



Department of Curriculum and Pedagogy

Graduate Courses - Winter Session 2014/2015

SUBJECT TO CHANGE

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

Term 1	
SEPTEMBER/DECEMBER (Sept. 2– Nov. 28 2014)	
ARTE	
EDCP 514 (032)	Instructor: Rita Irwin
Arts Based Educational Research: A/R/Tography	
Mon 16:30 – 19:30 + Sat (Nov. 25) 9:00-16:00	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>	
Special Topics in Art Education: The value of studying the work of contemporary artists in art classrooms and the various approaches to doing that	
EDCP 523A (921) 3 credits (ARTE 565)	Dr. Michael Parsons
Wed 16:30-19:30	Room: SCARFE 1130
<p>A basic question about the visual arts is how we think with them? How do we make sense of artworks? How do they acquire meanings? Are they like a language/? How does the study of the artworks of others relate to our making of art? And what is the relation of an artwork to the culture in which it was created and the one in which it is interpreted? A common attempt to answer these questions has been through the notion that the visual arts are in many ways like languages (e.g., Nelson Goodman, Howard Gardner) and that they require a kind of ‘literacy’ or ‘intelligence.’ In this course we will focus on current attempts to answer them via new “embodiment theories” of cognition, backed by relevant findings in contemporary neurology and linguistics. We will focus in particular on the fundamental concept of metaphor, as it derives from the work of Lakoff and Johnson.</p> <p>Much of the course time will be spent looking at particular metaphors in artworks, contemporary and otherwise, and discussing their character and variations; and also their possible uses in teaching both the interpretation and creation of artworks. This will be the center of discussion and activities in the course.</p>	
CUST	
EDCP 501 (031)	Instructor: Anne Phelan
Masters Seminar: THEORIZING PEDAGOGY	
Wed (16:30-19:30)	SCARFE 1209
<p>Drawing on the thought of curriculum thinkers, indigenous scholars, educational philosophers and cultural theorists, this course examines a range of ‘pedagogies’ as they have been construed within diverse disciplinary and wisdom traditions. Questions for consideration include: Why pedagogy? What does pedagogy do? What are the tensions inherent in the notion of “pedagogy”? How is pedagogy distinct from ‘teaching’ or ‘instruction’? Why the conjunction of ‘curriculum and pedagogy’? How do pedagogies (queer, decolonizing, anti-racist, culturally relevant, anti-oppressive, post-colonial) take up and respond to oppression(s), dominance and power? What are the personal and professional politics of pedagogy?</p> <p><i>Students’ own inquiries into pedagogy will be central to the course process.</i></p>	

Educational Action Research	
CUST 512A (031) 3 credits	Instructor: Dr. Cynthia Nicol
Tue 16:30 – 19:30	Scarfe 1209
<p>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.</p> <p>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.</p>	
EDCP 562 (031)	
Instructor: Lisa Loutzenheiser	
Introduction to Curriculum Issues and Theories	
Thu (16:30-19:30)	SCARFE 208
<p>We will explore some of the leading (historical and contemporary) thinkers to offer an overview of the fields of curriculum studies and curriculum theories. My hope is that when you leave the course with a general understanding of the major debates in curriculum studies and theory. A goal of the course is to contest the assumptions we hold about what is educative, mis-educative, and non-educative, and develop multiple visions of what it means to work in the field of curriculum studies and curriculum theory</p> <p>The course seeks to complicate and ruminate on the complex and fascinating questions of “what is curriculum” and “what is pedagogy? What should be taught and how ought it be organized? What are the similarities and contradictions within, amongst and between the various thinkers and paradigms? How do we see these playing out in our educational institutions from the classroom, the lunchroom, faculty meetings, the principal’s office and the school board? How might we conceptualize and define notions such as social justice, diversity, poverty, sexuality and race in socially and politically charged educational contexts?</p>	
EDCP 566 (031)/CUST 568	
Instructor: Karen Meyer	
Curriculum Change, Planning and Implementation	
Mon (16:30 – 19:30)	SCARFE 1210
<p>Curriculum Change/EDCP 566 engages us in individual and collective inquiries into the background and key figures of educational change. Who and what have inspired curriculum change and related scholarship in curriculum studies? We will examine past and present initiatives, movements, debates, and critiques, as well as diverse principles, perspectives, and social realities that underpin them. Canadian and Indigenous perspectives will be featured. As foreground, we will bring into focus the particulars and locations of our own situations as actors/practitioners to reconsider possibilities for change. What matters to my practice? How might I imagine practice differently? What challenges, constraints, contradictions, and cloaked agendas do I encounter when approaching change?</p>	
EDCP 585A (031)/CCFI 565	
Instructor: Lisa Loutzenheiser	
Special Course in Curriculum & Pedagogy - Seminar in Advanced Qualitative Methods	
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</p>	

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.

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.

Objectives:

- ✓ 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 585B (031)

Instructor: Stephen Petrina

Special Course in Curriculum & Pedagogy - Actor-Network Theory (After Method)

Thu (13:00-16:00)

Room: TBA

This advanced research methods course focuses on field experiences in Actor-Network Theory (ANT) and more specifically on data collection and analysis in the Humanities and Social Sciences. ANT has proven to be immensely productive in Science and Technology Studies (STS) as well as a diverse range of disciplines including Anthropology, Education, Environmental Studies, Geography, History, Law, Literary Theory, Media Studies, Medicine, Philosophy, and Urban Planning. The course is a combination of fieldwork and seminar for masters students in early stages of research and doctoral students in advanced stages. We focus on *After Method: Mess in Social Science Research* to explore current trends in ANT fieldwork and philosophy.

EDCP 601A (032)

Instructor: William Pinar

Doctoral Seminar

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.

EDUC

EDUC 500 (004)

Instructor: David Anderson

Introduction to Research Methods

Tue (16:30-19:30)

SCARFE TBA

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.

MAED

EDCP 552 (031)

Instructor: Ann Anderson

Mathematics Education: Early Years

Wed (16:30-19:30)

SCARFE 1211

Recognition of the range of mathematical knowledge young children bring to school and the multiple ways in which they engage with mathematics has led to an increased interest in young children's mathematical development in the early years (pre K-3). In this course, we will focus on students' mathematical thinking in various contexts, at various grade levels and ages, as reported in research articles, captured on video/audio, or gathered by participants in the course. In addition, we will focus on strategies for capturing, listening, and responding to and supporting students' mathematical learning. Questions to be addressed include: What is the nature of students' mathematical thinking? How do they share their understandings (verbally, in writing, or visually)? How do parents and teachers mediate students' mathematics learning? Students from across the faculty (CUST, LLED, ECPS, CCFI & ECED) interested in exploring ways in which to investigate learners' thinking (beyond mathematics) are also welcomed.

MUED

EDCP 505 (032)

Instructor: Peter Gouzouasis

Review of Research in Music Education

Thu (16:30-19:30)

SCARFE 1314

This course is an overview of traditional and emerging research methods in music education research. It will complement and extend ideas covered in EDUC 500 in music teaching and learning contexts. We will examine qualitative and quantitative approaches to music education research, analyze and critique a select group of studies, and discuss techniques and research strategies for applications in a variety of music making settings.

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

EDCP 541 (031)

Instructor: Peter Seixas

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. 5 – Apr. 10, 2015)	
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>In this seminar, we will study contemporary art, research and pedagogical practices. Research and theory from these three traditions and practice spaces will be studied as we explore how art scholarship and art-led research can be receptive to thought, while acknowledging that art practice and its education is, to a large extent, unpredictable, contingent, and always in potential. During the seminar, 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 alternative ways of thinking about arts-research..</p>	
CUST	
EDCP 508 (032):Review of Research in Curriculum and Pedagogy: History, Theories, and Practices of Alternative Education	Instructor: E. Wayne Ross
Wed (16:30-19:30)	SCARFE 202
<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. Emphasis will be placed on (but not limited too) the liberal/progressive and anarchist/libertarian traditions of alternative education, including movements such as Socialist Sunday Schools, Modern Schools (Ferrer Schools), democratic free schools, as well as the deschooling movement.</p> <p>http://blogs.ubc.ca/ewayne/</p>	
EDCP 510	Instructor: Lisa Loutzenheiser
Video Ethnography in Education Research: Culture, Technology and Interpretation	
Tue (16.30 – 19:30)	SCARFE 1209
<p>This course supports students in exploring and practicing video ethnography for education. "Education" is defined broadly, and includes classrooms, communities, educational activism, museums and galleries, and other public spaces. It will also provide a vehicle for discussing the implications of using new tools and techniques when conducting ethnographic research. The course introduces the theoretical and basic practical background required to gather, analyze and represent video generated data.</p> <p>Paying particular attention to positionalities and subjectivities (including race, gender, sexualities and their intersections among others), we will give consideration to questions about the place of video ethnography and exhibition in a variety of educational settings. We will raise questions about and trouble the social, cultural, and political relations between videomakers and their "subjects" and audiences; the relation between video based research for education, and the social constructions of meaning and knowledge, and the appropriateness of student projects for research questions and intended audiences. Other topics will include visual culture and educational video; notions of space; the politics and power of representation; ethics; and audience/producer address and relations. This is a methodology course that will include both the theory of methodologies and the practices of video ethnographic methods. There is an assumption that</p>	

you have completed one other methodology course.	
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 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 now 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 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). Please note that student engagement involves a service-learning component.</p>	
EDCP 562 (032) Instructor: Anne Phelan	
Introduction to Curriculum Issues and Theories	
Thu (16:30-19:30)	SCARFE 208
<p><i>What is curriculum? And, what purposes should it serve?</i> 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 (031) Instructor: Wayne Ross	
Texts, Politics, and Ideologies of Curriculum Development	
Thu (16:30-19:30)	SCARFE 1003
<p>This course examines the content and ideology of school curriculum, both past and present, within the Canadian context and beyond. Specific focus will be an analysis of political and economic influences on curriculum, materials development, and related discourses.</p>	
EDCP 585C (032) Instructor: Drs. Donna Trueit and William Doll	
Special Course in Curriculum and Pedagogy: INQUIRY INTO CONTEMPORARY CURRICULUM THOUGHT	
Eight Weekends: Jan. 9/10, Jan. 23/24; Feb. 13/14, Feb. 27/28; Mar. 13/14, Mar. 27/28, Apr. 10/11 Apr. 24/25. Papers due: Apr. 28.	Room: 1209
<p>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 contemporary readings in international curriculum thought.. Each student will also be responsible, on Saturday mornings to present his or her writing to the class.</p>	
EDCP 585D (032) Instructor: Norman Friesen	
Special Course in Curriculum & Pedagogy - Hermeneutic Phenomenological Research and Writing	
Wed (16:30-19:30)	SCARFE 1210
<p>What is the experience of an exhilarating moment in class? How does a child live through failure or abandonment (and what can we actually “know” about it)? The purpose of this course is to give a “hands-on” introduction to the methods involved in the research of the nature and meaning of these and other lived experiences. Based largely on the work of Max van Manen, but relying on texts by Heidegger, Gadamer, Merleau-Ponty and others, it focuses on the practices of writing and analysis in hermeneutic phenomenological research. It is intended to provide students with an opportunity to learn about and apply of hermeneutic phenomenology as it relates to MEd or doctoral research projects. It will</p>	

engage students in a number of hermeneutic phenomenological research practices, including descriptive writing (and re-writing), interviewing, conceptual clarification and the thematic analysis of interview transcripts. Students will also learn about phenomenological research as a way of formulating a research question, and of “dwelling with” that question as research progresses.	
EDCP 602A (032)	
Doctoral Seminar	
Instructor: Samson Nashon	
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 (005)	
Introduction to Research Methods	
Instructor: Sandra Scott & Doug Adler	
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 550 (032)	
Mathematics Education: Origins and Issues	
Instructor: Susan Gerofsky	
Wed (16:30-19:30)	SCARFE 1211
TBA	
MUED	
EDCP 526B (032)	
Theory and Principles of Music Education	
Instructor: Scott Goble	
Mon (16:30-19:30)	SCARFE 1317
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.	
SCED	
EDCP 555 (032)	
Critical Analysis of Curriculum in Science Education	
Instructor: Doug Adler	
Mon (16:30-19:30)	SCARFE 1210
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.	
TSED	
None this term	