Welcome

The overarching aim of the Department of Curriculum and Pedagogy (EDCP) at the University of British Columbia (UBC) is to provide intellectual leadership, through re-conceptualist, critical, and action-oriented scholarship, teaching, and community engagement, to the local, national, and international fields of curriculum and pedagogy. A concomitant aim is to foster a social context in which teaching is sustainable, equitable, and given to social justice. In addressing this overarching set of aims, EDCP is committed to advancing research into curriculum and pedagogy in a variety of contexts and across the lifespan. In addition to addressing many of the curriculum areas represented in public education, we also focus on trans-disciplinary areas of scholarly inquiry such as curriculum theory, implementation, and evaluation, history of curriculum, teacher education, digital media and learning technologies, curriculum and pedagogy in higher education, and teaching and learning in informal educational settings.

Our graduate programs offer opportunities for students to specialize in art, music, mathematics, science, technology, social studies, home economics, and physical education. In addition, students may develop interdisciplinary programs in curriculum studies; teacher education; complexity science and education; digital media and learning technologies; scholarship of teaching; studies in historical consciousness; museum education; health, nutrition, and eco-justice and sustainability education.

We offer undergraduate courses in several areas including science, mathematics, social studies, technology, art, music, computing studies, business, home economics, and physical education. In all, the EDCP offers about 60% of the UBC teacher education program.

Faculty members in EDCP lead or co-lead several research centres in the Faculty of Education including the Centre for the Study of Historical Consciousness, the Centre for the Study of the Internationalization of Curriculum Studies, and the Centre for the Study of Teacher Education. Our Department is home for two Tier 1 Canada Research Chairs and the David Robitaille Chair in Mathematics, Science and Technology.

Community

The Department of Curriculum and Pedagogy (EDCP) is a scholarly community that is characterized by intellectual vibrancy, in which we respectfully “quarrel joyously over ideas that matter” to foster excellence in research, teaching, and community engagement. Our scholars are curriculum theorists, teacher education scholars, historians, visual/performance arts-based researchers, and science, technology, and math (STEM) scholars, complemented by specialists in Indigenous education, place-based education, and eco-justice/sustainability. We offer a number of graduate programs at both the Master’s and PhD levels, some of which are structured as research theme cohorts. In addition, we are continually developing a variety of Curriculum and Pedagogy Summer Institutes for practicing teachers.

EDCP is an academic unit characterized by theoretical depth, methodological diversity, and innovative praxiological and practice-oriented programming. The purpose of our approach to study is to improve education practice, policy, and theory in the spaces of teaching and learning we inhabit in a variety of contexts and across the lifespan. In sum, EDCP comprises a group of caring faculty, staff, and students who are committed to community and place. The faculty members direct their energy not only to their scholarship and teaching but also to students, the department, the Faculty, the university, and the world.

Vision

The Department of Curriculum and Pedagogy aims to become increasingly recognized both nationally and internationally as one of the leading academic units in curriculum and pedagogy in the Anglophone world. It is already recognized internationally as a centre for excellence in curriculum scholarship and teacher education. Its stellar reputation is based on four interrelated features: research excellence and our ability to secure external funding, academic teaching, commitment to the field of practice, and innovative programming. Yet we can accomplish more. We are planning initiatives in the areas of Indigenous Education, Internationalization, Teacher Education, Outdoor Environmental Education, International Baccalaureate (IB) Curriculum Studies, and Sustainability Education. We see ourselves moving toward our collective goal of achieving further recognition as a premier academic unit in North America for our scholarship and research, our teacher education, our outreach, and our commitments to ethical practice, equity, and diversity.

Distinction

In Scholarship and Research, our commitment to the advancement of knowledge actively supports world-renowned, stellar scholarship characterized by theoretical depth, methodological rigor and diversity, multiple forms of knowledge mobilization, and ethical engagement with participants and their communities. In Teaching, our commitment to developing excellent and innovative pedagogy in our teaching and rigorously supportive challenge in our graduate supervision is acclaimed. And our important contribution in the undergraduate teacher education program and to the International Faculty Scholarship of Teaching and Learning (SoTL) Leadership Program in Higher Education is well known. In Community Engagement, our commitment to viewing people in the field as valued and valuable sources of knowledge with whom we collaborate on projects that mobilize the knowledge emerging from research activities is known nationally and internationally.

Indeed, we are highly distinguished for the fine balance we negotiate between our work as an academic unit in teacher education, graduate programs, and community engagement.

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