



# Department of Curriculum and Pedagogy

Graduate Courses - Summer Session, 2015

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

**Subject to Change:**

**May 11– June 18, 2015**

## Special Course in Curriculum and Pedagogy: Visual learning in 3D animated virtual worlds

EDCP 585A (941) 3 credits	Dr. Sandrine Han
Tue & Thu 16:30-19:30	Room: SCARFE 1107
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. If you have any question or concern regarding to this course, please contact with Sandrine directly at <a href="mailto:sandrine.han@ubc.ca">sandrine.han@ubc.ca</a> .	

## Review of Research in Curriculum and Pedagogy (The Lure of the Transcendent: Selected Works of Dwayne Huebner)

EDCP 508A (941) 3 credits	Instructor: William Pinar
June 17 to June 30, 2015	
10:00-14:00	Room: SCARFE 1023
Perhaps only the work of Ralph W. Tyler has exerted more influence over U.S. curriculum studies than that of Dwayne E. Huebner, and this course will enable students to understand the key concepts characterizing that contribution, including their disciplinary origins and destinations decades later. We will start with his 1959 "The Capacity for Wonder and Education" and conclude with his 1995 farewell to the field in "Challenges Bequeathed." Among the concepts Huebner emphasized are conversation, language, politics, aesthetics, history and theology, all of which developed into separate streams of scholarship by 1990. Also among Huebner's contributions were critiques of the concepts of "learning" and "objectives," but setting aside those critiques for the moment, students will learn how the field reworks concepts Huebner himself had formulated decades earlier. Among the skills students will learn are hermeneutical interpretation, intellectual historiography, analyses of disciplinary circumstances, and questions of intellectual breakthrough. There will guest appearances from William Doll, Donna Trueit, Peter Grimmett, and Dwayne Huebner himself.	

## Special Course in Curriculum and Pedagogy: Narrativity, Indigeneity and Ecoliteracy

EDCP 585E (941) 3 credits	Dr. Peter Cole
Mon & Wed 16:30 – 19:30	Room: SCARFE 205
This seminar examines the coming together of narrativity, Indigeneity, and ecoliteracy. For Indigenous peoples, ecological ethnicities and others intimately connected with the land, stories are linked rhizomatically with their sources and with one another as a way of acknowledging inter-relationality, locality and interdependency. Being able to 'read' the land, the sky, the currents of the waters, how a raven flies, how a fish swims, the presence or not of insects, moss, lichen, bark, accustomed sounds, the signs of presence or absence, the freshness of tracks and traces, the weather, changing seasons and the predicative 'meanings' inscribed within storying have always been key aspects of Indigenous pedagogies. Readings and other course material will draw on primarily indigenous knowings and practices. Field trips will encourage students to engage their visual, auditory, olfactory, tactile, gustatory, intuitional and spiritual senses. The experiential offers an opportunity to connect, resituate, and regenerate connections with the human, non-human and more-than-human worlds not just as concepts, but as intra-actions of mutuality and reciprocity. Students will respond critically to the stories, films and other course materials, and will be encouraged to create their own ecoliteracy narratives grounded in their own interests, experiences, cultural knowings, histories, geographies and ecologies.	

## Issues in the Teaching and Learning of the Sciences: Conceptual and Practical issues in Teaching and Learning of the School Sciences

EDCP 557 (941)	Dr. Samson Nashon
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 (POE)/ Predict-Explain-Observe-Explain (PEOE), Pedagogical Content Knowledge (PCK), etc and their relevance to science teaching and learning will be critically discussed.	
Critical discussions of how students can be influenced to evaluate their worldviews, which quite often are at variance with canonical science, will characterize the sessions. Ways to initiate and sustain such influence in science learning in the context of diverse students' socio-cultural backgrounds will be proffered and critically examined.	
The effect socio-cultural backgrounds have on learners' learning will also be critically examined with the view that what learners	

know influences what they learn (Kelly, 1955, Ausubel, 1968, Bodner, 1986; Anderson & Nashon, 2007; Nashon & Anderson, 2013). The concept of collateral learning (Aikenhead & Jegede, 1997) will be surveyed with a focus on how some learners are able to operate in more than one framework. Kuhn's (1970) notion of paradigm shift will be linked to the notion of conceptual change.

Readings that are topically organized will be critically discussed in groups with emphasis on individual participants' stances based on their instructional experiences. Seminar presentations by individuals or groups of participants will characterize the conduct of the course.

### Theory and Research in Environmental Education

<b>EDCP 538 (941)</b>	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.	

## July 6 –24, 2015

### Review of Research in Curriculum and Pedagogy (Research on/with/for children and youth)

EDCP 508D (951) 3 credits	Dr. Lisa Loutzenheiser
Mon-Fri; 10:30 – 13:00	Room: SCARFE 1209
TBA	

### Curriculum Issues and Theories

EDCP 562 (921) 3 credits	Dr. Lisa Loutzenheiser
Mon-Fri 08:00 – 10:30	Room: SCARFE 1210
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: Historical Thinking Summer Institute (July 6 to July 11)

EDCP 585D/96A 3 credits	Dr. Peter Seixas
Mon-Fri & Sat 8:30 to 17:00 & July 11 9:00-12:00	Museum of Vancouver
At its theoretical core this course is based on the interpretive nature of history, making explicit and central such fundamental concepts of historical thinking as "primary source evidence," "historical significance," and the ethical dimensions of history. It involves a critical approach to the design and development of school history curricula and historical museum exhibits. Six historical thinking concepts will shape our exploration of the substantive theme of migrations, contact and cultural exchange over time.	
Lectures and small group discussions will present and clarify the basic theoretical approach. The course will capitalize on access to primary documents and artefacts from Canadian history available in local museums and archives. Individually and collaboratively, students will apply this approach to problems arising from their own institutional contexts (e.g., museum educators, curriculum developers, practicing teachers, educational researchers). These activities will assure a dynamic back-and-forth between the latest research and the best of contemporary practices in history education.	
This course will take place at the Museum of Vancouver, from 8:30 to 5:00, Monday, July 6 through Friday, July 10, and 9:00 to 12:00 on Saturday July 11.	

### Research Methodology

EDUC 500 (951) 3 credits	Dr. David Anderson
Mon – Fri 08:00 – 10:30	Room: SCARFE 1328
This course is designed for graduate students in the first year of their programs. It acknowledges the importance of excellence in research design, but is predicated on the assumption that the paradigm view of the researcher, the research problem, and the research question should determine research design - consistent with the diversity of researchable problems, which can be identified in educational structures and processes. The course will survey rationalized, standard, and empirically-based research issues and approaches in a manner intended to assist the students in selecting research methods and strategies for more	

intensive studies. More specifically, the course will help student to develop their own research question(s) together with appropriate research design, and analytical techniques. The course will also enable participants to be able to read research reports critically. It is not the purpose of the course to prepare participants with extensive technical (operational) competence in any method of research; rather, it aims at providing an initial understanding of the nature and purpose of various approaches to research -- all of which are useful in understanding educational phenomena.

## July 27 –August 14, 2015

### 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 13:00- 15:30	Room: SCARFE 1210
<p>In the 21<sup>st</sup> century, students' abilities to grasp complex math and science[1] concepts, collect and analyze real time data, make sense of the data-rich information and conduct independent investigations have become increasingly important. At the same time, rapid advances of our knowledge of how people learn STEM disciplines coupled with the ever growing range of modern educational technologies allowed contemporary educators to have an unprecedented range of opportunities to engage their students in meaningful learning. These trends have significantly affected the teaching of STEM and the pedagogical skills required of contemporary teachers, who 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 (dubbed a Pedagogical-Technological Content Knowledge or TPCK); the process of TPCK acquisition by STEM teachers; and multiple ways for implementing technology-related STEM education research in the teaching practice is the goal of this course.</p>	

### Health Promotion, Wellness and Lifeskills in Outdoor Settings through Technologies

EDCP 531 (951) 3 credits	Dr. Hartley Banack
Mon-Fri 9:00- 12:00 (starts July 27 and ends August 7, 2015 (overnight trip included Aug. 1/2, 2015)	Room: SCARFE 1024
<p>This course provides an interdisciplinary and holistic approach to health promotion, wellness and lifeskills in local outdoor settings. With an emphasis on field-based scholarship and praxis, leaders/instructors/teachers from workplace, community, higher education and schoolbased settings shall examine concepts of wellness and learning communities of practice as critical foundations for curriculum and pedagogy within and across disciplines. Attention shall be place on strategies for practical implementation.</p>	

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[1] From now on we will use the term STEM (Science, Technology, Engineering, and Math)