



# Department of Curriculum and Pedagogy

Graduate Courses - Winter Session 2024/2025

**SUBJECT TO CHANGE**

**In the event of any discrepancies or inconsistencies between the course descriptions found below and the course information found on Workday, it is the information found in Workday that will be considered correct.**

<b>Term 1 SEPTEMBER/DECEMBER (Sept. 3 – Dec. 6, 2024)</b>	
<b>ARTE</b>	
<b>EDCP 520 031 Perspectives, Practice, and Curriculum Issues in Contemporary Art Education</b>	
<b>Instructor: Marie-France Berard</b>	
Wednesday (16:30-19:30)	
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?	
<b>CUST</b>	
<b>EDCP 508B 031 Review and Research in Curriculum &amp; Pedagogy: Past and Current Curriculum Programming and Reform Visions in Science Education</b>	
<b>Instructor: Yuen Sze Michelle Tan</b>	
Wednesday (16:30 to 19:30)	
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.	
<b>EDCP 513 031 Case Study Research and Cross Case Analysis</b>	
<b>Instructor: Johnna Montgonerie</b>	
Monday (16:30 to 19:30)	
In this course, we'll examine the foundations, theories, methodologies, methods, and practical applications of case-study research. Tailored for advanced graduate students, this seminar aims to equip you with a deep understanding of case study research as a valuable methodology and analytical tool in both social and educational research. Throughout the course, we'll analyze various aspects and challenges associated with case study research. We'll investigate how case study methodology is employed in educational contexts, empowering you to design your own studies. Together, we'll examine the role of case study research among other social science methods. We'll scrutinize the objectives of case-study design, the alignment of methodology with theoretical frameworks, data collection and analysis, as well as the nuances of writing and representing findings. The course structure revolves around two interconnected themes: understanding the essence of case study research and applying this understanding to your own research interests.	
<b>EDCP 546 031 Indigenous Visual Expression as Pedagogy</b>	
<b>Instructor: Shannon Leddy</b>	
Tuesday (16:30 to 19:30)	
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.	
<b>EDCP 562 031 Curriculum Issues and Theories</b>	
<b>Instructor Anne Phelan</b>	
Thursday (16:30 to 19:30)	
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	

<b>EDCP 585A 031 Artwork Scholarship: ABER to Research Creation</b>		<b>Instructor: Anita Sinner</b>
Tuesday (16:30 to 19:30)		
This course surveys perspectives on artwork scholarship– visual, literary, performative, digital-and the pedagogic turn to art as research through theoretical propositions and methodological dispositions, around which communities of practice are clustered, including arts-based educational research, arts-informed, practice-based, artistic research and research-creation		
<b>EDCP 585E 031 Special Course in Curriculum &amp; Pedagogy: Contemporary Research in Critical Refugee Education</b>		<b>Instructor: Sofia Noori</b>
Wednesday (16:30 to 19:30)		
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.		
<b>EDCP 601A (031) Doctoral Seminar</b>		<b>Instructor: Lisa Loutzenheiser</b>
Wed (13:00-16:00)		
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) Research Methodology</b>		<b>Instructor: Shawn Forde</b>
Tue (16:30-19:30)		
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, (5) Familiarize students with ethical issues relating to research.		
<b>MAED</b>		
<b>EDCP 550 031 Mathematics Education: Origins and Issues</b>		<b>Instructor: Cynthia Nicol</b>
Thur (16:30 to 19:30)		
This course provides opportunities for students to examine various issues and perspectives including mathematical, political, social and ecological theories and practices in mathematics education research. The course issues may include the role of mathematics in STE(A)M, culturally responsive mathematics education, Indigenizing mathematics education and STEM education, mathematics education in communities and connected to land/place, mathematics education for sustainability, and ethical issues related to teaching, learning and researching mathematics for living well.		
<b>SCED</b>		
<b>EDCP 559 031 Research in the Teaching and Learning of the Sciences</b>		<b>Instructor: Samia Khan</b>
Thursday (16:30 to 19:30)		
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.		

<b>TERM 2 JANUARY/APRIL (Jan. 6 – Apr. 6, 2025)</b>	
<b>ARTE</b>	
<b>EDCP 514 032 Arts-Based Educational Research</b>	<b>Instructor: Anita Sinner</b>
Tuesday 16:30-19:30	
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>CUST</b>	
<b>EDCP 512A 032 Education Action Research</b>	<b>Instructor: Yuen Sze Michelle Tan</b>
Wednesday (16:30-19:30)	
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 their own position as a researcher and/or to further inform their own research.	
<b>EDCP 542 032 Theorizing Pedagogy</b>	<b>Instructor: Anne Phelan</b>
Thursday (16:30 to 19:30)	
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.	
<b>EDCP 544 032 Mathematics and Science Teaching with Technologies</b>	<b>Instructor: Marina Milner-Bolotin</b>
Thursday (16:30 to 19:30)	
In the 21st century, the ability of students to understand complex concepts in science, technology, engineering, and mathematics (STEM), and to analyze and interpret data-rich information, has become crucial. Concurrently, advancements in our understanding of STEM education, coupled with the emergence of innovative and ever-more accessible educational technologies, such as smartphone apps, artificial intelligence, collaborative platforms, and design and visualization tools, provide unique opportunities to captivate and engage students. These developments have also transformed the expectations placed on educators, who must now master not only the "traditional" Pedagogical Content Knowledge but also be proficient in technology-enhanced teaching methods. In essence, educators are required to effectively integrate research-informed pedagogical strategies with available technological tools. This graduate course aims to delve into STEM teaching methodologies and relevant educational research in the context of today's digital landscape. Through readings, explorations, collaborative projects, and group discussions, the course will offer support and guidance as you seek to implement effective technology-enhanced STEM education strategies for your students or conduct relevant STEM education research.	
<b>EDCP 562 (032) Curriculum Issues and Theories</b>	<b>Instructor: William Pinar</b>
Tuesday (16:30 to 19:30)	
We will study present preoccupations of curriculum theory in Canada, specifically internationalism, peace/nonviolence, science curriculum revision, Indigenous dilemmas, witnessing (species extinction and climate change), the school as institution, Quebec history, teacher education, neocolonialism, and autobiographical understandings of educational experience.	
<b>EDCP 566 032 Curriculum Change, Planning, and Implementation</b>	<b>Instructor Lisa Loutzenheiser</b>
Thursday (16:30 to 19:30)	
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 602A (032) Doctoral Seminar</b>	<b>Instructor: William Pinar</b>
Wednesday (13:00 – 16:00)	
This course draws on a seminar format to provide first-year doctoral students with the opportunity to engage in a conversation about research, and in particular, the different of ways of conceptualizing and exploring educational phenomena. Central to this conversation is the research interests of the students and how they construct a scholarly argument that supports and advances their research.	
<b>EDUC</b>	
<b>EDUC 500 004 Research Methodology</b>	<b>Instructor: Jillianne Code</b>
Tuesday (16:30 to 19:30) Online	
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.	

<b>EDUC 500 007 Research Methodology</b>	<b>Instructor: Peter Gouzouasis &amp; Matthew Yanko</b>
Monday (16:30-19:30)	
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.	
<b>MAED</b>	
<b>EDCP 553 (032) Mathematics Education: Beyond the Early Years</b>	<b>Instructor: Susan Gerofsky</b>
Wednesday (16:30-19:30)	
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>MUED</b>	
<b>EDCP 526B 032 Theory and Principles of Music Education</b>	<b>Instructor: Scott Goble</b>
Tuesday (16:30 to 19:30)	
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>
Tuesday (16:30-19:30)	
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 science drawn.	
<b>EDCP 556 032 Theory and Research in the Social Context of School Science</b>	<b>Instructor: Yuen Sze Michelle Tan</b>
Monday (16:30 to 19:30)	
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.	