



Department of Curriculum and Pedagogy

Graduate Courses - Winter Session 2013/2014

SUBJECT TO CHANGE

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

Term 1	
SEPTEMBER/DECEMBER (Sept. 3 – Nov. 30)	
ARTE	
EDCP 504 (031)	Instructor: Donal O Donoghue
Review of Research in Art Education: Theory and Practice	
Mon (16:30-19:30)	SCARFE 1128
This is a course about art, research and pedagogy. It brings together readings from, and relating to these three disciplines in an effort to consider an approach to research and inquiry informed by contemporary art practice and poststructuralist research methodologies. The course is concerned with looking beyond what is familiar and recognizable in art, pedagogy and research in search of an approach to inquiry that stretches beyond defining and limiting categories; one that establishes its own categories in the process of inquiry.	
CUST	
EDCP 501 (031)	Instructor: Stephen Petrina
Masters Seminar: Bruno Latour and STS	
Thu (13:00-16:00)	SCARFE 1209
This seminar focuses on recent work of Bruno Latour, arguably <i>the</i> most creative and challenging scholar of Science & Technology Studies (STS). Latour's reputation and scholarship traverses an extremely wide range of disciplines in addition to STS (e.g., anthropology, art, education, environmental studies, geography, history, law, philosophy, political science, sociology, theology, etc.). Following a survey of Latour's work and the postsecular turn in STS, we will focus on three new texts: <i>An Inquiry into Modes of Existence</i> (2013), <i>Rejoicing: Or the Torments of Religious Speech</i> (2013), and <i>On the Modern Cult of the Factish Gods</i> (2010). The seminar is interdisciplinary and inviting, and students from any and all disciplines are encouraged to enroll. We will work systematically through these texts to closely examine Latour's strategies for doing STS.	
Educational Action Research	
CUST 512A (031) 3 credits	Instructor: Dr. Cynthia Nicol
Tue 16:30 – 19:30	Room: Neville Scarfe 1209
This 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 will find the course. 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.	
EDCP 562 (031) Introduction to Curriculum Issues and Theories	Instructor: E. Wayne Ross
Thu (16:30-19:30)	SCARFE 208
<p>"What is curriculum?" This will be the motivating question for the course. While on the surface, it may seem a simple question, with a simple answer; this reading of the question belies the complexity of the concept of curriculum. The emphasis in this course is on the advance of knowledge and skills for the development of curriculum that facilitates student and teacher empowerment. With this idea as a backdrop, this course will consider curriculum as a contested construct set in a context of competing social, political, and economic agendas.</p>	
EDCP 566 (031)/CUST 568 Curriculum Change, Planning and Implementation	Instructor: Karen Meyer
Tue (16:30 – 19:30)	SCARFE 1210
<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. Utilising design thinking frameworks, this highly-experiential course undertakes the analysis the conditions of schools, curriculum and pedagogy as they relate to the processes of change, and prototype possible programmatic and/or design solutions 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 585A (031)/CCFI 565 Special Course in Curriculum & Pedagogy - Seminar in Advanced Qualitative Methods	Instructor: Lisa Loutzenheiser
Wed (13:00-16:00)	SCARFE 1209
<p>This doctoral level advanced qualitative research methods course focused on both methodological theory and gaining advanced skills in qualitative methods. It is not, however, a survey course as you will have gained that knowledge prior to this. This course is an intensive workshop/course for doctoral students who are in the process of (1) working toward comprehensive questions in methodologies; 2) assembling proposals for qualitative dissertations; and/or (3) collecting qualitative data for their doctoral projects. How will you get ready to undertake your doctoral dissertation research? What do you think you need to know, learn and experience before you do this work? This course is designed to help you gain the skills and knowledges you need and question the underpinnings of such desires.</p> <p>This is a focused exploration of a variety of skills and theories as it pertains to your projects. We will develop your individual components (likely in groups) at the beginning of the term. Students will present their own work and critique the work of their student colleagues. Terms of evaluation will be negotiated individually with each student, in light of the nature and timetable of each doctoral/comprehensive project. Prerequisite: at least one doctoral-level course in qualitative research methods.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ✓ The ability to conceptualize appropriate research problems and design a qualitative research approach to examining such problems using observation, interviewing, document analysis, or other methods. ✓ Project (in part) the ethical issues and dilemmas that may be associated with various phases of your proposed research and discuss how you expect work with such challenges ✓ Identify your conceptual frameworks and connect such frameworks to scholarly theories and pedagogies. ✓ Be able to analyze your skills in conducting high quality qualitative research. Design and conduct a plan 	

- to improve their skills in these areas. Select and assess different means for recording qualitative data.
- ✓ Apply the qualitative research skills you are developing in critically analyzing your own and others' proposals and in-process projects. Identify and apply the alternative standards used to assess qualitative research.

EDCP 601A (032)
Doctoral Seminar

Instructor: William Pinar

Wed (13:00 – 16:00)

SCARFE 1209

In this advanced seminar for doctoral students, we will examine the history and present circumstances of the Canadian and U.S. fields of Curriculum and Pedagogy (C & P). The course will provide students with several opportunities: to examine the C & P field, to explore C & P questions for yourself as an educator, and theorize C & P as central to the educational enterprise. The course will also reference the recent research undertaken in this department. EDCP colleagues will be invited to visit the seminar to discuss their research as students focus and contextualize their interests within the ongoing conversations that comprise their particular academic fields within the UBC Faculty of Education. This course is intended for first-year PhD students. It introduces students to research conducted by EDCP faculty.

MAED

EDCP 553 (031)

Instructor: Cynthia Nicol

Mathematics Education: Beyond the Early Years

Wed (16:30-19:30)

SCARFE 1211

Mathematical Thinking and Learning

This course explores Canadian and international research on mathematical learning, thinking and reasoning of school aged children, youth, and adults. The course critically examines research and educational practices that explore how mathematical understanding develops across the life span, the multiple cross-cultural contexts of mathematical thinking, and how different views of the nature of mathematics impacts mathematical thinking in formal and informal contexts. Educational theories and practices focused on collaboration, social justice, place-consciousness, lesson study and learning study practices, teacher video-clubs, and complex instruction will be examined for their impact on mathematical thinking. The course will explore and critique opportunities for creating and sustaining mathematical thinking that can live both in and beyond the classroom.

MUED

None this term

SCED

EDCP 559 (031)

Instructor: Marina Milner-Bolotin

Research in the Teaching and Learning of the Sciences

Thu (16:30-19:30)

SCARFE 1210

The course will focus on critical examination of research paradigms, themes and methods in the field of science education. We will analyze research literature in the and take a closer look at approaches taken by the science education researchers in order to investigate the following research questions:

- a) What are student conceptual difficulties in science and how can we address them?
- b) How can we use multiple representations to help develop student conceptual understanding?
- c) How can we use modeling to promote mathematics and science understanding?
- d) How can modern educational technologies be used to promote science learning?
- e) How can we promote inclusive science classroom?
- f) What are effective ways of conducting science teacher professional development?
- g) What is the role of the history and philosophy of science in science education?
- h) How is science perceived by the students and what is its impact on learning?
- i) How can we promote student active engagement in and outside of classroom?
- j) How can we help students develop science communication skills?
- k) What is the role of student motivation and metacognition in learning science?

Course organization: The students will be encouraged to work in groups and prepare research presentations relevant to the topics discussed above. Each one of the teams will lead one hour-long interactive discussion on the topic of their choice. In addition, every course participants will be asked to write and present a critical paper on one of the course topics that can be potentially submitted to a science educational research journal.

SSED

Problems in Historical Understanding

Mon (16:30-19:30)

SCARFE 1209

In a widely recognized phenomenon, scholars have recently poured into the **study of collective memory, commemoration, reparations and representations of the past in popular culture**. This comes in the wake of a **thirty-year paradigm shift in academic historiography**, through the consecutive ascendancy of social history, cultural history and the so-called 'linguistic turn,' each with a measure of conservative backlash. At the same time, new frameworks and methodologies for investigating the growth of young people's abilities to think historically have stimulated **research on teaching and learning history**, both within and outside of schools. This course aims to explore the productive intersections among these three phenomena.

We will examine a selection of key texts (this will be an introduction rather than any pretense of "coverage"), and focus particularly on nodes of contention, conflict and controversy, always asking where insights from one field might help to enrich the scholarship of the other two.

The authors listed below provide examples of the kind of work readings will be drawn from.

1. Introduction

Part I: Memory, history, and historical consciousness

2. Memory: The problem of the past in contemporary culture (Nora)
3. History (Ulrich)
4. Historical consciousness (Gadamer, Ruesen)
5. Is there a distinctive "Western" historical thinking? (Chakrabarty)

Part II: Issues in history education

- 6-7. History education: what should students learn? (Lee, Seixas)
8. Narrative and history education (Cronon, Holt)
9. History teachers and history teacher education (Bain, Reisman)

Part III: Uses of history

10. History, nation and citizenship (Wilschut)
11. Historical crimes, reparations and history education (Lear, Roth)
12. History in popular film and new media (Davis, Rosenstone)
13. Discussion of student papers

Term 2	
JANUARY/APRIL (Jan. 6 – Apr. 8, 2014)	
ARTE	
EDCP 514 (032) Arts Based Educational Research: A/R/Tography	Instructor: Rita Irwin
Mon 16:30 – 19:30	Room: 1128
<p>Over the past number of years a substantial body of literature on arts based forms of educational research has theorized the work of artists and teachers as modes of inquiring and methods of representation. It has become increasingly evident that although a proliferation of texts value and empower the use of arts based research, and offer some criteria to evaluate and judge these research texts, there are few that pay close attention to the process of creativity, to the spaces of knowing between the identities of artist, researcher and teacher, and to the nuances of what it means to make art and be pedagogical through living inquiry. This methodology course will examine the relational ways of knowing found in a/r/tography as an approach to research that is attentive to the sensory, tactile, and unsaid aspects of artist-teacher lives.</p>	
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EDCP 585B (032)	Instructor: Hsiao-Cheng “Sandrine” Han
Special Course in Curriculum and Pedagogy: Visual learning in 3D animated virtual worlds	
Tue 16:30 – 19:30	Room: S1107/ S1007
<p>Using virtual worlds as learning environments is not innovative in distance learning; however, the importance of learning through the visual in the virtual world has not yet been emphasized. Through this course, students will learn how people learn from their vision, how they can use visual learning skills to help their own students learn, and how to become more aware of what they have seeing and learning in the virtual world. Moreover, they will be able to create their own virtual learning space in accordance with good visual learning principles.</p>	
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CUST	
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EDCP 532 (032)	Instructor: Tracy FRIEDEL
Theories and Dimensions of Place-based Learning: Ecohumanist, Critical and Indigenous Lenses	
Thu (16:30-19:30)	SCARFE 1210
<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’, ‘local’, ‘community’, etc. are conceptualized, culturally and historically, producing landscapes in which particular groups 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 now gaining traction in schools, institutions of higher learning, and other educational contexts, what 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 engage with 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).</p>	
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EDCP 562 (032)	Instructor: Anne Phelan
Introduction to Curriculum Issues and Theories	
Thu (16:30-19:30)	SCARFE 208
<p>What is curriculum studies? What is the state of research in curriculum studies? This course is one of the two core requirements in the Department of Curriculum and Pedagogy’s graduate program. We survey a wide range of research and practices in curriculum and pedagogy (C&P) or curriculum and instruction (C&I)— i.e., curriculum studies. se will focus on curriculum theory and a recent survey of the fields of curriculum studies (<i>Sage Handbook of Curriculum and Instruction</i>). The emphasis is on understanding curriculum as a dynamic discipline or interdiscipline, demanding specific attention to discourses, issues, and practices germane to curriculum studies.</p>	

EDCP 585C (032)		Instructor: Drs. Donna Trueit and William Doll	
Special Course in Curriculum and Pedagogy: INQUIRY INTO CONTEMPORARY CURRICULUM THOUGHT			
Seven weeks: Jan. 10/11, 24/25; Feb. 14/15, 28; Mar. 1, 14/15, 28/29; and Apr. 11/12. Papers due: Apr. 19-22.		Room: 1209	
<u>COURSE OBJECTIVES:</u> This course has two foci: (1) to help students inquire into contemporary curriculum thought; and (2) to aid students in developing their own curriculum thought and writing -- the particular project on which each student is working. The general frame is to develop a community of inquiring scholars, all helping one another.			
<u>COURSE REQUIREMENTS:</u> This course is for doctoral students or advanced master's students working on theses, dissertations, comprehensive exams and/or publications. Each student, working with a partner, will be responsible for leading one or two Friday seminars on <i>Reconsidering Canadian Curriculum Studies</i> (Ng-A-Fook & Rottman, eds., Palgrave-MacMillan, 2012); and/or <i>Worldliness of a Cosmopolitan Education</i> (Pinar, Routledge, 2007); and/or <i>Pragmatism, Post-Modernism, and Complexity Theory</i> (Trueit, ed., Routledge, 2012), Each student will also be responsible, on Saturday mornings to present his or her writing to the class.			
EDCP 602A (032)		Instructor: Samson Nashon	
Doctoral Seminar			
Wed (13:00 – 16:00)		SCARFE 1209	
This seminar unpacks the epistemological and ontological positions of various paradigms used in contemporary studies of curriculum and pedagogy. These include, but are not limited to, hermeneutic, critical, feminist, and post-structuralist thought. The course examines how scholars of curriculum and pedagogy interpret educational events, focusing on how methods and claims are informed by notions of truth, reality, and subjectivity.			
EDUC			
EDUC 500 (004)		Instructor: Wayne Ross	
Introduction to Research Methods			
Tue (16:30-19:30)		SCARFE 1210	
This course is an introduction to educational and social research for practitioners in schools and human services. The focus will be on fundamental issues in empirical research—that is research based on, concerned with, or verifiable by observation or experience, rather than theory or pure logic—including research methodology and research techniques (e.g., data collection, analysis, and interpretation). This is not a research design or statistics course. In this course we will focus on: (a) developing an understanding of various kinds of educational and social research; (b) developing skills that will facilitate critical reading of educational and social research; and (c) exploring the role and use of research techniques to reflect upon and improve practice.			
EDUC 500 (005)		Instructor: Sandra Scott & Doug Adler	
Introduction to Research Methods			
Tue (16:30-19:30)		SCARFE 208	
This course is designed for graduate students in the first year of their program. It is predicated on the assumption that problem definition should determine research design. Students will develop understanding and awareness of the nature and purpose of various approaches to research - all of which are useful in understanding educational/social science phenomena. The course will survey research issues and approaches with the purpose of assisting students to analyze and critique research and select methods and research strategies for the conduct of their own research.			

MAED	
EDCP 551 (032) Mathematics Education: Current Issues	Instructor: Ann Anderson
Wed (16:30-19:30)	SCARFE 1211
<p>In this section, we will collectively explore issues related to the nature of mathematics and implications for mathematics education and school mathematics. Considering various views of mathematics presented in popular literature, media, and research literature we will examine ways in which perceptions of mathematics contribute to our current curriculum and curriculum reform. We will reflect upon mathematicians' and mathematics educators' perspectives of mathematics as "habits of mind" (Cuoco, Goldenberg & Mark), "mathematizing the world" (Freudenthal), "an Art form" (Lockhart), "a human activity, a social phenomena" (Boaler), for example, as well as personal perspectives of mathematics held by teachers and learners (i.e. participants in the class; student and teacher voices in the literature) in order to interrogate what is mathematics, what does it mean to do mathematics (broadly conceived), where and when do we engage in mathematics. In doing so, it is intended that participants may find inspiration and support for alternative practices (reform on a local, classroom level) and curriculum change (systemic) and ways for such deliberations to inform their research. Graduate students from varied program areas (i.e. MAED, SCED, ARTE, SSED, ECED, MUED, etc.) in which mathematics is practiced and implicated, who wish to engage in conversations about and enrich our understandings of lived experiences of mathematics and the ways in which disciplines intertwine in contexts within and outside schools, are welcomed.</p>	
MUED	
EDCP 526A (032) Theory and Principles of Music Education	Instructor: Scott Goble
Wed (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
Mon (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>	
TSED	
None this term	