



doctoral student symposium

2017 | DEPARTMENT OF CURRICULUM & PEDAGOGY
University of British Columbia

EDCP 601 Doctoral Seminar: History and Theory

October 4 | Scarfe 1209 | 1:00 - 4:00

Re-signifying Curriculum Studies from Indigeneity in the Mexican and Kenyan Contexts

Maria Jose Athie-Martinez & Philip Kimani Karangu with Special Guest **Dr. Samson Nashon**

Program

13:00-13:10 Introduction and program

13:10-14:00 Re-signifying Curriculum through Culturally Responsive Education on Indigenous Context in Canada and Mexico (Athie-Martinez)

14:00-14:30 Two Small Group Discussion activities about readings and relation to students' PhD thesis

14:30-14:45 Break

14:45-15:45 Re-signifying through Social Constructivism the Curriculum in Refugee camps in Kenya (guest speaker Dr. Samson Nashon from 15:00-15:30) (Karangu)

15:45-16:00 Class Discussion activity as closing and concluding symposium

Readings

Furlan, A. (2011) "Curriculum studies in Mexico: Key scholars". In W. Pinar (Ed.), *Curriculum studies in Mexico: intellectual histories, present circumstances* (pp. 111-136). New York, NY, Palgrave.

Dei, G. J. S. (2000). African development: The relevance and implications of 'Indigenosity'. In G. J. S. Dei, B. L. Hall & D. G. Rosenberg (Eds.), *Indigenous knowledge in global contexts: Multiple readings of our world* (pp. 70-86). Toronto, ON: University of Toronto Press.

Additional readings or resources:

Athie-Martinez, M.J. (2010). *Learning from inside: The perspective of Elders, teachers, math educators and mathematicians in the process of developing culturally responsive education* (Unpublished MA Thesis). University of British Columbia, Vancouver, BC.

Karangu, P. (2017). *Hidden curriculum Revealed: A case study of Dadaab refugee camps schools* (Unpublished MA Thesis). University of British Columbia, Vancouver, BC.