



Department of Curriculum and Pedagogy

Graduate Courses - Summer Session 2023

SUBJECT TO CHANGE

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

Term 1 May 15, 2023 to June 26, 2023	
CUST	
EDCP 539 941 Narrativity, Ecopedagogy and Indigeneity	Instructor: Peter Cole
Mon/Wed 16:30 to 19:30	Scarfe 205
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.	
EDCP 585E 941 Special Course in Curriculum & Pedagogy: Contemporary Research in Critical Refugee Education	Instructor: Sofia Noori
Monday/Wednesday 16:30 to 19:30	Scarfe 1003
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 refugeeness. 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.	

SCED	
EDCP 538 941 Theory and Research in Environmental Education	Instructor: Sandra Scott
Tue/Thur 16:30 – 19:30	Scarfe 1204
<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, & 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 related to climate and nature emergency including 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>	
EDCP 557 941 Issues in the Teaching and Learning of the Sciences	Instructor: Doug Adler
Monday/Wednesday 16:30 to 19:30	Scarfe 1204
<p>This course provides opportunity for participants to examine practical issues pertaining to teaching and learning of science by drawing on contemporary research in science education. Existing literature and associated issues on teaching and learning of science will be examined critically. Viability of models such as conceptual change and associated paradigm shift overtones, predict-observe-explain, pedagogical content knowledge (PCK), and their relevance to science teaching and learning will be critically discussed.</p>	

TERM 2A	
July 4, 2023 to July 14, 2023	
MUED	
EDCP 525A 951 Special Colloquia in Music Education	Instructor: Peter Gouzouasis
Monday to Friday 9:00 to 14:30	Scarfe 1314
The aim of this course is to link current music research on singing, movement, and instrumental music in Grades K-12 with contemporary classroom practices in a lecture-lab-workshop setting. A strong music background (notation, reading, and writing music), music teaching experience, and familiarity with research on music teaching and learning is required.	
July 4, 2023 to July 21, 2023	
CUST	
EDCP 564 951 Texts, Politics and Ideologies of Curriculum Development	Instructor: Penney Clark
Monday to Friday 10:30 to 13:00	Scarfe 1328
This course will examine political, economic, and cultural influences on textbooks and curriculum, as well as case studies of conflict, including textbook 'wars'. In particular, we will examine controversies related to the problematic role of the textbook in conveying national narratives. Our explorations will include both Canadian and international case studies, as well as past and present. We will explore case studies from Japan, Israel, Germany, France, England, Pakistan, the United States, and Canada.	
EDCP 585H 951 Special Course in Curric. & Pedagogy: Social Justice in Health Education and Research	
Monday to Friday 13:30 to 16:00	ORCH 4016 Instructor: LeAnne Petherick
This course examines health education as a site for social justice. In the contemporary classroom, teachers are often positioned as front line workers in addressing a series of high profile health concerns or 'crises' impacting youth populations (e.g., impacts of Covid-19, the obesity epidemic, physical inactivity, sexual health, mental health, etc.). Despite these expectations, teachers often feel overwhelmed and unprepared to effectively educate around these health issues. Part of the reason for this anxiety is that these health issues cannot be addressed exclusively through individual behavioral modifications or as technical problems to be solved. Rather health issues map onto larger power relations of which educational settings are only one part of this dynamic. Through course readings and activities, dialogue, and critical inquiry, students in this course will be encouraged to critically examine health and health education research so that more than prescriptive deliverables can be considered for social justice. In particular, the messiness of health will feature central to this course so that issues of anti-oppressive research and education can enter school spaces.	
In this course, students will develop strategies for challenging deficit-based approaches to health education while moving towards anti-oppressive teaching; create tools that address structural factors affecting health practices; locate resources to support professional practice in the areas of health education and health research; and learn about local, national and international school-based research projects to support youth health.	
EDUC	
EDUC 500 951: Research Methodology	Instructor: Shawn Forde
Monday to Friday 10:30 to 13:00	Ponderosa Commons North-Oak Cedar House 1008
This course provides an introduction to educational research methods, methodologies, and philosophies. Specifically, the course will: (1) Introduce students to philosophical questions and discussions relating to research and knowledge in educational contexts, (2) Familiarize students with a cross-section of methodologies and methods available for conducting research in education (e.g. arts-based, ethnographic, action research, experiments, surveys, discourse & historical analyses), (3) Familiarize students with resources available to them for the conduct of research, (4) Familiarize students with various rhetorical techniques for reading and writing research and provide an analysis of paradigmatic orientations to research as inquiry; and, (4) Familiarize students with ethical issues relating to research.	

July 10, 2023 to July 14, 2023	
CUST	
EDCP 532 951 Theories and Dimensions of Place-Based Education: Ecohumanist, Critical, and Indigenous Lenses	Instructor: Peter Cole
Monday to Friday 8:30-16:30	Scarfe 1128
<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>	
TERM 2B	
July 24, 2023 to August 4, 2023	
CUST	
EDCP 508D 951 Review of Research in Curriculum & Pedagogy: Cross-Cultural Research in an Era of Climate Change and Global Inequities	Instructor: Peter Cole
Monday to Friday 11:30 to 15:30	Ponderosa Commons North-Oak Cedar House 1215
<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>	
July 24, 2023 to August 11, 2023	
EDCP 562 951 Curriculum Issues and Theories	Instructor William Pinar
Monday to Friday 9:30 to 12:30	Scarfe 204A
<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>	
HOPE	
EDCP 535 951 Research in School Health Education	Instructor LeAnne Petherick
Monday to Friday 9:30 to 12:30	ORCH 4018
<p>In this course, we explore how research in school health can support both the school community and students’ educational outcomes. To do so, the course highlights how schools aspire to use a comprehensive integrated approach to health promotion, which is characteristic of schools within Canada and across the globe. Furthermore, issues of relationality, respect and responsibility will be the foundation for exploring particular social and public trends within the neoliberal environment. More specifically, the immediate impacts and lasting effects of school health initiatives, along with strategies for designing and implementing school health research programs will bring together theoretical and practical approaches to school health research.</p>	