



Department of Curriculum and Pedagogy

Graduate Courses - Summer Session 2024

SUBJECT TO CHANGE

Please check the course schedule before you register.

Term 1 May 13, 2024 to June 20, 2024

CUST

EDCP 508A 941 Review of Research in Curriculum & Pedagogy: Unscripting Childhood: Critical Pedagogies and Young Children

Instructor: Harper Keenan

Tuesday/Thursday 16:30 to 19:30

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, occasional exploration of film and other artistic media, 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. We will also touch on films and other artistic media dealing with the complexity of childhood. 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.

EDCP 508B 941 Review of Research in Curriculum & Pedagogy: Autoethnography

Instructor: Peter Gouzouasis

Monday/Wednesday, 16:30 to 19:30

This iteration of EDCP 508 will primarily focus on autoethnography, but we will commence with a historical overview of the roots 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, performative non-fiction), and the relationships between teacher inquiry, narrative inquiry, living inquiry, Arts Based Educational Research (ABER; Barone & Eisner, 1997; 2012), Creative Analytical Practices (CAP; Richardson, 1990; 2002; Gouzouasis, 2019), and creative non-fiction (Bochner & Ellis, 2006; 2016). 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’ (Schön, 1983) and ‘autoethnography as pedagogy’ (Banks & Banks, 2000), and into reflexivity when storying adult teaching and 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 qualifies as a research methodology course for masters’ and doctoral students.

EDCP 539 941 Narrativity, Ecopedagogy and Indigeneity	Instructor: Peter Cole
Mon/Wed 16:30 to 19:30	
<p>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.</p>	

SCED	
EDCP 538 941 Theory and Research in Environmental Education	Instructor: Sandra Scott
Tuesday and Thursday 16:30 – 19:30	
<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 Sciences	Instructor: Samia Khan
Monday and Wednesday 16:30 to 19:30	
<p>Course discussions will revolve around several current and historically relevant issues for the teaching and learning of science. This course is interdisciplinary. We will draw upon research from a wide variety of fields including public understanding of science, socio-scientific issues and science education. Topics may include contemporary problematics for the public, such as pseudoscientific beliefs about climate change, understanding of simulations and Pandemic models, who does science, and ways of knowing in the science curriculum. We will also study the use of survey methods and case studies to gauge public engagement with science. Graduate students will make progress on their ideas through varied course activities. Students from all disciplines welcome</p>	

TERM 2A	
July 2, 2024 to July 19, 2024	
ARTE	
EDCP 523 951 Seminar in Art Education: Aesthetic Orientations, Dispositions and Approaches to Research in Art and Education	Instructor: Donal O'Donoghue
Monday to Friday 14:00 to 16:30	
<i>To orientate oneself to the world aesthetically is to invite the world to show up in ways that it might not otherwise.</i>	
<p>This seminar will engage with the above claim. It will consider aesthetic practice as a distinctive mode of attending to and perceiving the world and study its promise for the conduct and dissemination of research in art and education. The seminar will explore the concept of aesthetics as one that can both orientate us to phenomena of interest and frame those phenomena as potentially interesting in character by engaging with the writings of Arnold Berleant, Peter deBolla, Maxine Greene, Jacques Rancière, Joan Didion, Leanne Shapton among others and considering the art practices of Sophie Calle, Leo Saul Berk, Li Binyuan, Mark Dion, Song Dong, Lee Mingwei, Amie Siegel, Simon Starling, and others. During the seminar, you will study how some scholars understand the concept of aesthetics — a concept that is understood differently across time and place and by intellectual traditions and histories and a concept that has the capacity to call aspects of the world into appearance and to give particular form to these aspects, many of which might otherwise remain formless.</p>	
CUST	
EDCP 564 951 Texts, Politics and Ideologies of Curriculum Development	Instructor: Penney Clark
Monday to Friday 10:30 to 13:00	
<p>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.</p>	
EDUC	
EDUC 500 951: Research Methodology	Instructor: Donal O'Donoghue
Monday to Friday 10:30 to 13:00	
<p>This seminar offers an introduction to educational research methodologies, orientations, and dispositions. During the seminar, you will be introduced to a variety of research practices and orientations within educational contexts to familiarize you with a cross-section of research methodologies and approaches to conceptualizing and conducting educational research.</p>	
TERM 2B	
July 22, 2024 to August 9, 2024	
EDCP 562 951 Curriculum Issues and Theories	Instructor William Pinar
Monday to Friday 9:30 to 12:30	
<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>	