



# Department of Curriculum and Pedagogy

Graduate Courses - Summer Session 2021

**SUBJECT TO CHANGE**

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

<b>Term 1 May 10, 2021 to June 17, 2021</b>	
<b>CUST</b>	
<b>EDCP 508A 941</b>	<b>Instructor: Harper Keenan</b>
<b>Review of Research in Curriculum and Pedagogy: (Un)scripting Childhood: Critical Pedagogies and Young Children</b>	
<b>Tues/Thurs 16:30 to 19:30</b>	
<p>How do adults relate to children? How and what do adults teach children about the social world? How might pedagogy shape how children understand themselves as agentic social actors (or not)? This course examines these questions through the study of the socio-cultural construction of childhood and the role of critical pedagogy in young children's learning. Throughout our work together, we will maintain a balance between rich engagement with theory and deep consideration of its practical applications in a variety of educational contexts. We will begin examining the social meaning of childhood itself, using the interdisciplinary field of childhood studies as our primary guide. Then, we will transition into a historical study of progressive &amp; critical approaches to the education of young children (e.g. Montessori, Reggio Emilia, Waldorf, and U.S. pedagogical progressivism), including the limitations of these approaches. Finally, we will explore a range of contemporary critical pedagogical frameworks for childhood education, including but not limited to: critical literacy, Black and/or Indigenous feminist pedagogies, critical approaches to play, place-based pedagogy, queer &amp; trans pedagogies, and digital pedagogies. Students will have the opportunity to engage in an individual or group investigation of additional pedagogical approaches of their choosing.</p>	
<b>EDCP 539 941</b>	<b>Instructor: Peter Cole</b>
<b>Narrativity, Ecopedagogy and Indigeneity</b>	
<b>Mon/Wed 16:30 to 19:30</b>	
<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>	
<b>EDCP 562 941</b>	<b>Instructor: William Pinar</b>
<b>Curriculum Issues and Theories</b>	
<b>Mon/Wed 16:30 to 19:30</b>	
<p>We will examine issues/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.</p>	

**SCED****EDCP 538 941****Instructor: Sandra Scott****Theory and Research in Environmental Education****Tue/Thur 16:30 – 19:30**

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?

**May 10, 2021 to July 24, 2021****EDCP 585C 941****Instructor: Shannon Leddy**

Online Asynchronous Course

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.

<b>TERM 2</b>	
<b>July 5, 2020 to July 23, 2020</b>	
<b>EDUC</b>	
<b>EDUC 500 951</b>	<b>Instructor: Stephen Petrina</b>
<b>Research Methodology</b>	
<b>Monday to Friday, 10:30 to 13:00</b>	
<p>This course provides an introduction to educational research methods, methodologies, and philosophies. Specifically, the course: (1) Familiarizes students with a cross-section of methods available to educational researchers with a focus on methods of analysis; (2) Explores a cross-section of media &amp; technologies available to students for the conduct of research 2.0, including data collection, coding, and analysis (e.g., databases &amp; cybraries, data recording devices, OCR, translation, transcription and visualization apps, questionnaires, researchware, survey servers); (3) Familiarizes students with various rhetorical techniques for reading and writing research and analyzing paradigmatic orientations to inquiry; (4) Addresses challenges and regulation of research ethics and law.</p>	
<b>July 5, 2021 to July 16, 2021</b>	
<b>CUST</b>	
<b>EDCP 508D 951</b>	<b>Instructor: Peter Cole</b>
<b>Review of Research in Curriculum &amp; Pedagogy: Cross-Cultural Research in an Era of Climate Change and Global Inequities</b>	
<b>Mon to Fri 11:30-15:30</b>	
<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 global contexts.</p>	
<b>July 6, 2021 to July 22, 2021</b>	
<b>CUST</b>	
<b>EDCP 531 951</b>	<b>Instructor: Hartley Banack</b>
<b>Health Promotion, Wellness and Lifeskills in Outdoor Settings</b>	
<p>This course provides an interdisciplinary and holistic approach to health promotion, wellness and life skills in local outdoor settings. With an emphasis on field-based scholarship and praxis, leaders/instructors/teachers from workplace, community, higher education and school based settings shall examine concepts of wellness and learning communities of practice as critical foundations for curriculum and pedagogy within and across disciplines. Attention shall be placed on strategies for practical implementation.</p>	
<b>July 19, 2021 to July 23, 2021</b>	
<b>CUST</b>	
<b>EDCP 532 951</b>	<b>Instructor: Peter Cole</b>
<b>Theories and Dimensions of Place-Based Education: Ecohumanist, Critical, and Indigenous Lenses</b>	
<b>Mon-Fri 8:30- 16:30</b>	
<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’ in this era of climate change, spiraling global social inequities and global pandemics. Students will engage with critical, creative, and Indigenous eco-literacies and eco-narrativities in an effort to encourage modalities of learning and listening that are attentive to the interdependencies of human and more-than-human intelligences and agencies toward creating a more equitable, socially just and ecologically sustainable world.</p>	

