



Department of Curriculum and Pedagogy

Graduate Courses - Summer Session, 2014

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(Click on 'registration') for your eligible registration date)

Subject to Change:

May 12– June 19, 2014

Perspectives, Practice, and Curriculum Issues in Contemporary Art Education

EDCP 520 (921)	Dr. Michael Parsons
Mon & Wed (16:30-19:30)	Room: SCARFE 1107

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 will be 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?

Theory and Research in Environmental Education

EDCP 538 (921)	Dr. Sandra Scott
Tue & Thu (16:30-19:30)	SCARFE 1204

In this course, we will explore environmental learning across the curriculum drawing upon contemporary research in the field. We will discuss environmental learning in multidisciplinary ways and examine the diverse personal, ecological, and cultural contexts in which environmental education takes place. Relevant readings from a variety of classic texts will be compared with theoretical and practical approaches from both academic and non-academic traditions. Presentations and facilitations, group activities, and field experiences will characterize our coursework.

Issues in the Teaching and Learning of the Sciences

EDCP 557 (921)	Dr. Doug Adler
Mon & Wed (16:30-19:30)	SCARFE 1210

This course provides opportunity for participants to examine practical issues pertaining to teaching and learning of science by drawing on contemporary research in science education. Existing literature and associated issues on teaching and learning of science will be examined critically. 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.

July 2 –18, 2014

Review of Research in Curriculum and Pedagogy (Mathematics & Science Education)

EDCP 508A (951) 3 credits	Dr. Ann Anderson
July 10, 11: TBA; July 21, 22 : TBA	Room: SCARFE 1209

July 10-July 22 (modified time schedule*)

This summer, EDCP & UBC are hosting two prestigious, international mathematics and science conferences with leading scholars from around the world presenting their research in Science, Technology, Engineering and Mathematics (STEM, July12-15) and the Psychology of Mathematics Education (PME- NA & International, July 15-20). The proposed course is designed to allow students who will be presenting at either of the conferences and/or who will be participating in either or both conferences to take advantage of contemporary, cutting edge and emerging research in these areas. The focus of this course, then, is to review **contemporary** research in science and mathematics education, with a particular focus on the themes of "STEM education and our Planet: Making connections across contexts" and/ "Mathematics Education at the Edge: social justice, equity, peace & Indigenous education". The course will have face-to-face and virtual components and will be organized as follows. Prior to the conference(s) we will meet for two seminars, where we will identify and discuss trends in recently published literature, students' research interests, and ways to orient ourselves to the upcoming conference presentations and papers. During the conference(s), students will attend a designated number of presentations and read the associated conference papers. Daily postings to an online discussion board sharing insights, posing questions and engaging in reflection, will be required during this period. After the conference(s), we will meet for two seminars to examine retrospectively insights and issues and to identify and discuss implications for research, practice and theory. The major assignment for the course will be a critical review and synthesis of the papers read. This course provides Ph.D. and Masters students attending and/or presenting at the conference(s), a focused, sustained, guided and collaborative experience.

*NB: July 10, 11: TBA; July 21, 22 : TBA (face-to-face sessions). During the conferences (STEM July12-15; PME July 15-20) students will be required to attend presentations (18 hours) and participate in online discussions (9 hours).

Case Study

EDCP 513 (951) 3 credits	Dr. Ann Anderson
Mon - Fri (8:00-11:00)	Room: SCARFE 1211

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.

Curriculum Issues and Theories

EDCP 562 (921) 3 credits	Dr. William Pinar
Mon-Fri 11:30 – 14:30	Room: SCARFE 201

This course is one of two core requirements in the Department of Curriculum and Pedagogy's graduate program. We begin with an exploration and survey of the terrain of the multiple and diverse contemporary Canadian, transnational and cross-cultural curriculum discourses. Students are then provided an opportunity to critically examine the complexities and complicities of the myriad curriculum discourses as they relate to their particular disciplinary/geographical/cultural contexts. How might curriculum theories/practices animate knowledge generation (and re-

generation), as well as nurture equity, social justice, cultural inclusivity, and environmental responsibility?

Special Course in Curriculum and Pedagogy: Indigenous Knowledge Systems in Education

EDCP 585C (951) 3 credits	Dr. Bryan Brayboy
Mon-Fri 13:00-17 July 02-July, 11, 2014 (including 1 st Saturday: July 5)	Room: SCARFE TBA

Indigenous Knowledges Systems (IKS), ways of knowing, being, teaching and learning draws on social science theory, law, Indigenous intellectuals, and creative essays in order to examine the ways that Indigenous people and communities engage in the act of knowing, being, and teaching and learning. This course is largely driven by the following questions: How do Indigenous communities come to know things and how does this process of knowing influence the ways in which individuals and communities interact with the world? We will largely draw upon the work of Native scholars.

There are myriad ways of teaching and learning (pedagogies) as well as ways of knowing (epistemologies) and ways of being (ontologies) in the world. There are also multiple sites where these interactions and actions take place, including, but certainly not limited to communities, schooling institutions and families. We will begin by addressing notions of what makes Indigenous peoples in North America unique in the manner in which they interact with larger societal structures by examining American Indian Law. We will move into the ways that knowledges (epistemology) are addressed by both Indigenous and non-Indigenous scholars and ask what this means for the ways in which these knowledges then get taken up in formal schooling and in Indigenous communities. There is a special emphasis on redefining what counts as "real" knowledge by larger U.S. society and by Indigenous communities; this examination includes rethinking research methods and methodologies and rethinking the ways that individuals and communities interface with the world.

This course is broadly configured around Indigenous Knowledge Systems, ways of being, and teaching and learning with a special focus on North America. Additionally, there is an emphasis on examining what this might mean for students and educators. Students taking this course will have a sense of what we mean by Indigenous Knowledge Systems, but the course is not exhaustive. Students will be able to address basic elements of North American Indigenous Knowledge Systems and will have a solid foundation for future explorations of the ways that communities come to know, learn, be, and engage the world.

Research Methodology

EDUC 500 (951) 3 credits	TBA
Mon – Fri 8:00-11:00	Room: SCARFE 204A

This course provides an introduction to prevailing and emerging traditions of research methodologies and methods to engage in respectful and mutually reciprocal conversations in both generating and re-generating knowledge. Specifically, the course familiarizes students with: a) the diversity of paradigmatic orientations to inquiry including positivist, postpositivist and Indigenous; b) the challenges of ethics, research protocols, and protection of intellectual and cultural property when researching within different educational, social and cultural contexts; c) various methods for collecting and 'doing data'; d) a variety of techniques for reading and writing research; and, e) resources available for the conduct of research (e.g., research library, computer facilities, faculty expertise).

July 21 –August 8, 2014

Special Course in Curriculum and Pedagogy: Science and Mathematics Teaching and Learning through Technologies

EDCP 585B (951) 3 credits	Dr. Marina Milner-Bolotin
Mon-Fri 10:30-13:00	Room: SCARFE 1210

In the 21st century, students' abilities to grasp complex mathematics and science concepts, collect and analyze real time data, make sense of the science- and mathematics- rich information and conduct independent investigations have become increasingly important. At the same time, rapid advances of modern educational technologies allowed contemporary mathematics and science educators to have an

unprecedented range of opportunities to engage their students in meaningful science and mathematics learning. These two trends have significantly affected the teaching of these disciplines and the pedagogical skills required of contemporary mathematics and science teachers in order to succeed. Teachers have to acquire not only the pedagogical and disciplinary content knowledge, but also the knowledge of content-specific educational technologies and relevant pedagogies. The in-depth exploration of this knowledge (often referred to as Pedagogical-Technological Content Knowledge), the ways mathematics and science teachers acquire it and learn to implement technology into their practice is the goal of the current course.

Special Course in Curriculum and Pedagogy: East Wisdom Traditions, John Dewey, and Teacher Education

EDCP 585E (951) 3 credits	Dr. Zhang Hua
Mon-Fri 13:00-17 July 28 to-August 08, 2014	Room: SCARFE TBA

Couse Contents: East wisdom traditions are mainly formed by Confucianism, Taoism, and Buddhism. Among them, Confucianism is the leading one. What is the philosophical essence and era meanings of these wisdom traditions? What is the Confucian, Taoist, and Buddhist visions of curriculum, pedagogy, and teacher education? To understand education based on east wisdom traditions has twofold significance of theory and practice. John Dewey's philosophy is right at the connecting point between east and west civilizations. So, to explore the relationship between John Dewey's philosophy and east wisdom traditions is of special significance to construct international theories of curriculum and teacher education.