<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTE</td>
<td>EDCP 504A (031)</td>
<td>Review of Research in Art Education: Theory and Practice</td>
<td>Donal O’Donoghue</td>
<td>SCARFE 1209</td>
</tr>
<tr>
<td>CUST</td>
<td>EDCP 562 (031)</td>
<td>Curriculum Issues and Theories</td>
<td>William Pinar</td>
<td>SCARFE 210</td>
</tr>
<tr>
<td></td>
<td>EDCP 569 031</td>
<td>Schooling in Comparative Perspective: North American and International Interpretations</td>
<td>Tony Clarke</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDCP 601A (031)</td>
<td>Doctoral Seminar</td>
<td>Anne Phelan</td>
<td></td>
</tr>
<tr>
<td>EDUC</td>
<td>EDUC 500 (005)</td>
<td>Research Methodology</td>
<td>Doug Adler/Sandra Scott</td>
<td></td>
</tr>
</tbody>
</table>

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.
MAED

EDCP 553 (031)  
Mathematics Education: Beyond the Early Years  
Instructor: Ann Anderson  
Thu (16:30-19:30)  
SCARFE 1211

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).

MTSE

EDCP 571 (031)  
History of Media and Technology in Education  
Instructor: Stephen Petrina  
Tue (16:30-19:30)  
SCARFE 1106

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.

SCED

EDCP 556 (031)  
Theory and Research in the Social Context of School Science  
Instructor: Michelle Tan  
Mon (16:30-19:30)  
SCARFE 1211

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 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.

EDCP 557 (031)  
Issues in the Teaching and Learning of the Sciences  
Instructor: Samia Khan  
Wed (16:30-19:30)  
SCARFE 1210

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 (e.g. 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCP 514 032</td>
<td>Arts Based Educational Research</td>
<td>Rita Irwin</td>
<td>Mon 16:30 to 19:30</td>
<td>SCARFE 1128</td>
</tr>
<tr>
<td>EDCP 508A 032</td>
<td>Review of Research in Curriculum &amp; Pedagogy</td>
<td>E. Wayne Ross</td>
<td>Tue 16:30-19:30</td>
<td>SCARFE 1209</td>
</tr>
<tr>
<td>EDCP 513 (032)</td>
<td>Case Study Research and Cross Case Analysis in Methodology</td>
<td>Ann Anderson</td>
<td>Thur (16:30-19:30)</td>
<td>SCARFE 1211</td>
</tr>
<tr>
<td>EDCP 542 (032)</td>
<td>Theorizing Pedagogy</td>
<td>Anne Phelan</td>
<td>Wed (16:30-19:30)</td>
<td>SCARFE 208</td>
</tr>
<tr>
<td>EDCP 562 (032)</td>
<td>Curriculum Issues and Theories</td>
<td>E. Wayne Ross</td>
<td>Tue 16:30-19:30</td>
<td>SCARFE 210</td>
</tr>
<tr>
<td>EDCP 564 031</td>
<td>Texts, Politics and Ideologies of Curriculum Development</td>
<td>Penney Clark</td>
<td>Wed 16:30-19:30</td>
<td>SCARFE 203</td>
</tr>
<tr>
<td>EDCP 566 032</td>
<td>Curriculum Change, Planning and Implementation</td>
<td>Anne Phelan</td>
<td>Thu 16:30-19:30</td>
<td>SCARFE 201</td>
</tr>
</tbody>
</table>

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)  
Special Course in Curriculum and Pedagogy: Ecojustice Literacies, Post-Capitalist Pedagogies & Indigeneity  
Instructor: Peter Cole  
Wed (16:30 to 19:30)  
SCARFE 1209

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.

EDCP 585C (032)  
Review of Research in Curriculum and Pedagogy: Ethnography in the Classroom  
Instructor Lisa Loutzenheiser  
Thurs 16:30-19:30  
SCARFE 1209

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 who are 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?

EDCP 602A (032) Doctoral Seminar  
Instructor: Ann Anderson  
Wed (9:00 – 12:00)  
SCARFE 1209

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 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.

EDUC 500 (004) Research Methodology  
Instructor: Jillianne Code  
Tue (16:30-19:30)  
SCARFE 1214

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.

MAED  
EDCP 550 (032) Mathematics Education: Origins and Issues  
Instructor: Cynthia Nicol  
Wed(16:30-19:30)  
SCARFE 1214

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.

MTSE  
EDCP 570 (032)  
Seminar in the Teaching of Information and Communication Technology  
Instructor: Jillianne Code  
Tue (16:30-19:30)  
SCARFE 1106

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?

MUED  
EDCP 526B (032)  
Theory and Principles of Music Education: Psychology and Sociology  
Instructor: Scott Goble  
Tues (16:30-19:30)  
SCARFE 1317

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCP 555 (032)</td>
<td>Critical Analysis of Curriculum in Science Education</td>
<td>Doug Adler</td>
<td>Mon 16:30-19:30</td>
<td>SCARFE 1209</td>
</tr>
<tr>
<td>EDCP 559 032 Research in the Teaching and Learning of Sciences</td>
<td>Samia Khan</td>
<td>Tue 16:30-19:30</td>
<td>SCARFE 1210</td>
<td></td>
</tr>
</tbody>
</table>

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.

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.