



# Department of Curriculum and Pedagogy

Graduate Courses - Winter Session 2018/2019

**SUBJECT TO CHANGE**

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

<b>Term 1</b>	
<b>SEPTEMBER/DECEMBER (Sept. 04 – Nov. 30, 2018)</b>	
<b>ARTE</b>	
<b>EDCP 520 (031)</b>	<b>Instructor: Donal O'Donoghue</b>
<b>Perspectives, Practice, and Curriculum Issues in Contemporary Art Education:</b>	
Mon (16:30-19:30)	SCARFE 1209
This seminar attends to relations between art theory, art practice and art education with a particular focus on contemporary issues in the field of art education, most notably the rise of contemporary art and curatorial practices as educative forces. Because curators frame and offer ways of thinking and talking about contemporary artworks and suggest ways in which one might experience them, thus orientating one to such works in a particular manner, it could be suggested that the work of the curator is potentially pedagogical in nature and educative in intent. In this seminar, we will examine past and present conceptualizations and articulations of art education as a field of study and practice through the concept of the 'curatorial'.	
<b>EDCP 514 (031)</b>	<b>Instructor: Rita Irwin</b>
<b>Arts Based Educational Research</b>	
Tue (16:30-19:30)	SCARFE 1107
This course focuses on a/r/tography as a practice based form of inquiry. Drawing from the fields of arts education, aesthetics, the arts, and qualitative and post-qualitative research methodologies, those involved in the course will engage in textual and aesthetic readings, discussions, interpretations, research creations, and presentations as a way to engage in meaningful artistic inquiry as artist/researcher/teachers engaged in living inquiry.	
<b>CUST</b>	
<b>EDCP 513 (031)</b>	<b>Instructor: Ann Anderson</b>
<b>Case-Study Research and Cross-Case Analysis</b>	
Tue (16:30 to 19:30)	SCARFE 1209
In this advanced graduate seminar, we will examine case study research as a methodology and heuristic device that permits the study of complex human activities, as they are embedded and bounded in place and time. In this research seminar, we will discuss aspects of, and issues associated with, case study research, as we explore the ways in which case study research is used in educational contexts and the research questions for which it is suited. Our seminar discussions will be informed by readings from various fields, with a focus on education and will explore individual case, multi-case and across-case analyses. The course content is structured around two interwoven strands: the nature of case study research and application of course content to student research interests. Student researchers will learn more about how case study methodology could inform their own work and apply this knowledge to their individual research projects. This course is suitable for students from across departments and disciplinary areas.	
<b>EDCP 539 (031)</b>	<b>Instructor: Peter Cole</b>
<b>Narrativity and Indigeneity</b>	
Wed (16:30-19:30)	SCARFE 1209
The power of narratives will be explored as they intersect with ecopedagogical and Indigenous knowings and practices toward a multi-storied, compassionate, just and ecologically sustainable world. Engaging with the course readings, videos, activities and seminar discussions, this course offers students time and space to consider human, non-human and more-than-human worlds not simply as concepts, but as intra-actions of interdependency and reciprocity. Students will respond critically to the course readings and activities in written, oral and/or other means of their choosing as they create ecopedagogical narratives grounded in their own research interests, cultural knowings, histories, lived experiences, geographies and ecologies.	
<b>EDCP 542 (031)</b>	<b>Instructor: Anne Phelan</b>
<b>Theorizing Pedagogy</b>	
Wed (16:30 – 19:30)	SCARFE 1023
What is pedagogy? What does pedagogy do? How has pedagogy been understood historically? How is pedagogy lived, and to what purpose, 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.	
<b>EDCP 562 (031)</b>	<b>Instructor: Rita Irwin</b>
<b>Curriculum Issues and Theories</b>	
Mon (16:30-19:30)	SCARFE 1128
The course will provide opportunities for students to examine various perspectives and paradigms that influence curriculum decision-making while exploring personal questions that assist educators in raising questions about curriculum and appreciating how curriculum encounters are at the heart of educational experiences. All of this will be set in relation to historical, social and political	

contexts, especially within Canada.	
<b>EDCP 585E 031</b>	<b>Instructor William Pinar</b>
<b>Special Course in Curriculum and Pedagogy: Technology, Time, and Teaching: George Grant's Critique of Education</b>	
Thu (10:30 am to 1:30 pm)	Scarfe 207
In this course we will study George Grant's critique of time, technology, and teaching. Grant (1918-1988) has been characterized as a political philosopher, Canadian nationalist, contrarian thinker, theologian, witness, prophet. Each of these, I suggest, were enacted through his teaching. Over the course of his lifetime George Grant was engaged in public education - the education of the public - first through his World War II work with the Canadian Adult Education Association, then his teaching at Dalhousie and McMaster Universities, his numerous lectures featured by the Canadian Broadcasting Corporation (CBC), and at public events from teacher meetings in Halifax to teach-ins in Toronto. Throughout the course we will attend to the pertinence of Grant's teaching to the circumstances in which educators work today.	
<b>EDCP 601A (031)</b>	<b>Instructor: Peter Gouzouasis</b>
<b>Doctoral Seminar</b>	
Wed (13:00-16:00)	SCARFE 1209
This seminar is intended for first-year doctoral students. It examines the emergence of contemporary conceptions of curriculum and pedagogy, through a lens informed by philosophy and the philosophy of science, with particular focus on key historical and theoretical influences. Emphasis is placed on analysis of a variety of perspectives, explicit and tacit rationales for different forms of knowing (and education), and consequent principles that inform and infuse conceptions and enactments of curriculum and pedagogy.	
<b>EDUC</b>	
<b>EDUC 500 (005)</b>	<b>Instructor: Doug Adler/Sandra Scott</b>
<b>Research Methodology</b>	
Tue (16:30-19:30)	SCARFE 1204
Through collaborative inquiry, we will survey research issues and techniques to assist you in selecting methods and strategies for intensive studies as well as for immediate application. This is an introductory course in understanding and conducting educational research. The course objective is for you to craft a research proposal to support your area of study. The course goal is to provide you with the background necessary for making informed decisions regarding methodologies, methods, and strategies relevant and meaningful to your research interests.	
<b>MAED</b>	
<b>EDCP 550 (031)</b>	<b>Instructor: Cynthia Nicol</b>
<b>Mathematics Education: Origins and Issues</b>	
Thu (16:30-19:30)	SCARFE 1211
This course provides opportunities for students to examine various issues, perspectives and paradigms in mathematics education and mathematics education research. For 2018 the course issues may include the role of mathematics in STE(A)M, decolonizing and Indigenizing mathematics education and STEM education, mathematics education in communities and connected to land/place, mathematics education for sustainability, and ethical issues related to teaching, learning and researching mathematics for living well.	
<b>MTSE</b>	
<b>EDCP 570 (031)</b>	<b>Instructor: Stephen Petrina</b>
<b>Seminar in Teaching Information and Communication Technologies</b>	
Mon (16:30-19:30)	
This seminar addresses current controversies, ideas, methods, and implications in teaching ICT. This year's section focuses on the ethics and philosophy of social media and technology. The seminar balances applications and practices, including coding, in teaching ICT with philosophies that students and teachers generate to interpret media & technology. How do we make sense of the conventional wisdom and spontaneous philosophies of media & technology that children and youth generate? What does this mean for teaching ICT?	
<b>SCED</b>	
<b>EDCP 559 (031)</b>	<b>Instructor: Marina Milner-Bolotin</b>
<b>Research in the Teaching and Learning of Science</b>	
Wed (16:30-19:30)	SCARFE 1210
The course will focus on critical examination of research paradigms and corresponding research themes and methods in the field of science education. We will analyze research literature in the area of science teaching and learning and take a closer look at the approaches taken by the science education researchers	

<b>Term 2</b>	
<b>JANUARY/APRIL (Jan. 02 – Apr. 04, 2019)</b>	
<b>ARTE</b>	
<b>EDCP 504 (032)</b>	<b>Instructor: Donal O'Donoghue</b>
<b>Review of Research in Art Education: Theory and Practice</b>	
Mon (16:30-19:30)	SCARFE 1128
This seminar focuses on art, research and pedagogy. It brings together readings from these three areas of study and practice in an effort to consider an approach to research and inquiry that is informed by contemporary art practice and poststructuralist research methodologies. During this seminar, students will also study the nature of research and scholarship produced in the field of art education over the past decade.	
<b>EDCP 524 (032)</b>	<b>Instructor: Sandrine Han</b>
<b>Visual Learning in 3D Animated Virtual Worlds</b>	
Thu 16:30 to 19:30	SCARFE 1107
This unique course relates art education to technology and covers topics that other art education courses do not. This course also relates to other art education courses through the perspective of visual culture in art and art education. By using the virtual world to create a utopian educational environment, students will learn the logic of 3D software and the application of interactive gamified pedagogy. And, this course affords students the opportunity to inquire/investigate how digital visual culture presents, takes form, and plays out in virtual worlds. Most importantly, students will apply the theories of digital visual culture to the creation of educational virtual worlds.	
<b>CUST</b>	
<b>EDCP 508A (032)</b>	<b>Instructor E. Wayne Ross</b>
<b>Review of Research in Curriculum and Pedagogy: Alternative Education</b>	
Tuesday 16:30-19:30	SCARFE 203
Since the 1980s, schools have been subjected to increased standardization, test-based accountability, and corporate management models, trends often labeled as the global education reform movement or GERM. One of the key effects of GERM on curriculum and teaching has been the search for low-risk ways to meet learning goals, undermining alternative and experimental pedagogical approaches and risk-taking in the classroom. This seminar will explore histories, ideologies, and practices of alternative education movements. A key aim of the course is to examine the various cultures of learning, teaching, and curriculum embedded within the diverse landscape of alternative education and the implications for formal and informal education today. Students will have the opportunity to explore alternative education movements such as democratic free schools, unschooling/deschooling, Modern Schools (Ferrer Schools), Steiner/Waldorf, Reggio Emilia, etc. An emphasis will be placed on examining pedagogies that give students greater control over the what and how they learn. Students in this course will be expected to take responsibility for shaping course content as well participate in independent learning projects.	
<b>EDCP 510 (032)</b>	<b>Instructor: Adrienne Boulton and Stephen Petrina</b>
<b>Video Ethnography in Education Research: culture, Technology and Interpretation</b>	
Wed (16:30-19:30)	SCARFE 1209
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. Paying particular attention to positionalities and subjectivities (including race, gender, sexualities and their 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 7 out of 8 you have completed one other methodology course.	
<b>EDCP 512A (032) Education Action Research</b>	<b>Instructor Cynthia Nicol</b>
<b>Tue (16:30 to 19:30)</b>	<b>SCARFE 1209</b>
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. 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.	
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.	

<b>EDCP 562 (032) Curriculum Issues and Theories</b>		<b>Instructor: E. Wayne Ross</b>
Thur (16:30-19:30)		SCARFE 1209
<p>What is curriculum? And, what purposes should it serve? This course explores these questions and the underlying principles that inform diverse responses of educators, theorists, politicians, and the public. Teachers are constantly making judgments about what constitutes worthwhile educational experiences for students. To do so means that teachers must be committed to a process of questioning what knowledge is valuable, to whom, and to what end. The course will provide you with the opportunity to: examine the perspectives and paradigms that influence curriculum decision-making, explore basic curriculum questions for yourself as an educator, appreciate curriculum as the heart of the educational enterprise, and examine the problematic character of curriculum knowledge and its relation to historical, social and political contexts.</p>		
<b>EDCP 566 (032) Curriculum Change, Planning, and Implementation</b>		<b>Instructor: Karen Meyer</b>
Tue (16:30-19:30)		SCARFE 1210
<p>This course engages us in individual and collective inquiries into the background and key figures of educational change. Who and what have inspired curriculum change and related scholarship in curriculum studies? As background we will examine past and present initiatives, movements, debates, and critiques, as well as diverse principles, perspectives, and social realities that underpin them. As foreground, we will bring into focus the particulars and locations of our own situations as actors/practitioners to consider possibilities around and toward change: 1. What matters to my practice? What traditions, philosophies, practices do I deem critical to conserve in education? 2. How can I renew existing conditions and relationships, given my approaches, wellbeing, motivation, and hopes? 3. How might I imagine practice differently? What challenges, constraints, contradictions, and cloaked agendas do I encounter when approaching change? What new challenges do I foresee? What voices would I seek?</p>		
<b>EDCP 602A (032) Doctoral Seminar</b>		<b>Instructor: Anthony Clarke</b>
Thur (9:00 – 12:00)		SCARFE 1214
<p>This course draws on a seminar format to provide first-year doctoral students with the opportunity to engage in a conversation about research, and in particular, the different of ways of conceptualizing and exploring educational phenomena. Central to this conversation is the research interests of the students and how they construct a scholarly argument that supports and advances their research.</p>		
<b>EDUC</b>		
<b>EDUC 500 (004) Research Methodology</b>		<b>Instructor: TBA</b>
Tue (16:30-19:30)		SCARFE 1214
<p>This course acknowledges the importance of excellence in research design but is predicated on the assumption that the researcher's understandings of the world determines how researchable problems are seen and what research design is possible. Given the diversity of researchable problems, this course offers insight into the range of research design. Research is contextualized in educational settings – early childhood, primary, middle, secondary, adult and vocational education and training. The focus therefore is on research for and of education.</p>		
<b>MAED</b>		
<b>EDCP 553 (032) Mathematics Education: Beyond the Early Years</b>		<b>Instructor: Susan Gerofsky</b>
Tue (16:30-19:30)		SCARFE 1211
<p>This course is designed to familiarize graduate students with contemporary issues and research in mathematics education 'beyond the early years' – that is, with mathematics education at the middle school, secondary and tertiary levels. Topics explored will include choices from the following – and potentially others as suggested:</p> <ul style="list-style-type: none"> <li>• the nature of mathematical understanding,</li> <li>• mathematical knowledge for teaching,</li> <li>• standards and curricular reform,</li> <li>• textbooks,</li> <li>• word problems and other genres of mathematics education,</li> <li>• standardized testing and other forms of assessment,</li> <li>• inquiry and problem-solving,</li> <li>• embodied mathematical learning,</li> <li>• international comparisons,</li> <li>• algebra and geometry in the mandated curriculum, and calculus reform.</li> </ul> <p>For each topic, we will engage in lectures, readings, activities and class discussion to introduce new concepts and develop a sense of how these topics are connected to other theories and to our classroom practices. We will have several guest speakers in class, some of them among the most important researchers in mathematics education.</p>		
<b>MUED</b>		
<b>EDCP 526B (032) Theory and Principles of Music Education: History and Philosophy</b>		<b>Instructor: Peter Gouzouasis</b>
Wed (16:30-19:30)		SCARFE 1314
<p>This course examines the ideas, people, and events that have informed the practice of music education in schools and introduces students to an overview of the psychological research and sociological inquiry in the field. Students begin by exploring the writings of foundational scholars in music education, then they examine the ways past foundations are presently being extended and challenged by contemporary thinkers and researchers.</p>		
<b>SCED</b>		
<b>EDCP 555 (032) Critical Analysis of Curriculum in Science Education</b>		<b>Instructor: Doug Adler</b>
Wed (16:30-19:30)		SCARFE 1209
<p>Participants in this seminar will explore implications of current perspectives in science for science education. This will be approached through the examination of various scientific controversies and what they tell us about how knowledge gets constructed. Issues of equity in general, including gender and multiculturalism in science will also be explored and implications for school science drawn.</p>		