



Department of Curriculum and Pedagogy

Graduate Courses - Summer Session 2020

SUBJECT TO CHANGE

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

Term 1 May 11, 2020 to June 18, 2020	
CUST	
EDCP 539 941	Instructor: Peter Cole
Narrativity, Ecopedagogy and Indigeneity	
Mon/Wed 16:30 to 19:30	Scarfe 1209
<p>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.</p>	
EDCP 585A 941	Instructor Peter Gouzouasis
Special Course in Curriculum & Pedagogy: Autoethnography	
Mon/Wed 16:30 to 19:30	Scarfe 1314
<p>This course will primarily be about autoethnography, but we will commence with a historical overview of the roots of early forms of realist, qualitative work that paved the way for autoethnography (and autobiography) to be considered as necessary forms of research/inquiry. We will also examine intersections with related forms of interpretive research (e.g., poetic inquiry, creative non-fiction), and the relationships between Arts Based Educational Research (ABER) and Creative Analytical Practices (CAP). The recent, expansive reconceptualization of the prefix ‘auto’ (Gouzouasis & Ryu 2015; Gouzouasis & Regier, 2015) enables us to consider not only the ‘self’ in research, but the relational nature of the ‘self’ with ‘others’ and ‘culture’ (i.e., storying our self in the world in which ‘we’ live). The course is designed for graduate students across disciplines, and will involve a healthy immersion in reading and writing in an interactive learning environment. This course can be taken in lieu of EDCP 505 and also qualifies as a research methodology course for doctoral students.</p>	

SCED	
EDCP 538 941	Instructor: Sandra Scott
Theory and Research in Environmental Education	
Tue/Thur 16:30 – 19:30	SCARFE 1204
<p>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?</p>	

TERM 2	
July 6, 2020 to July 24, 2020	
CUST	
EDCP 585C 951	Instructor: Shannon Leddy
Indigenous Visual Expression as Pedagogy	
Online Course	
<p>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 selfrepresentation (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.</p>	
EDCP 585F 951	Instructor: Michelle Tan
Foundations of Science Education: curricular programming, reform visions, and pedagogy	
SCARFE 1211	
Mon to Fri 10:30-13:30	
<p>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.</p>	
EDUC	
EDUC 500 951	Instructor: Oksana Bartosh
Research Methodologies	
SCARFE 1005	
July 6, 2020 to July 17, 2020	
CUST	
EDCP 508D 951	Instructor: Peter Cole
Research in Curriculum & Pedagogy: <i>Cross-Cultural Research in an Era of Climate Change and Global Inequities</i>	
Mon-Fri 11:30- 15:30	
SCARFE 1210	
<p>The focus of this research methodology course is to guide students in the design of cross-cultural research in this era of climate change and accelerating global social inequities. This course explores the opportunities and challenges of conducting research across different worldviews, knowledge systems, languages and geographies. Students will critically reflect on how their own cultural worldviews, lived experiences 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 justice and ecojustice in local and/or global contexts.</p>	

July 20, 2020 to July 24, 2020	
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 1130
<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, including schools, making claims to 'place' at a time of climate change. Students will engage with critical, creative, and Indigenous eco-literacies and eco-narrativities in an effort to encourage modalities of learning/listening that are attentive to the interdependencies of human and more-than-human intelligences and agencies, moving toward a more equitable, socially just and ecologically sustainable world.</p>	
July 27, 2020 to Aug 13, 2020	
ARTE	
EDCP 523A 952	Instructor: Donal O'Donoghue
Seminar in Art Education: Aesthetic Orientations and Educational Scholarship	
Monday to Friday 13:00 to 15:30	SCARFE 1107
<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 952	Instructor: Tony Clarke
Special Course in Curriculum and Pedagogy/Teacher Inquiry: Living the Research in Everyday Practice	
Monday to Friday, 9:00 am to 11:30 am, online attendance required during these times	
<p>Shifting the focus of research from 'on teachers' or 'with teachers' to 'by teachers,' this genre of educational research 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.</p> <p>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 the professional development at all levels of teacher education (pre-service, induction, and in-service).</p> <p>Further, the course will provide students with the opportunity to develop a paper that explores a particular form of Teacher Inquiry or a research proposal that features Teacher Inquiry as a significant element the inquiry.</p>	