



## EDCP Undergraduate Courses - 2019 Summer Session

SUBJECT TO CHANGE

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

<b>EDCP 323 (96A)</b>	<b>Outdoor Environmental Education (OEE): Curriculum and Pedagogy</b>
HOPE	Jennifer Wilson
Jul 6 –7; Jul 13/14 (overnight); Jul 20-21, 2019	Sat Sun   9:00 am – 5:00 pm
<p>UBC OEE Course Descriptions: EDCP 323/96A Summary</p> <p>Course description: An introduction to interdisciplinary methods, theory, and program planning of local Outdoor Environmental Education (OEE).</p> <p>Course Aims: During this course, students shall:</p> <ul style="list-style-type: none"> <li>• be introduced to theoretical underpinnings of Outdoor Environmental Education (OEE);</li> <li>• learn basic elements around planning, teaching, and assessing safe and pedagogical-sound OEE learning experiences, including field and over-night outings;</li> <li>• situate the importance of risk (assessment /management and healthy risk) and safety within the context of OEE experiences;</li> <li>• explore interdisciplinary connections between curriculum, pedagogy, place and OEE;</li> <li>• consider approaches to assist in promoting personal, social, and environmental responsibility through OEE (i.e. differences, backgrounds, interests, needs, and abilities);</li> <li>• incorporate Indigenous and non-western perspectives and practices of OEE;</li> <li>• create collegial networks of an OEE learning community that extends beyond the course;</li> <li>• contemplate/develop connections between OEE and methods of facilitating sustainable ways of living and learning.</li> </ul>	

<b>EDCP 325 (951)</b>	<b>Approaches to Health Education</b>
HMED	Kerry Renwick
July 2 – 26, 2019	M-F   1:00 – 3:00 pm
<p>This course builds an appreciation of both the context and content of health education and covers a range of understandings about curriculum and pedagogical methods. It acknowledges the value of teachers needing to balance a number of different but important elements in their planning including curriculum expectations, the individual differences and experiences that students bring to the classroom and most important of all, acknowledging that health is socially constructed.</p>	



<b>EDCP 328 (951)</b>	<b>Environmental Education</b>
SCED	Sandra Scott
July 2 – 26, 2019	M-F   10:00 am – 12:00 noon
<p><b>EDCP 328</b> is open to all BEd students and practising teachers.</p> <p>We begin with an exploration of personal perspectives on the human-nature relationship as we inquire into: our personal eco-philosophies; place, ecology, &amp; Land education; nature study through field experiences; interspecies bonds; environmental ethics; and becoming a Naturalist. We will explore conceptions of Environmental Education (EE) through a slow eco-pedagogy approach as we share our interests, noticings, and wonderings of the more than human world. Reflecting on our practice, we inquire together: In what ways might environmental science, aesthetics, ethics, and histories inform my EE practice? What might we include as elements of our own eco-philosophies? Finally, providing a ‘balanced view’ as well as claims of bias and indoctrination often confront teachers: can EE initiatives, especially those addressing controversial and politicized issues through informed action, be defensible on educational grounds?</p>	

<b>EDCP 329 (96A)</b>	<b>Agriculture in the Classroom</b>
HMED	Joseph Massie
July 15 – 19, 2019	M-F   8:00 am – 4:00 pm
<p>This summer institute course is designed to explore practical ways to integrate concepts related to food production and consumption, food safety, agricultural issues and sustainability across the curriculum across all grade levels. Students will tour several agriculture facilities including farms, greenhouses and school gardens. There will also be daily hands-on opportunities to work with chef instructors to develop skills in food preparation. Developed in collaboration with BC Agriculture in the Classroom Foundation.</p>	

<b>EDCP 403 (951)</b>	<b>Visual Arts for Classroom Practice: 3D Practices and Processes</b>
ARTE	Marie-France Berard
July 2 – 26, 2019	M-F   10:00 am – 12:00 noon
<p>This course provides a space for participants (with or without a background in the arts) to consider and creatively explore the ways sculpture, installation and 3D art practices can be generative to teachers and students. The course will introduce students to frameworks of sculpture such as the formal and conceptual elements of objects (what ‘shape’ do they take and why at what particular time), the physical/cultural contexts in which these objects are placed (why does place matter?), some embodied practices such as walking (which lands are we on?). Western modern art history defined sculpture as a discipline whereby autonomous objects simply took up space in a gallery, building, or square. But contemporary sculptural practices have challenged this narrow view of art and there are a range of processes and ideas around making and intervening in spaces, to inducing experiences and social relations.</p> <p>This class is composed of lectures, readings &amp; group discussions, with studio work time and informal critiques.</p>	



<b>EDCP 413 (951)</b>	<b>Digital Media for Music Education</b>
MUED	Zoltan Virag
July 2 – 26, 2019	M-F   10:00 am – 12:00 pm
<p>This course is designed to provide music specialist teachers with digital tools and resources for elementary and secondary classrooms. Focusing on self-directed and project-based learning, this course will cover both practical and theoretical aspects of music making and music teaching in the digital world. Students will investigate the role of digital media in today’s educational, social, and technological landscapes, as well as prepare to incorporate digital media in real-world classrooms. Students will use their personal devices in addition to tablet and Mac computers provided by the department.”</p>	

<b>EDCP 420 (951)</b>	<b>Advanced Physical Education: Elementary</b>
HOPE	Stephen McGinley
July 2 – 26, 2019	M-F   8:00 – 9:00 am
<p>This course will introduce teachers to Health, Outdoor, and Physical Education (HOPE) curriculum content knowledge, pedagogical content knowledge, practical experiences, and professional responsibilities of a successful elementary school HOPE teacher. The course explores HOPE as conceptual frameworks and in their practical application. This course covers a wide range of learning experiences, which reflect the K-9 Physical and Health Education (PHE) curriculum as outlined in the PHE British Columbia (BC) Curriculum. The course focuses on pragmatics of elementary HOPE: writing unit plans, planning, assessment, and evaluation are discussed along with ways to modify and adapt learning experiences to meet the diverse needs of children and cross curricular approaches. A variety of HOPE specific curriculum and pedagogical innovations will be explored. Through an inquiry approach to teaching and learning, we are involved in the construction of knowledge through active involvement to develop deep understandings, critical consciousness, and problem-solving faculties. This hands-on and active course will also explore how to create student-centered programs with a variety of activities that offer opportunities for cross-curricular programming by using the core competences in the BC curriculum as our guide. The possibilities to expand the skills sets and learning in HOPE across all subject areas are endless, come and explore how.</p> <p>Specific topic areas include but not limited to:</p> <ul style="list-style-type: none"> <li>• Active for life</li> <li>• Physical Literacy</li> <li>• Adaptive and Inclusive Physical Activity</li> <li>• Time spent outdoors</li> <li>• Risky Play</li> <li>• Unstructured Play and Free Play</li> <li>• Healthy and Active Living</li> <li>• Health Literacy</li> <li>• Mental Wellbeing</li> <li>• Social and Community Health</li> <li>• Sex Education / SOGI</li> <li>• Assessment</li> <li>• Curricula and Pedagogical Innovation Models: TGFU, TPSR, Comprehensive School Health (CSH) framework, Sport Education Model</li> </ul>	



**EDCP 455 (951)**

**Earth and Space Science for Teaching:  
Topics and Pedagogical Approaches - Secondary**

HOPE

Hartley Banack

July 2 – 19, 2019

M-F | 10:00 am – 12:00 noon

Overnight: July 13 – 14, 2019

Sat-Sun | 9:00 am to 3:00 pm

The course explores curricular, pedagogical and place-based approaches to Earth and Space Science (ESS) through a local outdoor and experiential learning experience considering the new BC Curriculum. The course uses a weather field data collection assignment to consider locality and scientific methods, and invites inquire through a pattern in nature exploration that ties to Secondary Science curriculum. Reflection occurs through a logbook. This course will mostly take place outdoors, regardless of weather, so please come prepared. We will be moderately physically active during lessons, walking around campus, and descending to the beach. Please communicate course needs as they arise. Usefulness shall be our measure of success, and the criteria shall include: health & wellbeing, environmental ethic, and quality of learning experience.

Through this course, we shall:

- a. explore the complexity of Earth and Space Science (ESS) through explorations of personal stories and relevant scholarship;
- b. consider curriculum, pedagogy, and place-based aspects of secondary ESS;
- c. examine methodologies used in ESS practices and Science education writ large;
- d. contemplate assessment strategies and relate these to ESS and Science education writ large;
- e. promote professionalism and class participation through our personal, social, and environmental responsibility/sustainability practices during the course;
- f. forge collegial meshworks supportive of an ESS community that extends beyond the course and beyond humans towards fostering & promoting increased time spent outdoors.



<b>EDCP 456 (951)</b>	<b>Botany for Teaching: Topics and Pedagogical Approaches - Secondary</b>
HOPE	Hartley Banack
July 2 – 19, 2019 Overnight: July 13 – 14, 2019	8:00 -10:00 am on select days Sat-Sun   9:00 am – 3:00 pm
<p><b>EDCP 456</b> is open to all BEd students and practising teachers.</p> <p>The course explores curricular, pedagogical and place-based approaches to Botany through a mainly “self-guided” local outdoor and experiential learning experience considering the new BC Curriculum. The course uses an exploration that ties to Secondary Science curriculum. Reflection occurs through a logbook. This course will mostly take place outdoors, regardless of weather, so please come prepared. We will be moderately physically active during lessons, walking around campus, and descending to the beach. Please communicate course needs as they arise. Usefulness shall be our measure of success, and the criteria shall include: health &amp; wellbeing, environmental ethic, and quality of learning experience.</p> <p>Course Aims:</p> <ol style="list-style-type: none"> <li>To explore the complexity of Botany through explorations of personal stories and relevant scholarship;</li> <li>To consider curriculum, pedagogy, and place-based aspects of secondary Botany;</li> <li>To examine methodologies used in Botany practices and Science education writ large;</li> <li>To contemplate assessment strategies and relate these to Botany and Science education writ large;</li> <li>To promote professionalism and class participation through our personal, social, and environmental responsibility/sustainability practices during the course;</li> <li>To forge collegial meshworks supportive of a Botany community that extends beyond the course and beyond humans towards fostering &amp; promoting increased time spent outdoors.</li> </ol>	

<b>EDCP 467D (96A)</b>	<b>Practical Foods</b>
HMED	Jennifer Johnson
July 22 – 27, 2019	M-S   9:00 am – 5:00 pm
<p><b>Why do we need to think about cooking and the food science behind it?</b> Cooking is something that every culture and community has in common. We all enjoy food that is well prepared with an attention to flavour and appearance. Learning to cook is a great activity for all ages. It involves more than breaking a seal on a pre-packaged product. Cooking skills are not only important for living well they are also a great way to be creative. In this course you will have hands on food experiences making different foods and learning about why certain foods behave as they do. You will explore basic food safety principles and how these link to food handling, storage and preservation.</p> <p>Designed to give you a range of opportunities to build your food skills and knowledge this course is based on two principles:</p> <ul style="list-style-type: none"> <li>• Food literacy and</li> <li>• Experiential education</li> </ul>	



This course will offer experience in preparing and cooking a range food/meals and building understanding about the science of food. The course uses a blended approach – a six day intensive working with food, and an online module to explore food science. The food science being considered will relate explicitly to the foods being prepared in the practical classes.

**EDCP 467E (96A) Curriculum Innovations in Physical Education**

HOPE Joy Butler

July 8 – 19, 2019 M-F | 8:30 am – 12:00 noon

This course is an introduction for physical educators (grades 3 -12), who wish to re-evaluate the content of their physical education curriculum. The course introduces students to theoretical, philosophical, and practical research dimensions of a constructivist learning approach in Teaching Games for Understanding (TGfU), Physical Literacy, Movement Education, Sport Ed. Model, and other multiple inquiry methods. The main structures of curriculum – knowledge, teaching, learning, and assessment – have always been strongly debated. Within these curricular structures students will (1) examine underlying assumptions of different approaches (2) examine the connections made between skills, concepts and strategies (3) explore the developmental domains in teaching and learning games education (4) create and experience assessment instruments that can be used to assess learning and performance. Assignments are structured to enable students to relate the use of multi-method inquiry to their own educational interests and school settings.

**EDCP 467F (96A) Health Promotion, Wellness and Life Skills in Outdoor**

HOPE Hartley Banack

July 22 – Aug 2, 2019 M-F | 10:00 am – 1:00 pm

Out Trip – July 27/28, 2019

Broadly, the course considers where learning occurs, particularly exploring outdoor where in relation to health & wellness, environmental & sustainability ethics & practices, and quality experiential learning. Course content invites learners to consider outdoor learning (OL) broadly through our readings about outdoor where, and through our practices of being outdoors. The course connects pedagogy, place, time, experience, and all of us, as learners, via active outdoor immersion, and co-construction of course content, as members of a community of practice (Lave and Wenger, 1991).

**EDCP 481 (951) Media Studies Across the Curriculum**

CSED/MTSE Stephen Petrina

July 2 – 26, 2019 M-F | 8:00 -10:00 am

This course focuses on understanding media and associated freedoms of expression and the press for learning, teaching, and public pedagogy. Media studies is a dynamic discipline tailored to exploring a range of concepts or techniques. In addition to understanding media and the process of meaning-making, media studies also focuses on making and managing media across formats, creative expression, and civic engagement. Making minimal distinction among (the) media *of*, *on*, and *in* education, the course provides a survey of media studies and new media with an emphasis on media



education and literacy. Media education and literacy are among the most relevant challenges to “official” knowledge and represent key movements in the sociology of curriculum. Hence, this course balances practice with ethical, legal, and theoretical aspects and emphasizes the design of curriculum and courses for teaching media studies and for integrating media literacy across the curriculum.

**EDCP 491 (93S) Home Economics II - Secondary: Curriculum and Pedagogy**

HMED Melissa Bauer Edstrom

June 24 – Aug 18, 2019 Online course

This online course provides an introduction to home economics curriculum and pedagogy. It includes an introduction to the history and philosophy of home economics education as a way of understanding curricular possibilities in the present and future.

This online course focuses on making defensible pedagogical judgments considering how students learn, the role of the teacher, the aims and purposes of schooling, what counts as subject matter and knowledge, and school and community context. Familiarity with knowledge issues, teaching approaches, resources and materials, and assessment and evaluation in relation to home economics education are emphasized. This course is directed towards preparing you for teaching home economics, particularly highlighting planning processes and teaching approaches. The scope of the course includes the content areas of food studies, textiles, and family studies at both junior and senior secondary levels.

**EDCP 493 (93Q) Special Studies in Home Economics: Food Studies**

HMED Joseph Tong

May 6 – Aug 9, 2019 Online Course

This online course is a special topics course designed for those who want to explore the topic of food studies in preparation for teaching home economics/family studies in the secondary school or for general interest. Why does food matter? Why is there so much interest in food? What constitutes healthy food choices? How do we make sense of nutritional claims? What is the role of food guides? What factors (social, cultural, political, economic) influence food preparation and consumption?

These are some of the questions that will guide students through this course that focuses on the interdisciplinary of food studies. Students will gain an in-depth understanding of the key concepts covered in food and nutrition courses taught in high schools. They will consider the ways food preparation is influenced by principles, techniques and food science. Investigation and analysis of food issues will also be covered.

*Food Safe Certification is part of the course.* Those students who have not taken Food Safe will be required to take it. There is a fee for the Food Safe Course – register through <http://www.foodsafe.ca> or take a face-to-face course in your community.

EDCP 493 is a core course for the Diploma in Education – Home Economics Education. This is a pre-approved elective for the Diploma in Education – Early Years Education and the Diploma in Education – Infant Development and Supported Child Development.



<b>EDCP 494 (93Q)</b>	<b>Special Studies in Home Economics: Family Studies</b>
HMED	<a href="#">Joseph Tong</a>
May 6 – Aug 9, 2019	Online Course
<p>Family Studies (EDCP 494) is one of a series of online special study courses designed to provide background knowledge for teachers of home economics or for those considering teaching home economics as a career.</p> <p>Family Studies involves examining family life and issues from a variety of perspectives. This course is taught in four units that represent the four Family Studies courses taught in secondary schools: Families in Society, Interpersonal and Family Relationships, Child Development and Caregiving, and Housing and Living Environments. The goal of this online course is to provide background information and knowledge in Family Studies for current or potential teachers of home economics.</p> <p>EDCP 494 is a core course for the Diploma in Education – Home Economics Education. This is a pre-approved elective for the Diploma in Education – Early Years Education and the Diploma in Education – Infant Development and Supported Child Development.</p>	

<b>EDCP 496 (951)</b>	<b>Global Education and Curriculum</b>
SSED	<a href="#">Timothy Waddington</a>
July 2 – 26, 2019	M-F   1:00 – 3:00 pm
<p>This course, as its title indicates, aims at providing an understanding of global education and curriculum, with the purpose of showing why we should cultivate this knowledge in our personal and professional lives, and how and why we should incorporate it into our practice. Understanding global education and curriculum begins with the historical and theoretical backgrounds that inform this field. We will also explore several of the issues the field addresses, and how we can effectively implement these in our lessons. The fabric of the course is thus comprised of three interweaving strands: Global Education Curriculum Theory, Global Education Issues, and Global Education Pedagogy.</p>	

Updated on March 27, 2019