



Department of Curriculum and Pedagogy

Graduate Courses - Winter Session 2012/2013

SUBJECT TO CHANGE

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

Term 1	
SEPTEMBER/DECEMBER (Sept. 3 – Nov. 30)	
ARTE	
EDCP 520 (031)	Instructor: Sandrine Han
Perspectives, Practice and Curriculum Issues in Contemporary Art Education	
Mon (16:30-19:30)	SCARFE 1128
<p>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 that 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? How should art educators apply the curriculum for the future students?</p>	
CUST	
Educational Action Research	
CUST 512A (031) 3 credits	Instructor: Dr. Cynthia Nicol
Tue 16:30 – 19:30	Room: Neville 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: Anne Phelan
Introduction to Curriculum Issues and Theories	
Thu (16:30-19:30)	SCARFE 208
<p>What is curriculum studies? What is the state of research in curriculum studies? This course is one of the two core requirements in the Department of Curriculum and Pedagogy's graduate program. We survey a wide</p>	

range of research and practices in curriculum and pedagogy (C&P) or curriculum and instruction (C&I)— i.e., curriculum studies. se will focus on curriculum theory and a recent survey of the fields of curriculum studies (*Sage Handbook of Curriculum and Instruction*). The emphasis is on understanding curriculum as a dynamic discipline or interdiscipline, demanding specific attention to discourses, issues, and practices germane to curriculum studies.

EDCP 566 (031)/CUST 568 **Instructor: Lisa Loutzenheiser**
Curriculum Change, Planning and Implementation

Mon (16:30 – 19:30) SCARFE 1209

This course explores the nature of educational change and will critically examine a variety of initiatives being undertaken to improve, reform, and/or restructure curriculum and pedagogies. Theories of change will be outlined in an effort to understand implications for productive change processes at the classroom, school, and school system levels particularly for students, families and communities who feel marginalized within education. Utilising design thinking frameworks, this highly-experiential course undertakes the analysis the conditions of schools, curriculum and pedagogy as they relate to the processes of change, and prototype possible programmatic and/or design solutions Of particular importance will be the culture of schools, the role of teachers and administrators, and the role of students in facilitating curricular, pedagogical and curricular school change. Lastly, we will investigate the ways in which change affects teachers and how do new curriculums and pedagogies affect classroom practice? Is it possible or desirable identify factors that enhance and hinder successful change effort?

EDCP 601A (031) **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.

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 526B (031) **Instructor: Peter Gouzouasis**
Psychology and sociology of music education

Tue (16:30-19:30) SCARFE 1314

This course is an overview of theories in psychology and the psychology of music, and the sociology of music and music education. Both the psychology and sociology of music have had a tremendous impact on music education research and practice. The psychology of music has a long history of research, dating back to the 1880s. Some of the most important, early work conducted in psychological testing was done in examining music aptitude. We will read research from Seashore to Gordon, extending our focus to current neuroscientists, including Levitin and Schlaug. The sociology of music education is a relatively newer topic of study and we will focus on the work of DeNora, Green, and members of the MayDay Group.

SCED

EDCP 559 (031)

Instructor: Marina Milner-Bolotin

Research in the Teaching and Learning of the Sciences

Wed (16:30-19:30)

SCARFE 1210?

Course description: The course will focus on critical examination of research paradigms and corresponding research themes and methods in the field of science and mathematics education. We will analyze research literature in the area of mathematics and science teaching and learning and take a closer look at the approaches taken by the mathematics and science education researchers to in order to investigate the following research questions:

- a) What are student conceptual difficulties in the areas of mathematics and 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 in and outside of the classroom to promote mathematics and science learning?
- e) How can we promote inclusive mathematics and science classroom? (Gender and minority inclusion in science and mathematics)?
- f) What are the effective ways of conducting mathematics and science teacher professional development?
- g) What is the role of the history and philosophy of science in science and mathematics teaching and learning?
- h) How is science perceived by the students (nature of science) 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 mathematics and science communication skills?
- k) What is the role of student motivation in learning mathematics and science and what is its impact on student learning?

Course organization: The students will be encouraged to work in groups and prepare 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, each one of the 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 or mathematics educational research journal.

EDCP/CCFI

CCFI 565/EDCP 585A (031)

Instructor: Lisa Loutzenheiser

Special Course in Curriculum & Pedagogy - Seminar in Advanced Qualitative Methods

Wed (13:00-16:00)

SCARFE 1209

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 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.

Term 2	
JANUARY/APRIL (Jan. 2 – Apr. 5)	
ARTE	
EDCP 514 (032) Arts Based Educational Research: A/R/Tography	Instructor: Rita Irwin
Mon 16:30 – 19:30	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>	
EDCP 585D (032)	Instructor: Hsiao-Cheng “Sandrine” Han
Special Course in Curriculum and Pedagogy: Visual learning in 3D animated virtual worlds	
Fri 16:30 – 19:30	Room: 1023
<p>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.</p>	
CUST	
EDCP 501 (032) Master Seminar: <i>Theorizing Pedagogy</i>	Instructors: Anne Phelan and Lisa Loutzenheiser
Tue (16:30-19:30)	SCARFE 1128
<p>This course will explore ‘pedagogy’ as it has been understood historically and as it is lived presently by educators within the academy, schools and beyond. Drawing on the thought of curriculum thinkers, indigenous scholars, educational philosophers and cultural theorists, course participants will examine a range of ‘pedagogies’ as they have been construed within diverse disciplinary and wisdom traditions.</p> <p>Questions for consideration will include: Why pedagogy? What are the tensions inherent in the notion of “pedagogy”? How is pedagogy distinct from ‘teaching’ or ‘instruction’? Why the commonplace conjunction of ‘curriculum <i>and</i> pedagogy’? Why speak of pedagogies? How do pedagogies (queer, decolonizing, anti-racist, culturally relevant, anti-oppressive, post-colonial, et cetera) take up and respond to oppression(s), dominance and power? What are the personal and professional politics of pedagogy? What happens to pedagogy in a neo-liberal world? What is the relationship between pedagogy and practice?</p>	
EDCP 510	Instructor: Lisa Loutzenheiser
Video Ethnography in Education Research: Culture, Technology and Interpretation	
Mon (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</p>	

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 you have completed one other methodology course.

EDCP 562 (032) Instructor: Wayne Ross
Introduction to Curriculum Issues and Theories

Wed (16:30-19:30) SCARFE 1214

What is curriculum? And, what purposes should it serve? This course explores these seemingly straightforward questions and the underlying principles that inform diverse (and sometimes contentious) responses of educators, theorists, politicians, and the public.

EDCP 564 (031) Instructor: Wayne Ross
Texts, Politics, and Ideologies of Curriculum Development

Mon (16:30-19:30) SCARFE 1209

This course will examine content and ideology of school curriculum, both past and present, as well as within the Canadian context and beyond. This will include analysis of political and economic influences on curriculum and curriculum materials development, as well as case studies of conflict, including textbook 'wars'.

EDCP 585C (032) Instructor: Tracy FRIEDEL
Special Course in Curriculum & Pedagogy - Theories and Dimensions of Place-based Learning: Ecohumanist, Critical and Indigenous Lenses

Thu (16:30-19:30) SCARFE 1210

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 in which particular groups 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 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).

EDCP 585E (032) Instructor: DR. WM. DOLL & DR. DONNA TRUEIT
Special Course in Curriculum & Pedagogy - INQUIRY INTO THE FUNDMENTS OF CURRICULUM LANGUAGES

Fri (16:30-19:30)& Sat (9:30-13:00)- Six weekends: Jan. 11/12, 25/26; Feb. 15/16; Mar. 8/9, 22/23; Apr. 12/13 SCARFE 1209

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 Daniel Tröhler's *Languages of Education: Protestant Legacies, National Identities, and Global Aspirations* (Routledge, 2011). Each student will also be responsible, on Saturday mornings to present his or her writing to the class. The course has two foci: (1) to help students understand the fundamental frame underlying western curriculum history and its importance on a global scale; and (2) to aid students in developing their own curriculum thought and writing – the particular project on which each student is working. The general frame is to develop a community of scholars, all helping one another.

EDCP 602 (032)	
Doctoral Seminar	
Instructor: Samson Nashon	
Wed (13:00 – 16:00)	SCARFE 1209
<p>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.</p>	
MAED	
EDCP 550 (032)	
Mathematics Education: Education: Origins and Issues: Mathematics, Community and Culture	
Instructor: Cynthia Nicol	
Wed (16:30-19:30)	SCARFE 1211
<p>This course explores origins and issues of curriculum and pedagogy connecting mathematics, community and culture. The course critically examines research and educational practices that acknowledge and build upon the resources, issues, and experiences located in communities -- rural and urban, and at local and international levels. Place-conscious theories and research, culturally responsive and relational theories and research, and research on the roles of communities, families and parents will be examined in relation to mathematics education research and practices. The course will explore and critique opportunities for generating and living curriculum and pedagogy that is responsive and sensitive to culture, and connected and reconnected with(in) communities.</p>	
MUED	
EDCP 505 (032)	
Review of Research in Music Education	
Instructor: Peter Gouzouasis	
Thu (16:30-19:30)	SCARFE 1314
<p>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.</p>	
SCED	
TSED	
EDUC 500 (004)	
Introduction to Research Methods	
Instructor: Wayne Ross	
Tue (16:30-19:30)	SCARFE 209
<p>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.</p>	
EDUC 500 (006)	
Introduction to Research Methods	
Instructor: Sandra Scott	
Tue (16:30-19:30)	SCARFE 204
<p>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</p>	

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.