



# Department of Curriculum and Pedagogy

Graduate Courses - Winter Session 2022/2023

**SUBJECT TO CHANGE**

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

<b>Term 1</b>	
<b>SEPTEMBER/DECEMBER (Sept. 6 – Dec. 7, 2022)</b>	
<b>ARTE</b>	
<b>EDCP 520 (031)</b>	<b>Instructor: Marie-France Berard</b>
<b>Perspectives, Practice, and Curriculum Issues in Contemporary Art Education</b>	
Thurs (16:30-19:30)	SCARFE 1107
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?	
<b>CUST</b>	
<b>EDCP 508B 031</b>	<b>Instructor: Peter Gouzouasis</b>
<b>Review of Research in Curriculum and Pedagogy: Autoethnography</b>	
Monday (16:30 to 19:30)	Scarfe 1314
This iteration of EDCP508 will primarily focus on autoethnography, but we will commence with a historical overview of the roots of early forms of realist, qualitative research in sociology and teacher inquiry that paved the way for autoethnography (and autobiography) to be considered as necessary forms of inquiry. We will also examine intersections with related forms of interpretive research (e.g., poetic inquiry, creative non-fiction), and the relationships between teacher inquiry, narrative inquiry, and Arts Based Educational Research (ABER) and Creative Analytical Practices (CAP). The expansive reconceptualization of the Greek prefix 'auto' ('afto') enables us to consider not only the 'self' in research, but the relational, coactive nature of the 'self' with 'others,' 'culture,' and environment (i.e., storying our 'selves' in the world in which 'we' live). It also changes the way we move beyond notions of 'reflection in action' and into reflexivity when storying adult teaching learning contexts—enlilkogy. The course is designed for graduate students across disciplines, and will involve a healthy immersion in reading and writing in an interactive learning environment. This course can be taken in lieu of EDCP 505 and also qualifies as a research methodology course for masters' and doctoral students.	
<b>EDCP 514 031 Arts Based Educational Research</b>	<b>Instructor: Rita Irwin &amp; Marzieh Mosavarzadeh</b>
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.	
<b>EDCP 562 031</b>	<b>Instructor William Pinar</b>
<b>Curriculum Issues and Theories</b>	
Monday (16:30 to 19:30)	This course is taught <b>ONLINE</b>
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	
<b>EDCP 566 031 Curriculum Change, Planning and Implementation</b>	<b>Instructor Lisa Loutzenheiser</b>
Tuesday (16:30 to 19:30)	SCARFE 1021
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?	

<b>EDCP 585B 031</b>	<b>Instructor: Peter Cole</b>
<b>Ecojustice Literacies, Post-Capitalist Pedagogies &amp; Indigeneity in an Era of Climate Change</b>	
Thursday (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.	
<b>EDCP 601A (031) Doctoral Seminar</b>	<b>Instructor: Lisa Loutzenheiser</b>
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.	
<b>EDUC</b>	
<b>EDUC 500 (005)</b>	<b>Instructor: Doug Adler/Sandra Scott</b>
<b>Research Methodology</b>	
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.	
<b>HOPE</b>	
<b>EDCP 530 031 Curriculum Innovations in Physical Education</b>	<b>Instructor: Shawn Forde</b>
<b>Tue (16:30 to 19:30)</b>	<b>SCARFE 1005</b>
This course will examine curriculum and pedagogy in 'formal' (K-12 physical and health education) as well as 'informal' settings where physical and health education (PHE) occurs (e.g., coaching, after-school programming, sport for development and peace, community physical and health programming). The course will involve a focus on the Canadian context but will also engage with international perspectives on PHE. Through a consideration of social, cultural, and political contexts, we will review histories of curriculum development, pedagogical approaches, and contemporary issues within PHE.	
<b>MAED</b>	
<b>EDCP 553 031 Mathematics Education: Beyond the Early Years</b>	<b>Instructor: Amanda Fritzlan</b>
Thur (16:30 to 19:30)	SCARFE 1211
In this graduate seminar, we will collectively explore contemporary issues and research pertaining to transdisciplinary mathematics education through STEM/STEAM at the middle school, secondary, and tertiary levels (e.g. grades 6 and above). Asking how teaching mathematics in transdisciplinary contexts helps us to see and think differently about our world will be central to this course. This will involve inquiry into and critique of pedagogical approaches, theories, and research for transdisciplinary mathematics education including assessment, project-based learning, engagement with educational technologies, and teaching mathematics through the arts. Graduate students will develop their own research interests through readings, discussion, and individual projects.	
<b>SCED</b>	
<b>EDCP 559 (031)</b>	<b>Instructor: Oksana Bartosh</b>
<b>Research in the Teaching and Learning of the Sciences</b>	
Wednesday (16:30 to 19:30)	Scarfe 1210
Graduate students in science education have to become familiar with the fundamental concepts and theories used in science education research. This course surveys these concepts and theories to help graduate students approach their own research in science education, to learn how to read and evaluate science education literature, and to productively engage in discussions about the application of research in science education. Readings will be drawn from primary research journals on pedagogical approaches to science learning, while considering the interests of the course participants.	

<b>TERM 2 JANUARY/APRIL (Jan. 9 – Apr. 13, 2022)</b>	
<b>ARTE</b>	
<b>EDCP 523 032 Seminar in Art Education: Aesthetic Orientation, Contemporary Visual/Digital Art Practices, &amp; Educational Scholarship</b>	
<b>Instructor Marie-France Berard</b>	
Thur 16:30-19:30	SCARFE 1107
<p>This seminar will entertain the following proposition: to orientate oneself in the world aesthetically -as the sensory experience of perception- is to welcome encounters provoking lines of thought and sensations that might not otherwise show up. In this course, we will explore a culturally diverse range of contemporary art practices in terms of methods, concepts and problematics such as mixed media visual works, sound installations, or digital art pieces by Sonny Assu, Xu Bing, Rebecca Belmore, Janet Cardiff, Maureen Gruben, Wangechi Mutu, Doris Salcedo, Skawennati, and Jan Wade. With a selection of companion texts to think with by, among others, Gilles Deleuze, Marcia Crosby, Georges Didi-Huberman, Pen Feng, Maxine Greene, David Lines, and Alva Noë we will study artistic practice as a distinctive mode of attending to and engaging in the world, and consider the ways it is generative for the conduct and dissemination of educational research and scholarship.</p> <p>The course will include seminar discussions, some studio explorations in-person visits to local art galleries, and digital explorations to further provoke thought, incite discoveries and possibly extend our understanding through various modalities of encounters. This course will be of interest to graduates students in the areas of arts, music, and digital media education.</p>	
<b>CUST</b>	
<b>EDCP 546 (032) Indigenous Visual Expression as Pedagogy</b>	
<b>Instructor: Shannon Leddy</b>	
Mon (16:30-19:30)	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>	
<b>EDCP 562 (033) Curriculum Issues and Theories</b>	
<b>Instructor: E. Wayne Ross</b>	
Thu (16:30 to 19:30)	SCARFE 1003
<p>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.</p>	
<b>EDCP 602A (032) Doctoral Seminar</b>	
<b>Instructor: E. Wayne Ross</b>	
Wed (13:00 – 16:00)	SCARFE 1209
<p>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?</p>	
<b>EDUC</b>	
<b>EDUC 500 (004) Research Methodology</b>	
<b>Instructor: Jillianne Code</b>	
Tue (16:30-19:30)	ONLINE
<p>This course provides an overview of research designs and methodologies in education, counseling, and the social sciences. Through an applied framework, students will be introduced to strategies and processes for designing a research proposal or project using qualitative, quantitative, and mixed methods designs. Through this course, students will explore the philosophical assumptions for all three approaches, identify strategies for conducting a review of the literature, analyze and evaluate the use of theory and conceptual frameworks across disparate research approaches, and reflect on the importance of writing and ethics in scholarly inquiry. This course will place particular emphasis on mixed methodologies.</p>	
<b>EDUC 500 007 Research Methodology</b>	
<b>Instructor Oksana Bartosh</b>	
Wednesday (16:30 to 19:30 )	SCARFE 1021
<p>This course provides an overview of research designs and methodologies in education, counseling, and the social sciences. Through an applied framework, students will be introduced to strategies and processes for designing a research proposal or project using qualitative, quantitative, and mixed methods designs. Through this course, students will explore the philosophical assumptions for all three approaches, identify strategies for conducting a review of the literature, analyze and evaluate the use of theory and conceptual frameworks across disparate research approaches, and reflect on the importance of writing and ethics in scholarly inquiry. This course will place particular emphasis on mixed methodologies.</p>	

<b>HOPE</b>	
<b>EDCP 533 032 Health, Outdoor and Physical Experiential Education, Curriculum, Pedagogy and Place in the Elementary School</b>	
<b>Instructor Steve McGinley</b>	
Wed (16:30 to 19:30)	Scarfe 207
Students will be introduced to the theoretical, philosophical, and practical research dimensions of constructivist and experiential learning and teaching approaches in Health Outdoor and Physical Education (HOPE), with specific reference to the British Columbia Curriculum. The course promotes the development of healthy educated citizens who are connected with Indigenous principles of learning and competencies in physical literacy, healthy and active living, social and community health, mental well-being, and environmental and sustainability ethics. This course is designed to facilitate teachers' growth and reflection in their praxis. The central premise of the course is that education is not simply the transmission of facts or actions, but the education of the entire person for participation in a democratic, decolonized society (Whitehead, 1967; Battiste et al, 2002) and as a contributor to ecological commons (Orr, 1994). We use experiential education and constructivism as catalysts for discussion of these issues, which are framed and contextualized by the lived experiences of students and teachers. This course has a 40% practical component.	
<b>EDCP 534 032 Health Promotion and Education</b>	
<b>Instructor Leanne Petherick</b>	
TUES (16:30 to 19:30)	SCARFE 1211
This course provides students with an overview of topics and issues related to health promotion and education. The course takes up a series of health policies and curriculum initiatives to examine the historical, social and cultural context of health promotion and role of health education in schools. Additionally, the course examines the relationship between public health and schools, identifies and questions the centrality of relationships within school settings, and explores the affects of health promotion and health education for children and youth.	
<b>MAED</b>	
<b>EDCP 550 (032) Mathematics Education: Origins and Issues</b>	
<b>Instructor: TBA</b>	
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.	
<b>MUED</b>	
<b>EDCP 526B 032 Theory and Principles of Music Education</b>	
<b>Instructor Scott Goble</b>	
Tue (16:30 to 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.	
<b>SCED</b>	
<b>EDCP 555 032 Critical Analysis of Curriculum in Science Education</b>	
<b>Instructor Doug Adler</b>	
Tue 16:30-19:30	SCARFE 1210
Participants in this seminar will explore implications of current perspectives in science for science education. This will be SCARFE 1209 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 app science drawn.	