



# Department of Curriculum and Pedagogy

Graduate Courses - Summer Session 2022

**SUBJECT TO CHANGE**

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

<b>Term 1 May 16, 2022 to June 22, 2022</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>	<b>Scarfe 204A</b>
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 & 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 & 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.	
<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>	<b>Scarfe 201</b>
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.	

<b>EDCP 585H 941</b>	<b>Instructor: Shawn Forde</b>
<b>Special Course in Curriculum &amp; Pedagogy: Experiential Education in HOPE</b>	
<b>Mon/Wed 16:00 to 19:00</b>	<b>Scarfe 1003/Osborne 1A</b>
<p>In this course we will delve into and articulate the edges, boundaries, and practice of experiential education (EE) and experiential learning (EL). Although EE and EL have commonly been associated with outdoor education, we will engage with theory, literature, and practices that relate to and connect the fields of health, outdoor, and physical education (HOPE). In doing so, we will investigate how understandings of health, (moving) bodies, and the environment, can be shaped by our experiences within and moving through the world as researchers, teachers, and students.</p>	
<b>SCED</b>	
<b>EDCP 538 941</b>	<b>Instructor: Sandra Scott</b>
<b>Theory and Research in Environmental Education</b>	
<b>Tue/Thur 16:30 – 19:30</b>	<b>Scarfe 1204</b>
<p>The course will begin with an exploration of personal perspectives on the human-nature relationship. We will address the relevance of eco-philosophical literature to personal eco-philosophies and draw upon the research interest to derive knowledge claims within a blended qualitative/quantitative context. We will then explore conceptions of environmental education as ecological thought as we interweave research and practice. As a community, we will engage with Place through Eco-Pedagogy, acknowledging our lived experiences, ideally ways of Knowing Being, Doing, &amp; Healing across sciences, languages, humanities, and the arts. The following questions will guide our stories: How might environmental science, aesthetics, ethics, and histories together with environmental action and community inform our research and practice? What might we include as elements of our own eco-philosophies? Finally, claims of bias and indoctrination often confront those who care for the Earth and follow a goal of socio-political action. Can initiatives, especially those treating controversial issues and advocating for informed and responsible action, be defensible on educational grounds? How might we approach environmental problems of climate emergency, biodiversity loss, ecosystem collapse, and mass extinction due to ecological devaluing and destruction that lead to crises such as Covid-19? Our work will be informed by deep ecology perspectives as we engage with and understand gifts of clean air, water, and soil, as human rights as well as Earth rights for the more-than-human world.</p>	
<b>May 16, 2022 to July 24, 2022</b>	
<b>EDCP 585C 941</b>	<b>Instructor: Shannon Leddy</b>
Online Asynchronous 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>	

<b>TERM 2A</b>	
<b>July 4, 2022 to July 22, 2022</b>	
<b>EDCP</b>	
<b>EDCP 585E 951 Special Course in Curriculum &amp; Pedagogy: Refugee Education</b>	<b>Scarfe 1214</b>
<b>Monday to Friday 10:00 am to 1:00 pm</b>	<b>Instructor: Sofia Noori</b>
<p>This course will introduce students to refugee studies in education. We will explore how refugees have portrayed themselves and have been portrayed in literature, memoir, film, and art. This course is transnational and interdisciplinary in analysis. With the current political crisis over refugees, we will focus mainly on the last 50 years and contextualize our study by reading academic articles, media coverage, policies, and law. This course will begin with understanding how the processes and legacies of colonization, imperialism, war, displacement, state violence, and globalization impact our conceptualization of refugees. We will consider how the experience of being in war zones, camps, journeying across borders, homelessness, familial loss, resettlement, and trauma shape the subjectivity and conditionality of refugeehood. Then we will discuss how refugees negotiate through the webs of imposed definitions and policies vis-à-vis their personal stories and art. Our examination of these aesthetic attempts will also bring to light the ways refugees respond to and at times reconfigure the socio-political discourses about those living in exile in Canada. We will address the intersections of ethnicity, race, class, gender, with pedagogical practices that refugees encounter during their journeys. Throughout the course, we will address the unique role of education, teachers and schooling on the psyche, language and development of refugees' sense of self and belonging.</p>	
<b>EDUC</b>	
<b>EDUC 500 951</b>	<b>Instructor: Oksana Bartosh</b>
<b>Research Methodology</b>	
<b>Monday to Friday, 10:30 to 13:00</b>	<b>Scarfe 1021</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. Content to be determined by instructor.</p>	
<b>July 4, 2022 to July 15, 2022</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 to Fri 8:30-16:30</b>	<b>Scarfe 1128</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>	

<b>TERM 2B</b>	
<b>July 25, 2022 to August 11, 2022</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>Monday to Friday 11:30 am to 3:30 pm</b>	<b>Scarfe 1021</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>EDCP 512A 951</b>	<b>Instructor Lisa Loutzenheiser</b>
<b>Education Action Research: Participatory Action Research</b>	
<b>Monday to Friday 10:30 am to 1:30 pm</b>	<b>Scarfe 1209</b>
<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>	