



Department of Curriculum and Pedagogy

Graduate Courses - Winter Session 2021/2022

SUBJECT TO CHANGE

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

Term 1	
SEPTEMBER/DECEMBER (Sept. 7 – Dec. 7, 2021)	
ARTE	
EDCP 520 (031)	Instructor: Sandrine Han
Perspectives, Practice, and Curriculum Issues in Contemporary Art Education	
Thurs (16:30-19:30)	SCARFE 1209
<p>This course includes, but is not limited to, the following topics: visual culture art education, community-based art education, visual communication in art education, social justice in art education, interdisciplinary art education, gender and identity in art education. Key questions will be addressed in this course are: What are the perspectives in contemporary art education? What are the differences between different perspectives and how the differences influence curriculum design? What are the main issues for contemporary art education? How are different theories influence art education curriculum design? What is the future of contemporary art education?</p>	
CUST	
EDCP 512A (031) Education Action Research: Participatory Action Research	Instructor: Lisa Loutzenheiser
Wed (16:30 to 19:30)	SCARFE 1209
<p>This course will focus on action research as an orientation to research that can include numerous methods. Participatory action research aims to implement change while undertaking an action-oriented inquiry and consists of the needs, desires, and perspectives of those with whom one conducts research. This incorporates collaborative research that positions researchers and communities (including schools, community centres/organizations, universities) as partners who engage jointly and equitably in the formulation, data generation, knowledge mobilization, or implementation of change. How do we work with communities of practice, children, youth, community groups etc., to create and conduct ethical research across differences? Participatory action research is appropriate for research at all levels, including classroom/community educators, masters and doctoral students, non-profit organizations, and community researchers. This course will include a focus on community-engaged participatory action research, with a critical underpinning. Through a mix of lectures, discussions, case studies and group work, we will explore the principles of participatory action research, its epistemological underpinnings, and the methods to pursue such research with educative settings. Thus, the course will be of interest to those considering action research as a framework for their work and to those wanting to investigate the appropriateness of action research for their research, as well as those interested in designing action research projects, undertaking data analysis or working toward representations of their research.</p>	
EDCP 513 (031) Case-Study Research and Cross-Case Analysis	Instructor: Lisa Loutzenheiser
Thu (16:30 to 19:30)	SCARFE 210
<p>In this course we will explore the underpinnings, theories, methodologies, methods, and practice of case-study research. Case studies are in-depth qualitative or mixed method inquiries about contemporary phenomenon set within its everyday contexts (Yin, 2013). Case study research can be grounded in different ways of knowing and world and we will explore many with an eye toward difference, justice, and Indigenous framings.</p> <p>Together we will discover the positioning of case study among other social science research methods. We will look at and question the goals of case-study design, connections of methodology to theoretical frameworks, data generation, data analysis, writing and representation. For example, what kinds of research questions is a case study good at addressing? What are the strengths and weaknesses? How and why do researcher positionalities matter? We will look at the foundations of case study research and studies within education and beyond to consider these questions.</p> <p>All assignments are designed to be student-directed with an eye toward one's own project and interests at the Ph.D. and masters levels.</p>	
EDCP 562 031	Instructor William Pinar
Curriculum Issues and Theories	
Monday (16:30 to 19:30)	This course is taught ONLINE
<p>We will examine issues/concepts considered key in curriculum studies, among them aesthetics, becoming, complexity, <i>currere</i>, discourse, ecology, ethics, experience, hermeneutics, imagination, indigeneity, narrative, normativity, place, poetics, representation, social justice, standards, and temporality</p>	

EDCP 601A (031)		Instructor: Anne Phelan
Doctoral Seminar		
Wed (13:00-16:00)		SCARFE 1209
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.		
EDUC		
EDUC 500 (005)		Instructor: Kerry Renwick
Research Methodology		
Tue (16:30-19:30)		SCARFE 1204
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.		
EDUC 500 (006)		Instructor: Oksana Bartosh
Research Methodology		
Tuesday (16:30 to 19:30)		This course is taught ONLINE
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.		
MAED		
EDCP 552 (031)		Instructor: Ann Anderson
Mathematics Education: Early Years		
Thu (16:30-19:30)		SCARFE 1211
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.		
MUED		
EDCP 505 (031) Review of Research in Music Education: Theory and Practice		Instructor: Peter Gouzouasis
Mon (16:30-19:30)		Scarfe 1317
This course is an overview of traditional and emerging research methods in music and arts education research (Arts Based Educational Research [ABER] and Creative Analytica Practices [CAP; autoethnography]). It will complement and extend ideas covered in EDUC 500 to music teaching and learning contexts. We will examine qualitative and quantitative approaches to music and arts 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.		
SCED		
EDCP 559 (031)		Instructor: Oksana Bartosh
Research in the Teaching and Learning of the Sciences		
WED (16:30-19:30)		SCARFE 1210
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.		

TERM 2 JANUARY/APRIL (Jan. 010 – Apr. 08, 2022)	
ARTE	
EDCP 504A 032 Arts Based Educational Research	Instructor: Marie-France Berard
Wed 16:30 to 19:30 SCARFE 1128	
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.	
EDCP 524 032 Technology, Virtual Worlds, and Digital Visual Culture in Art Education	Instructor Sandrine Han
Thur 16:30-19:30	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 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 curricular 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: William Pinar
Mon 16:30-19:30	SCARFE 210
We will examine issues/concepts considered key in curriculum studies, among them aesthetics, becoming, complexity, <i>currere</i> , discourse, ecology, ethics, experience, hermeneutics, imagination, indigeneity, narrative, normativity, place, poetics, representation, social justice, standards, and temporality	
EDCP 566 (032) Curriculum Change, Planning and Implementation	Instructor: Lisa Loutzenheiser
Thu (16:30 to 19:30)	SCARFE 201
This course explores the nature of educational change and will critically examine a variety of initiatives being undertaken to improve, reform, and/or restructure curriculum and pedagogies. Theories of change will be outlined in an effort to understand implications for productive change processes at the classroom, school, and school system levels particularly for students, families and communities who feel marginalized within education. This course will analyse the conditions of schools, curriculum and pedagogy as they relate to the processes of change, and prototype possible programmatic and/or design solutions. Of particular importance will be the culture of schools, the role of teachers and administrators, and the role of students in facilitating curricular, pedagogical and curricular school change. Lastly, we will investigate the ways in which change affects teachers and how do new curriculums and pedagogies affect classroom practice? Is it possible or desirable identify factors that enhance and hinder successful change effort?	
EDCP 585A (032) Special Course: Indigenous Visual Expression	Instructor: Shannon Leddy
Mon (16:30 to 19:30)	SCARFE 1209
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: Ecojustice Literacies, Post-Capitalist Pedagogies & Indigeneity in an Era of Climate Change	Instructor: Peter Cole
Thu (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, radical and rhizomatic 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 602A (032) Doctoral Seminar	Instructor: E. Wayne Ross
Wed (13:00 – 16:00)	SCARFE 1209
This seminar is intended for first-year doctoral students. It unpacks the epistemological and ontological positions of various paradigms used in contemporary social research, particularly studies of curriculum and pedagogy. The principle aim of the course is to examine how we conceptualize research. Various theoretical perspectives will be examined including: positivism, constructionism, interpretivism, and critical inquiry. The guiding questions for the course are: What methods do we propose to use? What methodology governs our choice and use of methods? What theoretical perspective lies behind the methodology in question? What epistemology informs this theoretical perspective?	

EDUC	
EDUC 500 (004) Research Methodology	Instructor: 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: Current Issues	Instructor: Susan Gerofsky
Wed(16:30-19:30)	SCARFE 1214
<p>In this course we will delve into contemporary issues in mathematics education from starting points of language, embodied learning, and the arts. We will look beyond the level of words and vocabulary to include broader linguistic ideas that help clarify issues in mathematics teaching and learning. We will explore embodied ways of knowing, including embodied metaphor, gesture, and (kin)aesthetic ways of knowing, and the ways that these connect with symbols and diagrams. We will also explore interactions of mathematics and the arts in the broadest sense (visual arts, music, dance, drama, literary arts, fashion arts, architecture) and work with ways these can be brought into play in teaching and learning.</p>	
MUED	
EDCP 526A (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 557 032 Issues in the Teaching and Learning of the Sciences	Instructor Doug Adler
Tue 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>	