



Department of Curriculum and Pedagogy

Graduate Courses - Winter Session 2019/2020

SUBJECT TO CHANGE

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

Term 1	
SEPTEMBER/DECEMBER (Sept. 03 – Nov. 29, 2019)	
ARTE	
EDCP 520 (031)	Instructor: Sandrine Han
Perspectives, Practice, and Curriculum Issues in Contemporary Art Education:	
Thu (16:30-19:30)	SCARFE 1107
EDCP 514 (031)	
Arts Based Educational Research	
Tue (16:30-19:30)	SCARFE 1128
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.	
CUST	
EDCP 562 (031)	Instructor: William Pinar
Curriculum Issues and Theories	
Mon (16:30-19:30)	SCARFE 207
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.	
EDCP 512A (031)	Instructor: Cynthia Nicol
Education Action Research	
Tue (16:30 to 19:30)	SCARFE 1209
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.	
EDCP 539 (031)	Instructor: Peter Cole
Narrativity, Ecopedagogy and Indigeneity	
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.	
EDCP 566 (031)	Instructor: Karen Meyer
Curriculum Change, Planning, and Implementation	
Thurs (16:30 – 19:30)	SCARFE 1209
This course engages 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	

<p>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 voices would I seek?</p>	
<p>EDCP 601A (031) Instructor: Anne Phelan Doctoral Seminar</p>	
Wed (13:00-16:00)	SCARFE 1209
<p>This seminar is intended for first-year doctoral students. It examines the emergence of contemporary conceptions of curriculum and pedagogy, looking across various historical and theoretical influences. Emphasis is placed on analysis of varied conceptual and political perspectives, explicit and tacit rationales, and consequent principles that infuse conceptions and enactments of curriculum and pedagogy.</p>	
<p>EDUC</p>	
<p>EDUC 500 (005) Instructor: Doug Adler/Sandra Scott Research Methodology</p>	
Tue (16:30-19:30)	SCARFE 1204
<p>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.</p>	
<p>MAED</p>	
<p>EDCP 552 (031) Instructor: Ann Anderson Mathematics Education: Origins and Issues</p>	
Thu (16:30-19:30)	SCARFE 1211
<p>Recognition of the range of mathematical knowledge young children bring to school and the multiple ways in which they engage with mathematics has sustained a strong 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? This course is suitable for students from across departments and disciplinary areas, especially those who have an interest in or teach in preschool/primary/elementary classrooms.</p>	
<p>MTSE</p>	
<p>EDCP 571 (031) Instructor: Jillianne Code History of Media and Technology in Education</p>	
<p>Tue (16:30-19:30)</p>	
<p>This course will explore issues such as how, why, and to what degree media and technology have been incorporated into, or changed by, education over time. Students will explore arguments that media and technology have been an imposition on humanistic curriculum practices, are the principle means of progress in administration, and that the separation of curriculum from instruction via media and technology subsequently displace teaching and learning. Taking a comparative historical approach, this course is designed from a basis that media and technology education are not merely tools; educational premises are neither fully durable nor pliable; and actors or agents of education are not merely humans.</p>	
<p>MUED</p>	
<p>EDCP 505 (031) Instructor: Peter Gouzouasis Review of Research in Music Education: Theory and Practice</p>	
<p>Wed (16:30-19:30)</p>	
<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>	
<p>SCED</p>	
<p>EDCP 556 (031) Instructor: Michelle Tan Theory and Research in the Social Context of School Science</p>	
Mon (16:30-19:30)	SCARFE 1210
<p>This course is designed for both Science and non-Science majors, and is relevant to participants who are interested in teacher development and/or introducing innovative practices within educational settings. The course provides an introduction to the theories and research that focus on teacher learning and teaching. A variety of teacher collaborative inquiry approaches will be drawn upon, such as action research, lesson study and learning study. The overarching aim of the course is to strengthen participants' theoretical understandings around the use of social contexts to promote teacher professional growth. Participants are supported in developing a critical stance towards the recent emphasis on teacher collaborative inquiry, by considering the impacts of historical and current social, political and economic influences on curriculum and teaching. Participants will also be exposed to pedagogical theories that have been commonly used to improve student learning within these social contexts.</p>	

Term 2	
JANUARY/APRIL (Jan. 02 – Apr. 08, 2019)	
ARTE	
EDCP 524 (032) Visual Learning in 3D Animated Virtual Worlds	Instructor: Sandrine Han
Mon 16:30 to 19:30	SCARFE 1107
This course relates to other art education courses through the perspective of visual culture in art, education, technology, and art education. 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 utopian educational virtual learning environment.	
CUST	
EDCP 510 (032) Video Ethnography in Education Research: culture, Technology and Interpretation	Instructor: Lisa Loutzenheiser
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 you have completed one other methodology course.	
EDCP 513 (032) Case Study Research and Cross Case Analysis in Methodology	Instructor Ann Anderson
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. We will explore the ways in which case study research is, or may be, 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 single 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.	
EDCP 542 (031) Theorizing Pedagogy	Instructor: Anne Phelan
Wed (16:30 -19:30)	SCARFE 208
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.	
EDCP 566 (032) Curriculum Change, Planning, and Implementation	Instructor: Lisa Loutzenheiser
Mon (16:30-19:30)	SCARFE 1209
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?	
EDCP 585A (032)	Instructor: Shannon Leddy
Review of Research in Curriculum and Pedagogy: Indigenous Visual Expression as Pedagogy	
Mon (16:30 to 19:30)	SCARFE 1214
This course explores the pedagogical implications of Indigenous art making and visual expression (everything from mask making, to painting, to performance art), both for Indigenous peoples themselves, and for non-Indigenous viewers and consumers. The story of Indigenous visual expression arcs from before contact through to the present, so we begin with looking at the history of display practices and their impact on our understandings of art and material culture, of representation, misrepresentation, and self-representation (Lonetree, 2012; Ki-Ke-In, 2013). We will examine art making as auto-pedagogical, in that Indigenous makers learn as they go, about themselves, their own culture, and their relationship with the world (Anthes, 2015; Nicolson, 2013). For the rest of us, Indigenous visual expression provides a pedagogy as we learn to view art as text, and employ a process of phenomenological inquiry that provokes dialogue leading to better understanding (Leddy, 2014). Throughout the entirety of our examination of this topic, we will be working towards developing decolonial literacies that will support ourselves as teachers as we support our students in their learning.	

EDCP 585B (032)		Instructor: Dr. Peter Cole
Review of Research in Curriculum and Pedagogy: Ecojustice, Sustainability & Indigeneity in Educational Ecoliteracies in an Era of Climate Change		
Tue (16:30 to 19:20)		Scarfe 205
<p>With students, communities and governments around the world calling for action on climate change, this course offers a timely and critically important area of study. According to the United Nations Intergovernmental Panel on Climate Change (IPCC) and numerous other organizations and agencies, multifaceted ecological literacy is urgently needed to effectively address climate change that is creating unparalleled ecological devastation, loss of biodiversity and escalating global social inequities. Environment and Climate Change Canada's Canada's Changing Climate Report (2019) states that Canada is warming at twice the rate of the rest of the world. Education has a vital role to play in fostering ecoliteracy teaching and learning.</p> <p>This transdisciplinary cross-cultural course takes into account a diversity of worldviews and ways of knowing, including voices across the Global North and Global South. Ecojustice focuses on the possibilities of a green world and a just world, while sustainability refers to ecological, social, cultural and economic sustainability. Indigeneity honours human/other-than-human relationships, orality, narrativity and performativity.</p> <p>This course will be of interest to education students seeking ways to create ecopedagogical literacies and practices in their classroom teaching, as well as to students outside of education who are seeking a graduate course that addresses the diverse and complex interfaces of ecojustice, social justice, sustainability, (eco-)technologies and Indigeneity in local and global contexts.</p>		
EDCP 585D (032)		Instructor Karen Mayer
Review of Research in Curriculum and Pedagogy: Alternatives in Scholarly Writing		
Thurs 16:30-19:30		SCARFE 1209
<p>Want to be part of a writing community? Think of thesis writing as a marathon. You train. Thesis writing calls for more than the "mopping up" of research detail. Writing continues to be the primary means scholars communicate and represent research and ideas. In this course we explore what constitutes scholarly writing as well as creative forms, styles and intentions that can be an appropriate fit within research texts. As well, we venture into techniques, such as storyboarding, that guide clear, coherent and engaging writing. As a community, we participate in writing activities, critiques and discussion of related issues (e.g., voice, style, perspective, claims). You are welcome to use your own writing projects during the course.</p>		
EDCP 562 (032) Curriculum Issues and Theories		Instructor: E. Wayne Ross
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>		
EDCP 602A (032) Doctoral Seminar		Instructor: Ann Anderson
Wed (9:00 – 12:00)		SCARFE 1209
<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>		
EDUC		
EDUC 500 (004) Research Methodology		Instructor: Jillianne Code and Kerry Renwick
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>		
MAED		
EDCP 551 (032) Mathematics Education: Beyond the Early Years		Instructor: Susan Gerofsky
Thur (16:30-19:30)		SCARFE 1211
<p>This course explores origins and issues of curriculum and pedagogy connecting mathematics, community, culture and place. 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. 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 526A (032)		Instructor: Scott Goble
Theory and Principles of Music Education: History and Philosophy		
Tues (16:30-19:30)		SCARFE 1317
<p>This two-part course examines the ideas, people, and events that have informed the practice of music education in schools and introduces students to historical, philosophical, psychological, 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. Note: EDCP 526a focuses on history and philosophy, EDCP 526b focuses on psychology and sociology.</p>		

SCED	
EDCP 555 (032) Critical Analysis of Curriculum in Science Education	Instructor: Doug Adler
Mon (16:30-19:30)	SCARFE 1209
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.	
SSED	
EDCP 568 (032) Curricula in their Historical Context	Instructor: E. Wayne Ross
Tue (16:30 to 19:30)	Scarfe 203
This course examines influences upon, and prominent themes, issues and trends within, the history of the school curriculum. Students will acquire familiarity with the work of some of the principal scholars conducting research in this area. They will have the opportunity to conduct their own original research using primary and secondary source materials, in order to investigate questions related to a school subject or other topic in which they are interested, and to situate this topic within the wider context of the history of curriculum.	