



Department of Curriculum and Pedagogy

Graduate Courses - Summer Session 2018

SUBJECT TO CHANGE

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

Term 1
May 14 to June 21, 2018
ARTE
EDCP 523A 941 Instructor: Donal O'Donoghue
Seminar in Art Education: Aesthetic Orientations and Educational Scholarship
Mon/Wed 16:30 to 19:30 Scarfe 1130
This seminar will explore the following proposition: to orientate oneself to the world aesthetically is to invite the world to show up in ways that it might not otherwise. Working with writings by Arnold Berleant, Peter deBolla, Maxine Greene and Alva Noë, and considering the art practices of Leo Saul Berk, Song Dong, Ydessa Hendeles, Anthony Hernandez, Zhang Huan and Amie Siegel, we will study aesthetic practice as a distinctive mode of attending to and perceiving the world, and consider its promise for the conduct and dissemination of educational research and scholarship.

CUST
EDCP 585B 941 Instructor: Peter Grimmett
Special Course in Curriculum & Pedagogy: International Teacher Education
Mon/Wed 16:30 to 19:30 Scarfe 201
This course will explore various aspects of teaching and teacher education from an international and comparative perspective. The focus will concentrate on issues related to the interaction of local and global influences on the transformations of teaching and teacher education in different parts of the world. Through readings, classroom activities and discussions, and interactions with students and practicing teachers, participants will be exposed to various issues and questions about international teacher education. We will explore the academic literature on international work in the education of teachers as well as engaging in reflection in and on our own practice. In doing so, we will pay particular attention to how our conceptual and normative frameworks, values and beliefs about education, teaching, and teacher education that we tend to take for granted, actually affect our practice.

SCED**EDCP 538 941****Instructor: Hartley Banack****Theory and Research in Environmental****Tue/Thur 17:30 – 20:30****SCARFE 1204**

The course will begin with an exploration of personal perspectives on the human-nature relationship; we will address the following areas: the relevance of eco-philosophical literature to personal eco-philosophies; and second, drawing upon the research interest to derive knowledge claims within a qualitative/quantitative context. We will then review conceptions of Environmental Education (EE) and its research and practice. This section will incorporate participants' teaching and research interests, ideally across sciences, languages, humanities, and the arts. Returning to practice, we will explore the following: How might environmental science, aesthetics, ethics, and histories together with environmental action and community 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 for informed and responsible action, be defensible on educational grounds? For example, is a balanced approach the way to address current environmental problems such as climate crisis? Or is it imperative that we engage with and understand environmental rights, such as clean air, water, and soil, not only as *human* rights but also as rights for the *more-than-human* world?

TERM 2	
PETE	
July 3, 2018-July 7, 2018, 8:30 to 16:30	
EDCP 534 951	Instructor: Kerry Renwick
Seminar in School Health Education	Scarfe 1021
Health promotion aims to give people both control and opportunity to improve their health – socially and politically. Health education is closely aligned with individual and cultural experience. In this course we will explore the practice of each in context of settings such as schools.	
July 3, 2018 to July 20, 2018	
CUST	
EDCP 562 951	Instructor: Peter Grimmett
Curriculum Issues and Theories	
Mon-Fri 10:30- 13:00	SCARFE 1211
This course will explore what constitutes curriculum and the purposes it should serve. In so doing, we will examine what knowledge is, what knowledge is valuable, to whom, and to what end. Through readings, classroom activities and discussions, and interactions with students and practicing teachers, participants will be exposed to various issues and questions about curriculum. We will explore the academic literature in curriculum studies to understand how curriculum is conceptualized differently in light of various discourses, e.g., politics, feminism, multiculturalism, and post-structuralism, etc. Throughout the course, there will be an emphasis on blending the theoretical and the practical aspects of curriculum study. Accordingly, we will pay particular attention to how our conceptual and normative frameworks, values and beliefs about curriculum inform our subjectivities, thereby influencing our pedagogical practice in classrooms.	
EDUC	
EDUC 500 951	Instructor: David Anderson
Research Methodology	
Mon-Fri 13:30- 16:30	Scarfe 1020
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 designs, and analytical techniques. The course will also enable participants to be able to read research reports critically.	

July 23 to Aug 10, 2018	
CUST	
EDCP 508A 951	Instructor: William Pinar
Rev of Res in Curriculum and Pedagogy: Curriculum Studies in Canada: Aoki, Chambers Ng-A-Fook	
Mon to Fri 10:30 to 13:00 SCARFE 1209	
In this course we will study the work of three generations of curriculum theorists in Canada: Ted Aoki, Cynthia Chambers, and Nicholas Ng-A-Fook, emphasizing both the larger historical context and the significance of this scholarship for understanding curriculum and pedagogy today.	
EDCP 585E 951	
Instructor Tony Clarke	
Special Course in Curriculum and Pedagogy: Teacher Inquiry: Living the Research in Everyday Practice	
Monday to Friday 8:00 to 10:30	SCARFE 1211
Shifting the focus from research on teachers to research by teachers, this research genre unites schools and universities in research efforts that genuinely address issues of teacher knowing/knowledge. Given that knowledge is personally constructed, socially mediated, and inherently situated, Teacher Inquiry, as a way of researching one's practice, is uniquely placed to honour each of these characteristics in important ways. This course will examine the various names/approaches by which teacher inquiry is known (and practiced), the differences between each, and appropriateness of each as they pertain to thinking about one's practice. Further, it will provide students with the opportunity to develop proposals that draw on Teacher Inquiry as the central research method.	
Jul 23, 2018 to Aug 03, 2018	
CUST	
EDCP 508D 951	Instructor Peter Cole
Review of Research in Curriculum & Pedagogy: Researching in Cross-Cultural and Global Contexts	
Monday to Friday 12:00 to 15:30	Scarfe 1210
The focus of this research methodology course is to guide students in the design and enactment of cross-cultural research with Indigenous and other marginalized peoples in local and global contexts. This course offers students an opportunity to examine the challenges of conducting research across different worldviews, knowledge systems, languages, and geographies. Students will critically reflect on how their own worldviews and life narratives influence the shaping of their research projects as they work to articulate research method(ologie)s and research projects that promote equity, social and environmental justice, and living in a good way with all our relations. It is recommended that students come to this course having already completed EDUC 500: Introduction to Research Methodologies	
PETE	
EDCP 531 951	Instructor Hartley Banack
Health Promotion, Wellness and Life Skills in Outdoor Settings SCARFE 1004	
Mon to Fri 10:00 to 12:00 , Field Trip: Saturday, July 28, 2018 9:00 am to Sunday, July 29, 2018, 4 pm.	
This course provides an interdisciplinary and holistic approach to health promotion, wellness and life skills in local outdoor settings. With an emphasis on field-based scholarship and praxis, leaders/instructors/teachers from workplace, community, higher education and school based 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 placed on strategies for practical implementation.	

July 23, 2018 to July 27, 2018	
PETE	
EDCP 585D 951	Instructor LeAnne Petherick
Research and Health for Social Justice	
Monday to Friday, 8:30-16:30	Scarfe 1001
This course will focus on topics of gender, race, class, culture, ability, religion, and sexuality as central to the policy, pedagogy, and practice of health, physical education and outdoor education. Using research from these areas, strategies for addressing social inequities will emerge.	
July 30, 2018 to August 3, 2018	
PETE	
EDCP 585B 951	Instructor Joy Butler
Seminar in Curriculum & Pedagogy: Physical Education-Secondary	Forest Sciences Centre 1001
This course is an introduction for physical educators who wish to re-evaluate their physical education curriculum for grades 8-12. The course introduces participants to theoretical, philosophical and practical research dimensions of a constructivist learning and teaching approach in physical education. This course has a 40% practical component.	