



Department of Curriculum and Pedagogy

Graduate Courses - Winter Session 2020/2021

SUBJECT TO CHANGE

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

Term 1	
SEPTEMBER/DECEMBER (Sept. 8 – Dec. 3, 2020)	
ARTE	
EDCP 504A (031)	Instructor: Donal O'Donoghue
Review of Research in Art Education: Theory and Practice	
Thurs (16:30-19:30)	SCARFE 1209
<p>In this seminar, we will study the orientations, dispositions, and stances that art educators and art scholars typically assume, adopt, and pursue in their research inquiries. During the seminar, the work of selected artists, artist-scholars, and art-researchers will be studied in an effort to understand what they turn toward (and with) when they do their scholarly and creative work; the dispositions of inquiry that they adopt; and the stances that they take toward phenomena of interest. Through the concepts of orientation, disposition, and stance, the seminar will also provide an introduction to, and an overview of five broad categories of art education research and scholarship: Historical Research; Policy Research; Art Learning and Curricular Research; Gender and Social Research; and Teaching and Teacher Education Research. Questions about the course can be directed to Dónal O'Donoghue at donal.odonoghue@ubc.ca</p>	
CUST	
EDCP 562 (031)	Instructor: William Pinar
Curriculum Issues and Theories	
Wed (16:30 to 19:30)	SCARFE 210
<p>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.</p>	
EDCP 569 031	Instructor Tony Clarke
Schooling in Comparative Perspective: North American and International Interpretations	
Wednesday (16:30 to 19:30)	
<p>Learning about ourselves by learning about others. Conversations about teaching and learning are often set within the comfort of our own educational experiences. Going beyond those experiences and learning about schooling in other contexts is the starting point for comparative education (Bray, 2001). Schooling in Comparative Perspective invites you to explore different ways in which education is conceived and enacted both at home and abroad from five perspectives: pupils, teachers, schools, parents, and systems. Share your voice, experience, and perspective on schools and schooling and broaden your understanding of being in the world as an educator!</p>	
EDCP 601A (031)	Instructor: Anne Phelan
Doctoral Seminar	
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. The intent is to create a collaborative space with a view to supporting and advancing students' respective areas of interest and research. There will also be opportunities to identify and discuss questions emerging from your experiences as a first-year doctoral student.</p>	
EDUC	
EDUC 500 (005)	Instructor: Doug Adler/Sandra Scott
Research Methodology	
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>	

MAED	
EDCP 553 (031) Mathematics Education: Beyond the Early Years	Instructor: Ann Anderson
Thu (16:30-19:30)	SCARFE 1211
<p>In this graduate seminar, we will collectively explore contemporary issues and research in mathematics education pertaining to teachers and youth at middle school, secondary and tertiary levels (e.g. grades 6 and above). The curriculum will be emergent and, to the extent possible, will reflect and draw upon the interests and curiosities of students in the course. Topics explored may include • learners' mathematical understanding • mathematical knowledge for teaching, • inquiry and problem solving, • mathematics in out-of-school contexts • mathematics as habits of mind • teacher change • curricular reform • the role of textbooks and assessment in instruction • parental support, and so on. We will engage in conversations about readings, activities and our personal experiences in order to enrich our understandings of the chosen topics, and the ways in which they connect to reform based practices, related theories, and future research. Assignments will seek to inspire and support students to enact, and reflect upon, (small) changes in their own practices, that contribute to enhancing mathematics education (for at least one youth).</p>	
MTSE	
EDCP 571 (031) History of Media and Technology in Education	Instructor: Stephen Petrina
Tue (16:30-19:30)	Scarfe 1106
<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>	
SCED	
EDCP 556 (031) Theory and Research in the Social Context of School Science	Instructor: Michelle Tan
Mon (16:30-19:30)	SCARFE 1211
<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 K-12 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 <i>action research</i>, <i>lesson study</i> and <i>learning study</i>. 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>	
EDCP 557 (031)	
Issues in the Teaching and Learning of the Sciences	Instructor: Samia Khan
Wed (16:30-19:30)	SCARFE 1210
<p>This course will review several current and historically relevant issues for the teaching and learning of science. Topics will be selected by the instructor and may include: science teaching online and modeling (eg. pandemics and climate change), Traditional Ecological Knowledge in science and debates about inquiry; Canadian science policy, STEM literacy, PISA national testing and international comparative research, and equity, diversity, and inclusion: Athena Swan, citizen science, and retention in science. Readings will be drawn from primary research journals and a wide range of scholarship from around the world.</p>	

Term 2	
JANUARY/APRIL (Jan. 04 – Apr. 08, 2021)	
ARTE	
EDCP 514 032 Arts Based Educational Research	Instructor: Rita Irwin
Mon 16:30 to 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 508A 032 Review of Research in Curriculum & Pedagogy: Theory, Research and Practice of Democratic Education	
Instructor E. Wayne Ross	
Tue 16:30-19:30	SCARFE 1209
This course will explore and analyze democratic education including theoretical and philosophical foundations of democratic education; empirical research on democratic education; and historical and contemporary practices of democratic education practices in North America and globally.	
EDCP 508B 032 Review of Research in Curriculum & Pedagogy: Key Concepts in Curriculum Studies	
Instructor William Pinar	
Mon 16:30-19:30	SCARFE 204A
We will examine concepts considered key in curriculum studies, among them aesthetics, becoming, complexity, currere, discourse, ecology, ethics, experience, hermeneutics, imagination, indigeneity, narrative, normativity, place, poetics, representation, social justice, standards, and temporality.	
EDCP 513 (032) Case Study Research and Cross Case Analysis in Methodology	
Instructor: Ann Anderson	
Thur (16:30-19:30)	SCARFE 1211
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 (032) 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 562 (032) Curriculum Issues and Theories	
Instructor: E. Wayne Ross	
Thu 16:30-19:30	SCARFE 210
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.	
EDCP 564 031 Texts, Politics and Ideologies of Curriculum Development	
Instructor: Penney Clark	
Wed 16:30-19:30	SCARFE 203
This course will examine political, economic, and cultural influences on textbooks and curriculum, as well as case studies of conflict, including textbook 'wars'. In particular, we will examine controversies related to the problematic role of the textbook in conveying national narratives. Our explorations will include both Canadian and international case studies, as well as past and present. We will explore case studies from Japan, Israel, Germany, France, England, Pakistan, the United States, and Canada.	
EDCP 566 032	
Curriculum Change, Planning and Implementation	
Instructor Anne Phelan	
Thu 16:30-19:30	SCARFE 201
Education is entangled with metaphors of change – growth, development, progress, renewal, improvement, transformation, reform – none of which is innocent and all of which shape educational purposes and practices, possibilities and limitations. This course explores the nature of educational change and critically examines the values, assumptions and agendas underlying the various metaphors that frame curriculum initiatives, movements, and debates, past and present, locally and globally. Questions for consideration include: What constitutes 'change'? Is curriculum best thought of as a noun or verb? What does curriculum change mean for students, teachers and school leaders? What is the relationship between curriculum reform and social-political change? How do we analyze curriculum policy? How do we judge whether change is 'good'? What about continuity and conservation? Which curriculum traditions and practices do we deem critical to preserve? How do we make sense of the abiding relation between temporality and education?	

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
<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 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.</p>		
EDCP 585B (032)		Instructor: Peter Cole
Special Course in Curriculum and Pedagogy: Ecojustice Literacies, Post-Capitalist Pedagogies & Indigeneity		
Wed (16:30 to 19:30)		SCARFE 1209
<p>At this historical juncture, rapidly escalating climate change, global pandemics and the failure of global capitalism are having devastating consequences on humanity and all lifeforms on our finite planet. This course offers students an opportunity to explore how education can act as a catalyst and play a critical role by engaging in the urgent and radical conversations needed to meet these interconnected challenges. Ecojustice focuses on the possibilities of a green world, as well as a just world; post-capitalist pedagogies refers to learning/teaching that disrupts and exceeds modernity's 'progress narrative' of global capitalism; and, Indigeneity honours human/non-human/other-than-human interdependencies, orality, narrativity and performativity. This course will be of interest to students seeking ways to encourage post-homo economicus ecopedagogical practices in their classroom teaching, and to students outside of education wanting to explore ecojustice literacies and non-anthropocentric collective actions in the interests of planetary survival.</p>		
EDCP 585C (032)		Instructor Lisa Loutzenheiser
Review of Research in Curriculum and Pedagogy: Ethnography in the Classroom		
Thurs 16:30-19:30		SCARFE 1209
<p>In recent years have seen a growing interest in both 'childhood' and 'youth' as historical and social constructions and in children's and youth' engagement with their own social worlds, including educational settings. This course aims to introduce students to emerging ethnographic thinking about children, youth and educators in schools, classrooms and other formal and informal spaces, to explore both its theoretical and methodological challenges. The course will begin with an investigation of childhood and youth studies and then move to consider a variety of topics that have been the focus of recent ethnographic study. The course will utilize diverse theoretical orientations to think about how children and "youth" are understood in these particular spatial, political, economic and historical moments across myriad local contexts. We will be particularly interested in research that addresses groups most often marginalized within educational settings. What are the specific concerns about ethnography with children and youth, their teachers and in classroom or educative spaces? What are the ethical dilemmas and methodological conundrums? How do we think about ethnographic methods when working with children and youth, or with teachers in classroom spaces?</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
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 550 (032) Mathematics Education: Origins and Issues		Instructor: Cynthia Nicol
Wed(16:30-19:30)		SCARFE 1214
<p>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.</p>		

MTSE	
EDCP 570 (032)	Instructor: Jillianne Code
Seminar in the Teaching of Information and Communication Technology	
Tue (16:30-19:30)	SCARFE 1106
<p>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?</p>	
MUED	
EDCP 526B (032)	Instructor: Scott Goble
Theory and Principles of Music Education: Psychology and Sociology	
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
<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>	
EDCP 559 032 Research in the Teaching and Learning of Sciences	Instructor Samia Khan
Tue 16:30-19:30	SCARFE 1210
<p>All graduate students in science education and the learning sciences should be familiar with certain key concepts. This course surveys these concepts to provide graduate students the initial vocabulary needed to approach the research literature and productively engage in discussion about its application. Readings will be drawn from primary research journals on pedagogical approaches to learning science.</p>	