



Department of Curriculum and Pedagogy

Graduate Courses - Winter Session 2023/2024

SUBJECT TO CHANGE

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

Term 1	
SEPTEMBER/DECEMBER (Sept. 5 – Dec. 7, 2023)	
ARTE	
EDCP 520 031 Perspectives, Practice, and Curriculum Issues in Contemporary Art Education	
Instructor: Marie-France Berard	
Thurs (16:30-19:30)	SCARFE 1107
This course includes, but is not limited to, the following topics: issues of curriculum and decolonizing art education, visual culture art education, community-based art education, early childhood and choice-based art education, social justice and critical race theory in art education, interdisciplinary art education, queering art education. Key questions addressed in this course are: What are the major ideas and perspectives in contemporary art education? How might those different theoretical, philosophical, socio-cultural, and political perspectives influence art education curriculum design? What are pressing issues for contemporary art education?	
CUST	
EDCP 508B 031 Review of Research in Curriculum and Pedagogy	
Instructor: Michelle Tan	
Wednesday (16:30 to 19:30)	SCARFE 1204
This course will examine past and current curricular programming and reform visions in science education. Topics include STEM, socio-scientific issues and literacy, science inquiry, activist science, developing a sense of place, and teaching for conceptual change. Participants will draw from a variety of writings of curriculum theorists, as well as science educators and researchers, to shape their understandings and approaches to science curriculum and pedagogy. Focusing on both the conceptual and practical aspects of science education, the course will provide participants with the opportunity to further develop their own professional practice and/or research interests.	
EDCP 546 031 Indigenous Visual Expression as Pedagogy	
Instructor: Shannon Leddy	
Tuesday (16:30 to 19:30)	SCARFE 208
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.	
EDCP 562 031 Curriculum Issues and Theories	
Instructor Anne Phelan	
Wednesday (16:30 to 19:30)	SCARFE 210
What is curriculum? And, what purposes should it serve? This course explores these seemingly straightforward questions and the underlying principles that inform diverse (and sometimes contentious) 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, 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	
EDCP 566 031 Curriculum Change, Planning and Implementation	
Instructor Lisa Loutzenheiser	
Thursday (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?	

EDCP 601A (031) Doctoral Seminar		Instructor: Lisa Loutzenheiser
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) Research Methodology		Instructor: Shawn Forde
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.		
MAED		
EDCP 552 031 Mathematics Education: Early Years		Instructor: Cynthia Nicol
Thur (16:30 to 19:30)		SCARFE 1211
The theme of this course is Mathematics with/in Place for students in preschool, elementary, or middle school classrooms. We focus on students' mathematical thinking in various contexts/places, at various grade levels and ages, as reported in research articles, recorded on video/audio, or gathered by participants in the course. Our focus on place includes classrooms, nature and outdoors spaces (e.g., gardens, waterways, and forests), the built environment (e.g., urban geography), families, local community, and global effects such as climate change. We examine various theories of place including critical, Indigenous, ecological, and Afrocentric to critique, adapt, and extend mathematical learning experiences for pre-K to middle school students that is responsive to place. 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/middle school classrooms.		
SCED		
EDCP 559 031 Research in the Teaching and Learning of the Sciences		Instructor: Samia Khan
Monday (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, learn how to read and evaluate science education literature, and 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.		

TERM 2 JANUARY/APRIL (Jan. 8 – Apr. 12, 2024)	
ARTE	
EDCP 514 032 Arts-Based Educational Research	Instructor: Anita Sinner
Monday 16:30-19:30	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, in this case, walking with public art.	
EDCP 521 032 Historical and Social Foundations of Art Education	Instructor: Anita Sinner
Tuesday 16:30 to 19:30	SCARFE 1107
This course addresses historical perspectives, theoretical dispositions and practice-based approaches to equity, diversity and inclusivity as critical frames of reference in art education. Through the lens of living histories, geographies of self-in-relation serve as entry points for inquiry into key issues that shape your identity as an artist, researcher and teacher, and communicate your learning and teaching philosophy.	
CUST	
EDCP 508A 032 Research in Curriculum & Pedagogy: Trauma-informed approaches to physical education & youth sport	Instructor: Shawn Forde
Monday 16:30 to 19:30	SCARFE 1004
This course will critically engage with research and practices relating to trauma-informed or trauma-sensitive education, with a particular focus on physical and health education (PHE), and youth sport. In recent years, trauma-informed approaches to physical education, physical activity, and sport, have proliferated. This has followed from research that has linked the health and life outcomes of individuals to what are called adverse childhood experiences (ACEs). Through a review of literature, personal narratives, and case studies, this course will critically examine how PHE and youth sport have been promoted as a way to improve mental health, build resilience, and address conflict and violence	
EDCP 510 032 Video Ethnography in Education Research: Culture, Technology, and Interpretation	Instructor: Lisa Loutzenheiser
Thursday 16:30 to 19:30	SCARFE 1209
This course supports students in exploring and practicing video ethnography for education. "Education" is defined broadly, and includes classrooms, communities, educational activism, museums and galleries, and other public spaces. It will also provide a vehicle for discussing the implications of using new tools and techniques when conducting ethnographic research. The course introduces the theoretical and basic practical background required to gather, analyze and represent video generated data. Paying particular attention to positionalities and subjectivities (including race, gender, sexualities and their intersections among others), we will give consideration to questions about the place of video ethnography and exhibition in a variety of educational settings. We will raise questions about and trouble the social, cultural, and political relations between videomakers and their "subjects" and audiences; the relation between video based research for education, and the social constructions of meaning and knowledge, and the appropriateness of student projects for research questions and intended audiences. Other topics will include visual culture and educational video; notions of space; the politics and power of representation; ethics; and audience/producer address and relations. This is a methodology course that will include both the theory of methodologies and the practices of video ethnographic methods. There is an assumption that you have completed one other methodology course.	
EDCP 512A 032 Education Action Research	Instructor: Michelle Tan
Wednesday (16:30-19:30)	SCARFE 1204
This course is designed as an introduction to action research. It will provide participants opportunities to explore different forms of action research, including (but not limited to) collaborative teacher action research, participatory action research (community-based), and youth action research. Participants will have an opportunity to explore seminal pieces of work to build up understandings of what action research entails and how it is differentiated from other forms of research. Serving also as a research methods course, the course will provide participants some experiences of engaging with research methods that are commonly employed in action research, such as the use of semi-structured interviews (individual and focus group interviews). This course will be of interest to students exploring the potential use of action research as a framework for their own projects, as well as those wanting to borrow action research perspectives to interrogate the own position as a researcher and/or to further inform their own research.	
EDCP 542 032 Theorizing Pedagogy	Instructor: Anne Phelan
Thursday (16:30 to 19:30)	SCARFE 210
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 curriculum 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
Thu (16:30 to 19:30)	SCARFE 1003
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	
EDCP 562 033 Curriculum Issues and Theories	Instructor: Lisa Loutzenheiser
Tuesday (16:30 to 19:30)	SCARFE 1020
We will explore some of the leading (historical and contemporary) thinkers to offer an overview of the fields of curriculum studies and curriculum theories. My hope is that when you leave the course with a general understanding of the major debates in curriculum studies and theory. A goal of the course is to contest the assumptions we hold about what is educative, mis-educative, and noneducative, and develop multiple visions of what it means to work in the field of curriculum studies and curriculum theory The course seeks to complicate and ruminate on the complex and fascinating questions of "what is curriculum" and "what is pedagogy? What should be taught and how ought it be organized? What are the similarities and contradictions within, amongst and between the various thinkers and paradigms? How do we see these playing out in our educational institutions from the classroom, the lunchroom, faculty meetings, the principal's office and the school board? How might we conceptualize and define notions such as social justice, diversity, poverty, sexuality and race in socially and politically charged educational contexts?	

EDCP 568 032 Curricula in Their Historical Context		Instructor: Penney Clark
Wednesday (16:30 to 19:30)		SCARFE 205
This course examines influences upon, and prominent themes, issues and trends within, the history of the school curriculum. Students will acquire familiarity with the work of some of the principal scholars conducting research in this area. They will have the opportunity to conduct their own original research using primary and secondary source materials, in order to investigate questions related to a school subject or other topic in which they are interested, and to situate this topic within the wider context of the history of curriculum.		
EDCP 585B 032 Ecojustice Literacies, Post-Capitalist Pedagogies & Indigeneity in an Era of Climate Change		
Thursday (16:30 to 19:30)		Instructor: Peter Cole SCARFE 4002
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 500 007 Research Methodology		Instructor: Oksana Bartosh
Monday (16:30-19:30)		SCARFE 1210
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.		
HOPE		
EDCP 530 032 Curriculum Innovations in Physical Education		Instructor: Steve McGinley
Wed (16:30 to 19:30)		SCARFE 207
This course will examine curriculum and pedagogy in 'formal' (grades K-12 in physical and health education) as well as 'informal' settings where physical and health education (PHE) occurs (e.g., coaching, after-school programming, intramurals, sport for development and peace, recreation, 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.		
MAED		
EDCP 551 (032) Mathematics Education: Current Issues		Instructor: Susan Gerofsky
Wed(16:30-19:30)		SCARFE 1214
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.		
MUED		
EDCP 526A 032 Theory and Principles of Music Education		Instructor: Scott Goble
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.		
SCED		
EDCP 555 032 Critical Analysis of Curriculum in Science Education		Instructor: Doug Adler
Tuesday 16:30-19:30		SCARFE 1210
Participants in this seminar will explore implications of current perspectives in science for science education. This will be 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.		
EDCP 556 032 Theory and Research in the Social Context of School Science		Instructor: Michelle Tan
Monday 16:30 to 19:30		SCARFE 1204

This course is designed for both Science and non-Science majors, and is relevant to participants who are interested in teacher professional development and/or introducing innovative practices within K-12 educational settings. The course provides an introduction to the theories and research that focus on teacher learning and teaching. A variety of teacher collaborative inquiry approaches will be drawn upon, such as collaborative action research, lesson study and learning study. The overarching aim of the course is to strengthen participants' theoretical understandings around the use of social contexts, in particular, collaborative settings, to promote teacher professional growth. Participants are supported in developing a critical stance towards the recent emphasis on teacher collaborative inquiry, by considering the impacts of historical and current social, political and economic influences on curriculum and teaching. Participants will also be exposed to pedagogical theories that have been commonly used to improve student learning within these social contexts.