



Department of Curriculum and Pedagogy

Graduate Courses - Summer Session 2019

SUBJECT TO CHANGE

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

Term 1
May 6 to June 20, 2019
ARTE
EDCP 585G 941 Instructor: Sandrine Han
Special Course in Curriculum & Pedagogy: De/Coding social media and prosumer culture: Questioning the digital visual culture
Mon/Wed 16:30 to 19:30 Scarfe 1107
Today, we receive and transmit information through both mass and social media. Because of social media and digital devices, every social media viewer is a prosumer, someone who can view, share, create, recreate, mix, and remix visual imagery to contribute to the content of social media. Cultural imagery carries cultural meanings. Imagery in social media rapidly delivers meanings, exaggerates, and creates a strong impact. Massive visual impacts affect viewers who do not have time to process each image. In cultural studies, cultural appropriation constructs a simulacrum of a double negation, denying the validity of individual and original production. This course is going to explore the problematic relationship among culture appropriation, culture appreciation, and artist’s creative license in prosumer culture. This course will not provide a clear answer to the students but will ask students to ponder, read, and research these problems.

CUST
EDCP 585A 941 Instructor: Peter Grimmett
Special Course in Curriculum & Pedagogy: International Teacher Education
Mon/Wed 16:30 to 19:30 Scarfe 201
This course will explore various aspects of teaching and teacher education from an international and comparative perspective. The focus will concentrate on issues related to the interaction of local and global influences on the transformations of teaching and teacher education in different parts of the world. Through readings, classroom activities and discussions, and interactions with students and practicing teachers, participants will be exposed to various issues and questions about international teacher education. We will explore the academic literature on international work in the education of teachers as well as engaging in reflection in and on our own practice. In doing so, we will pay particular attention to how our conceptual and normative frameworks, values and beliefs about education, teaching, and teacher education that we tend to take for granted, actually affect our practice.

SCED**EDCP 538 941****Instructor: Sandra Scott****Theory and Research in Environmental****Tue/Thur 16:30 – 16:30****SCARFE 1204**

The course will begin with an exploration of personal perspectives on the human-nature relationship; we will address the following areas: the relevance of eco-philosophical literature to personal eco-philosophies; and, drawing upon the research interest to derive knowledge claims within a qualitative/quantitative context. We will then review conceptions of Environmental Education (EE) within research and practice. We will draw upon participants' teaching and research interests, across sciences, languages, humanities, and the arts. Returning to practice, we will explore: How might environmental science, aesthetics, ethics, and histories together with environmental action and community inform EE? What might we include as elements of our own eco-philosophies? Finally, claims of bias and indoctrination often confront teachers. Can EE initiatives, especially those treating controversial issues and advocating for informed and responsible action, be defensible on educational grounds? For example, is a balanced approach the way to address current environmental problems such as climate crisis? Or is it imperative that we engage with and understand environmental rights, such as clean air, water, and soil, not only as human rights but also as rights for the more-than-human world?

TERM 2	
July 2, 2019 to July 19, 2019	
CUST	
EDCP 562 951	Instructor: Marie-France Berard
Curriculum Issues and Theories	
Mon-Fri 13:00- 15:30	SCARFE 210
<p>This course will explore what constitutes curriculum and the purposes it should serve. In so doing, we will examine what knowledge is, what knowledge is valuable, to whom, and to what end. Through readings, classroom activities and discussions, and interactions with students and practicing teachers, participants will be exposed to various issues and questions about curriculum. We will explore the academic literature in curriculum studies to understand how curriculum is conceptualized differently in light of various discourses, e.g., politics, feminism, multiculturalism, and post-structuralism, etc. Throughout the course, there will be an emphasis on blending the theoretical and the practical aspects of curriculum study. Accordingly, we will pay particular attention to how our conceptual and normative frameworks, values and beliefs about curriculum inform our subjectivities, thereby influencing our pedagogical practice in classrooms.</p>	
July 15, 2019 to July 19, 2019	
EDCP 532 951	Instructor: Peter Cole
Theories and Dimensions of Place-Based Education: Ecohumanist, Critical, and Indigenous Lenses	
Mon-Fri (8:30 to 16:30)	Scarfe 1021
<p>This course is an exploration of some of the diverse theories and practices related to, and beyond, place-based learning, including what this means for institutions of learning making claims to 'place'. We will engage with scholarly, creative and cultural human and more-than-human eco-literacies and -narrativities that work to encourage teaching and research in local and global contexts toward a more equitable, culturally relevant, socially just and ecologically sustainable future for all.</p>	
EDUC	
EDUC 500 951	Instructor: David Anderson
Research Methodology	
Mon-Fri 13:30- 16:30	Scarfe 1020
<p>This course is designed for graduate students in the first year of their programs. It acknowledges the importance of excellence in research design, but is predicated on the assumption that the paradigm view of the researcher, the research problem, and the research question should determine research design - consistent with the diversity of researchable problems, which can be identified in educational structures and processes. The course will survey rationalized, standard, and empirically-based research issues and approaches in a manner intended to assist the students in selecting research methods and strategies for more intensive studies. More specifically, the course will help student to develop their own research question(s) together with appropriate research designs, and analytical techniques. The course will also enable participants to be able to read research reports critically.</p>	

July 22 to Aug 2, 2019	
CUST	
EDCP 508D 951	Instructor: Peter Cole
Review of Research in Curriculum & Pedagogy: Researching in Cross-Cultural and Global Contexts	
Mon to Fri 12:00 pm to 15:30	SCARFE 1210
<p>The focus of this research methodology course is to guide students in the design and enactment of cross-cultural research with Indigenous and other marginalized peoples in local and global contexts. This course offers students an opportunity to examine the challenges of conducting research across different worldviews, knowledge systems, languages, and geographies. Students will critically reflect on how their own worldviews and life narratives influence the shaping of their research projects as they work to articulate research method(ologie)s and research projects that promote equity, social and environmental justice, and living in a good way with all our relations. It is recommended that students come to this course having already completed EDUC 500: Introduction to Research Methodologies</p>	
July 22 to Aug 9, 2019	
ARTE	
EDCP 523A 952	Instructor: Donal ODonoghue
Seminar in Art Education: Aesthetic Orientations and Educational Scholarship	
Monday to Friday 13:00 to 15:30	SCARFE 1209
<p>This seminar will explore the following proposition: to orientate oneself to the world aesthetically is to invite the world to show up in ways that it might not otherwise. Working with writings by Arnold Berleant, Peter deBolla, Maxine Greene and Alva Noë, and considering the art practices of Leo Saul Berk, Song Dong, Ydessa Hendeles, Anthony Hernandez, Zhang Huan and Amie Siegel, we will study aesthetic practice as a distinctive mode of attending to and perceiving the world, and consider its promise for the conduct and dissemination of educational research and scholarship.</p>	
CUST	
EDCP 585E 951	Instructor Tony Clarke
Special Course in Curriculum and Pedagogy: Teacher Inquiry: Living the Research in Everyday Practice	
Monday to Friday 8:00 to 10:30	SCARFE 1211
<p>Shifting the focus from research on teachers to research by teachers, this research genre unites schools and universities in research efforts that genuinely address issues of teacher knowing/knowledge. Given that knowledge is personally constructed, socially mediated, and inherently situated, Teacher Inquiry, as a way of researching one's practice, is uniquely placed to honour each of these characteristics in important ways. This course will examine the various names/approaches by which teacher inquiry is known (and practiced), the differences between each, and appropriateness of each as they pertain to thinking about one's practice. Further, it will provide students with the opportunity to develop proposals that draw on Teacher Inquiry as the central research method..</p>	
EDCP 585D 952	Instructor William Pinar
Rev of Res in Curriculum and Pedagogy: Curriculum Studies in Canada: Aoki, Chambers Ng-A-Fook	
Monday to Friday 10:30 pm to 13:00	Scarfe 1209
<p>In this course we will study the work of three generations of curriculum theorists in Canada: Ted Aoki, Cynthia Chambers, and Nicholas Ng-A-Fook, emphasizing both the larger historical context and the significance of this scholarship for understanding curriculum and pedagogy today.</p>	

EDCP 585F 951

Instructor Michelle Tan

Foundations of Science Education: curricular programming, reform visions, and pedagogy

SCARFE 1209

Mon to Fri 10:30-13:30

This course will examine past and current curricular programming and reform visions in science education. Topics include STEM, socioscientific issues and literacy, science inquiry, activist science, place-based learning, and teaching for conceptual change. Participants will draw from a variety of writings of curriculum theorists, as well as science educators and researchers, to shape their understandings and approaches to science curriculum and pedagogy. Focusing on both the conceptual and practical aspects of science education, the course will provide participants with the opportunity to further develop their own professional practice and/or research interests.