understandings, critical consciousness, problem-solving faculties. This hands-<i>on</i> and <i>active</i> course will also explore how to create student-centered programs with a variety of activities that offer opportunities for cross-curricular programming. The possibilities to expand the skills sets and learning in physical education across <i>all</i> subject areas are endless, come and explore how.</p>	

EDCP 423 (co-requisite EDCP 323, or with	Outdoor Environmental Education (OEE)
--	---------------------------------------



<b>permission)</b>
PETE
Please check: <a href="http://courses.students.ubc.ca/cs/main">http://courses.students.ubc.ca/cs/main</a>
<p><b>UBC OEE Course Descriptions: EDCP323/423 Summary</b></p> <p>UBC Outdoor Environmental Education (OEE) courses EDCP 323 and 423 support educators to facilitate outdoor learning experiences that enhance student personal knowledge and connections to the natural world. Students develop awareness and understanding of a range of skills and processes relating to design, facilitation and evaluation of OEE programming and curriculum. A variety of outdoor experiences will be explored, including to an overnight out-trip. Further course details, required fees, and specific information regarding the out-trip will be provided by the instructor.</p> <p>EDCP 423 builds on core competencies introduced in EDCP 323 to further develop and explore the creation, implementation, and evaluation of OEE experiences. Particular emphasis is placed on curricular integration and local realizations for formal and non-formal learning environments.</p> <p><b>Note for OEE Courses:</b></p> <p>Students enrolled in this course need to be aware of the following conditions:</p> <ul style="list-style-type: none"> <li>• Overnight out trip is compulsory of the course – confirm dates before registering. Attendance is mandatory;</li> <li>• Additional field trip and equipment rental fees apply;</li> <li>• Courses occur primarily in the outdoors, be prepared with appropriate gear and fitness levels.</li> <li>• Risks generally associated with outdoor activities are inherent in this course. Please inquire in advance if you have questions or concerns. Your registration implies acknowledgement and acceptance of such risk.</li> </ul>

EDCP 431(96A)	Special Study in Social Studies: History
SSED	Peter Seixas with guest speakers
July 7 <sup>th</sup> – July 12 <sup>th</sup>	M-F 9:00-5:00
<p>Historical thinking is now included as a foundation of the Ontario history curriculum. It plays a key role in the draft social studies curriculum in British Columbia. Other Canadian provinces are moving in the same direction. The Summer Institute is designed for teachers and teacher candidates, graduate students, curriculum developers, professional development leaders and museum educators who want to enhance their expertise at designing and teaching history courses and programs with explicit attention to historical thinking.</p> <p>The 2014 Historical Thinking Summer Institute will explore six historical thinking concepts: evidence, significance, continuity &amp; change, cause &amp; consequence, perspective-taking, and the ethical dimension of history.</p> <p>These concepts will shape our exploration of two substantive themes: Aboriginal-settler relations, and human-nature relations over time. We will use local cases, resources and expertise available in Vancouver, but the work will be applicable to other locations across Canada and internationally.</p>	





EDCP 432/(951/952)	Special Studies in Social Studies: Geography
SSED	Andrew Young
(952)- July 2 <sup>nd</sup> – July 18 <sup>th</sup>	M-F 8:00-11:00
(951)- July 21 <sup>st</sup> – August 8 <sup>th</sup>	M-F 8:00-11:00
<b>(This course may also be taken as an elective.)</b>	
<p>Geography as a subject area and its learning outcomes are often neglected, misunderstood or poorly met in British Columbia’s social studies classrooms. Commonly this is because of a lack of understanding or comfort with teaching this discipline. However, the study of geography provides us a window through which to view our world and enrich the understanding of our students and their place in our Canadian and global community. The purpose of this course is twofold: first, it is a means by which to examine the purpose and role of geography in our social studies classrooms; second, it will provide an opportunity for you to gain the skills and means necessary to successfully teach geography in your classroom.</p> <p>Geographers are keenly aware that their discipline provides the means to examine where, why and how things happen AND why we should care about these events. Geography is a spatial discipline, which means that geographers are concerned not only with what something is, but also with the way it is distributed in space, and interacts within that space. For too long, the study of geography at the high school level has revolved around the colouring of maps and the memorizing of place names. Spatial thinking and investigation have been left in the shadows. Although the importance of knowing where things are in the world cannot be denied, the understanding of why and how the physical and human worlds interact is the defining element in this discipline. It is not enough to explore one element and neglect the other; we must be concerned, now more than ever, with the interaction between our physical world and us. It is our responsibility to pass on this knowledge and the necessary skills to our students to make the best decisions for our future, and geography as a discipline provides a means by which to accomplish this task.</p>	
EDCP 441(951)	Mathematics Education: Assessment
MAED	TBA
July 21 <sup>st</sup> – August 8 <sup>th</sup>	M-F 11:30-14:30
<p>This course focuses on ways in which teachers might assess and evaluate their students’ learning of mathematics. Alternative strategies for formative and summative assessment will be explored, so that a range of mathematical competencies and multi-modal representations are supported. Issues concerning assessment at various levels, within classrooms, schools, districts and role of teachers in development and implementation will be examined. Students will consider best practices that permit mathematics learning, broadly conceived, to be assessed and communicated in ways that promote equity and social justice.</p>	
EDCP 453(951)	Biology for Teachers
SCED	Eric Hanson
July 2 <sup>nd</sup> – July 9 <sup>th</sup>	M-F 11:30-14:30
<p>This course is intended to provide non-biology science teachers with knowledge of content and teaching strategies to successfully teach, with confidence, the biology topics in Science 8, 9 and 10 as prescribed by the Science 8, 9 and 10 IRPs.</p>	



EDCP 454(951)	Chemistry and Physics for Teachers: Topics and Pedagogical Approaches: Secondary (Grades 8-10)
SCED	Eric Hanson
July 23 <sup>rd</sup> – July 30 <sup>th</sup>	M-F 14:30-17:30
<p><b>Course Description</b> This course is designed for teacher candidates who have primarily studied the biological sciences in their undergraduate or graduate science degrees programs. Students with a Physics/Chemistry/math background are also welcome to participate in this course. The overall goal is to assist teacher candidates in developing a working knowledge of the Grades 8-10 curriculum units in the physical sciences, including optics, atomic theory, fluids static electricity, current electricity, acids, bases, basic organic chemistry, chemical reactions and rates, radiation (including electromagnetic spectrum, types of radiation and nuclear equations) and motion (including scalars and vectors).</p> <p><b>Course Goals</b> Using physical science and the Grades 8-10 Integrated Resource Packages (IRPs), this course provides teacher candidates with an introduction to and resources for teaching the physical sciences units in Grades 8-10. Teacher candidates will encounter a wide variety of teaching and laboratory (hands-on) strategies and will have the opportunity to research one physical science unit in order to prepare a package of teaching resources that will be presented to and distributed to each member of the class. This course is about curriculum, pedagogy and assessment in secondary science education. Focus will be placed on providing teacher candidates with opportunities to integrate planning and application of developmentally-appropriately teaching strategies and resources in the physical sciences for Grades 8-10.</p>	

EDCP 455(951)	Earth and Space Science for Teaching
SCED	Bruce Gurney
July 2 <sup>nd</sup> – July 9 <sup>th</sup>	M-F 8:00-11:00 S See description (note)
<p>This course is intended to provide non-specialist science teachers with the content knowledge, teaching strategies, and confidence in the earth and space sciences that will enable them to teach related topics in the B. C. Science 8-10 program and will provide the necessary background to prepare for teaching Earth Science 11. It is my further hope that you will acquire the interest and dispositions to explore these topics further, and can come to recognize and appreciate geological features encountered outside the school environment.</p> <p><b>Course Topics</b> Solar system Properties and evolution of stars The universe Minerals Igneous Processes and features Weathering and Erosion Sedimentary rocks and features Earthquakes and the Earth's Interior Metamorphism</p>	





Plate tectonics  
Earth History  
We will also conduct an optional field trip to areas of local geological interest.

EDCP 456(951)	Botany for Teachers
SCED	Brian Sheffield
July 2 <sup>nd</sup> – July 9 <sup>th</sup>	M-F 14:30-17:30 S see description (note)

This is a hands-on, outdoor oriented science course which aims to make teaching about plants engaging and meaningful. By the end of the course, teachers will develop an understanding of how to plan and facilitate an experiential botany-focused field trip within local contexts.

Course Objectives:

- 1) To introduce common native trees, shrubs and flowers, which will be encountered within natural ecosystems in southern BC.
- 2) To provide the knowledge, skills and activities to make learning about plants fun, and make botany and ecology based field trips a success.
- 3) To provide an overview of the basic Bi 11 Curriculum for plants.
- 4) To provide botany based activities to support the science 7 and 10 curriculum goals in ecology.

This will be a hands-on, outdoor activity oriented class. We will be walking and hiking to destinations where adventurous teachers routinely take their high school classes. If you do not feel comfortable with this high level of physical activity you may wish to consider taking another course or consult with the instructor regarding alternative assignments.

EDCP 467E(96A)	Special Topics in Curriculum and Pedagogy
Special Topic	Tracy Friedel
July 21 <sup>st</sup> – August 1 <sup>st</sup>	M-F 9:00-4:00

On the west coast of Vancouver Island, Nuu-chah-nulth peoples, including Huu-ay-aht First Nation, have occupied their homelands along the mountains and seas for thousands of years. This extended land and water tenure is reflected in a multitude of ways, through narratives, songs, ceremonies, family lines, and place names. In relatively recent times (since the mid-nineteenth century), HUU-AY-AHT people have shared this enduring landscape with waves of newcomers. The Village of Bamfield itself is an instrumental part of British Columbia history, having served at various times as a key trans-pacific cable terminus, fishing village, start/end point for the West Coast Trail, research marine station, and eco-tourist destination.

In the context of this rich history and present, this intensive two-week immersion offers undergraduate and graduate students an opportunity to engage directly in the realm of place-based learning. Through incorporating various forms of experiential learning and student field projects, the course aims to enhance students' understanding of the social, cultural, political, economic, and recreational significance of coastal eco-places for local communities.



EDCP 470(951)	ICT Practices in Education
CSED/TSED	TBA
July 2 <sup>nd</sup> – 18 <sup>th</sup>	M-F 8:00-11:00
<p>The main purpose of this course is to learn about using digital technologies in 21<sup>st</sup> century learning contexts. In Summer 2014 we will focus on iPads and social media in Education. Our focus will be on: 1) using iPads and social media to build knowledge about teaching; and 2) using iPads and other digital technologies to teach specific topics in education. An underlying theme in this course is to build understanding, and experiences, of the formation of participatory learning cultures in the 21<sup>st</sup> century learning classroom.</p>	

EDCP 472	Business Practices in Education
BUED	Vincent Chan
July 2 <sup>nd</sup> – July 18 <sup>th</sup>	M-F 11:30-2:30
<p>This is the third curriculum and pedagogy course for secondary pre-service teachers in Business Education. The purpose of this course is to give students exposure to various computer applications and curriculum resources that can be used within the Business Education domain.</p> <p>The emphasis of the course will be on presenting and sharing ideas and resources for the use of pre-service teachers entering into the secondary high school setting.</p>	

EDCP 481(951)	Media Studies across the Curriculum
CSED/TSED	Stephen Petrina
July 2 <sup>nd</sup> – July 18 <sup>th</sup>	M-F 8:00-11:00
<p>This course provides a survey of media studies and new media with an emphasis on media education and literacy. Media education and literacy represent key movements in 21<sup>st</sup> century learning and curriculum. This course focuses on hands-on activities for making videos and managing media across formats, and civic engagement as well as on understanding media and the process of meaning-making for creative expression. The course is tailored to providing activities, knowledge, and skills for teaching media studies or integrating media literacy into the curriculum.</p>	

EDCP 491 (951)	Curriculum and Pedagogy in Home Economics (Part 2)
HMED	TBA
July 2 <sup>nd</sup> – July 18 <sup>th</sup>	M-F 2:30-5:30
<p>This on-campus course explores advanced levels of home economics curriculum and planning.</p>	

EDCP 493 (93Q)	Special Studies in Home Economics: Food Studies
HMED	Jennifer Johnson
May 12 <sup>th</sup> – August 8 <sup>th</sup>	
<p>This online course explores the topic of food studies in preparation for teaching home economics.</p>	

EDCP 494 (93Q)	Special Studies in Home Economics: Family Studies
----------------	---



HMED	Mary-Leah Dezwart
May 12 <sup>th</sup> – August 8 <sup>th</sup>	
This online course focuses on current family studies content and provides background information for teaching home economics.	

EDCP 496(951)	Global Education
SSED	TBA
July 21 <sup>st</sup> – August 8 <sup>th</sup>	
M-F 11:30-2:30	
This course, as its title indicates, aims at providing an understanding of global education and curriculum, with the purpose of showing why we should cultivate this knowledge in our personal and professional lives, and how and why we should incorporate it into our practice. Understanding global education and curriculum begins with the historical and theoretical backgrounds that inform this field. We will also explore several of the issues the field addresses, and how we can effectively implement these in our lessons. The fabric of the course is thus comprised of three interweaving strands: Global Education Curriculum Theory, Global Education Issues, and Global Education Pedagogy.	

EDCP 497(951)	Career Education and Curriculum
BUED	Vincent Chan
July 2 <sup>nd</sup> – July 18 <sup>th</sup>	
M-F 2:30-5:30	
This purpose of this course is to give students exposure to various Career Education programs available to suit the diverse needs of senior secondary students as well as look at the Graduation Transitions program in conjunction with the Planning 10 curriculum.	
The emphasis of the course will be on creating, presenting, and sharing ideas and resources for the use of pre-service teachers entering into the secondary school setting - especially those who end up teaching a part of the Planning 10 and Graduation Transitions curriculum. This is an elective course for all secondary pre-service teachers.	

Updated on 14 April 2014