



# Department of Curriculum and Pedagogy

## Graduate Courses – Summer Session 2025

### SUBJECT TO CHANGE

Please check the course schedule in Workday before you register.

In the event of any discrepancies, the information found in Workday will be considered correct.

<b>Term 1 - May 12, 2025 to June 19, 2025</b>
<b>ARTE</b>
<b>EDCP 585B-941 (EDCP 407-941) Special Course in Curriculum and Pedagogy - Walking with Public Art    Instructor: Anita Sinner</b>
<p><b>This is a Go Global course with different application method, please check details <a href="#">here</a>.</b></p> <p>Hybrid Format: In-person in Bogota / Online upon return  Course dates: 05/11/2025 – 06/20/2025 (travel days and all day classes in Bogota)  Travel dates: 05/11/2025 – 05/21/2025 (tentative)</p> <p>This Go Global Seminar offers an innovative approach to knowledge diplomacy, informed by the UN’s Global Citizenship framework, to bring trans-perspectives that advance transdisciplinary, transnational, translanguaging and transmedia approaches to 21st C learning in an experiential art as research learning opportunity. In May 2025, the Bogota Museum of Modern Art (MAMBO) Research Center will host a collaborative week of activities involving researchers and students from The University of British Columbia (Canada), Helwan University (Egypt), and University of the Andes (Colombia) and key museums in Bogota. This initiative aligns with MAMBO’s mission to foster knowledge and co-creation spaces through academic activities and artistic research workshops in partnership with international universities and local museum networks to establish public scholarship as a core competency.</p> <p>Students will form collaborative teams for an intensive week studying public art as a pedagogic prompt through site visits to key museums in Bogota, concluding the week with a research seminar delivered to international faculty and an exhibition of work-in-progress. Upon returning to UBC, students will continue to collaborate to prepare a team podcast for MAMBO’s Educational Department, and a final team paper for publication in the University of Andes’ student research journal. The course will provide a practical and real-world environment for students to engage in research, dialogue and artistic exploration. Key activities will include collaborative research projects, interactive workshops with artists-in-residence, and creative sessions aimed at developing co-creation skills and promoting innovative approaches to art and museum studies. This immersive experience will enrich student understandings of the role of art in society and contribute to the academic and professional discourse in education, and art education specifically.</p>
<b>CUST</b>
<b>EDCP 508B-941 Review of research in curriculum &amp; pedagogy: Autoethnography    Instructor: Peter Gouzouasis</b>
<b>SCRF-Floor 3-Room 1314   Mon &amp; Wed   4:30 p.m. - 7:30 p.m.   2025-05-12 - 2025-06-18</b>
<p>The 2025 iteration of EDCP 508B will primarily focus on autoethnography, but we will commence with a historical overview of the roots of early forms of realist, ethnographically situated, qualitative research in sociology and teacher inquiry that paved the way for autoethnography (and autobiography) to be considered as necessary creatively voiced 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 &amp; Eisner, 1997; 2012), Creative Analytical Practices (CAP; Richardson, 1990; 2002; Gouzouasis, 2019), and creative non-fiction (Bochner &amp; Ellis, 2006; 2016). The expansive reconceptualization of the Greek prefix ‘auto’ (‘aftò’) 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,’ relationally, in the world, the <i>ethnòs</i>, in which ‘we’ live). It also changes the way we move beyond notions of ‘reflection in action’ (Schön, 1983) and ‘autoethnography as pedagogy’ (Banks &amp; Banks, 2000), and into reflexivity when storying adult teaching and learning (enlikogy; Gouzouasis, 2024) in a variety of contexts. 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.</p>

<b>SCED</b>	
<b>EDCP 538-941 Theory and Research in Environmental Education (approved research methodology course)</b>	<b>Instructor: Sandra Scott</b>
<b>SCRF-Floor 2-Room 1204   Tue &amp; Thu   4:30 p.m. - 7:30 p.m.   2025-05-13 - 2025-06-19</b>	
<p>The course will begin with an exploration of personal perspectives on the human-nature-more than human relationship. We will address the relevance of eco-philosophical literature to personal eco-philosophies and draw upon our research interests to derive knowledge claims within a blended methodological 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 Slow Eco-Pedagogy, acknowledging our lived experiences, ideally ways of Knowing Being, Doing, &amp; Healing across a plurality of voices in 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 pursue a goal of taking 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? Our work will be informed by deep ecology perspectives as we share gifts of clean air, water, and soil, to be understood and experienced as human rights as well as Earth rights for the more-than-human world.</p>	
<b>EDCP 557-941 Issues in the Teaching and Learning of Sciences</b>	<b>Instructor: Samia Khan</b>
<b>SCRF-Floor 2-Room 1209   Mon &amp; Wed   4:30 p.m. - 7:30 p.m.   2025-05-12 - 2025-06-18</b>	
<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>	

<b>TERM 2A - July 2, 2025 to July 18, 2025</b>	
<b>CUST</b>	
<b>EDCP 532-951 Theories and Dimensions of Place-Based Education: Ecohumanist, Critical, and Indigenous Lenses</b>	<b>Instructor: Peter Cole</b>
<b>SCRF-Floor 1-Room 1128   Mon Tue Wed Thu Fri   1:00 p.m. - 4:00 p.m.   2025-07-02 - 2025-07-18</b>	
<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 and escalating global social and ecological injustices. 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>	
<b>EDCP 562-951 Curriculum Issues and Theories</b>	<b>Instructor William Pinar</b>
<b>SCRF-Floor 2-Room 204A   Mon Tue Wed Thu Fri   9:30 a.m. - 12:30 p.m.   2025-07-02 - 2025-07-18</b>	
<p>We will examine the present preoccupations of curriculum studies scholars across Canada. These preoccupations constitute curriculum issues as they inform curriculum theories. Informed by academic knowledge and lived experience, your present preoccupations can become “transitional objects.</p> <p>This course emphasizes close reading and listening that focuses your attention on detail, asks openness, and your appreciation for precision and nuance. In doing so, I am asking you to articulate and reflect on your own thinking. “Indeed, thinking [and learning], like other solitary and even private activities (distinct from actions), takes place between me and myself or in dialogue with one other.”<sup>1</sup> It doesn’t tend to happen in groups, where “group-think” is infamously a risk to intellectual independence. Nor does it happen when speed reading – driven by looking for take-aways – but by “lingering.”<sup>2</sup> Dewey worried that our “zeal for doing, lust for action, leaves many a person, especially in this hurried and impatient human environment in which we live, with experience of an almost incredible paucity, all on the surface. No one experience has a chance to complete itself because something else is entered upon so speedily. What is called experience is so dispersed and miscellaneous as hardly to deserve the name.”<sup>3</sup></p>	
<b>EDCP 585I-951 Special Course in Curriculum &amp; Pedagogy - Advanced Research Writing for Graduate Students: A Three-Week Intensive</b>	<b>Instructor Lisa Loutzenheiser</b>
<b>SWNG-Floor 2-Room 210   Mon Tue Wed Thu Fri   10:30 a.m. - 1:30 p.m.   2025-07-02 - 2025-07-18</b>	
<p>Are you a graduate student in an MA or PhD programme working on your thesis, dissertation, journal article, or academic writing? Need structured guidance, expert strategies, and a supportive community to help you develop your writing voice and refine your work? This dynamic, interactive, and collaborative three-week summer course is designed for you!</p> <ul style="list-style-type: none"> <li>• Sharpen your skills in academic writing across multiple genres (journal articles, dissertations, grant proposals, and more!)</li> <li>• Develop clarity, confidence, and a strong research voice</li> <li>• Conquer writing fears and build sustainable writing habits</li> <li>• Learn key techniques for structuring literature reviews, theoretical frameworks, grant proposals and methodology sections</li> <li>• Receive personalized feedback and peer support in a collaborative environment</li> <li>• Enhance self-editing skills and transition into independent scholarly writing</li> </ul> <p>Why This Class?</p> <ul style="list-style-type: none"> <li>• Perfect for research-based grad students who want to improve their writing, get published, or refine a current project</li> <li>• Work on your current research, publication,</li> <li>• proposals or manuscripts! Bring your writing goals and develop them during the course</li> <li>• Participate in engaging workshops and writing assignments designed to improve foundational academic writing skills and build confidence in your academic writing</li> </ul>	
<b>EDUC</b>	

<b>EDUC 500-951 Research Methodology</b>	<b>Instructor: Shawn Forde</b>
<b>SCRF-Floor B1-Room 1020   Mon Tue Wed Thu Fri   9:30 a.m. - 12:30 p.m.   2025-07-02 - 2025-07-18</b>	
<p>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 &amp; 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.</p>	

<b>TERM 2B - July 21, 2025 to August 8, 2025</b>	
<b>ARTE</b>	
<b>EDCP 546-952 Indigenous Visual Expression as Pedagogy</b>	<b>Instructor: Shannon Leddy</b>
<b>SCRF-Floor 1-Room 1107   Mon Tue Wed Thu Fri   9:30 a.m. - 12:30 p.m.   2025-07-21 - 2025-08-08</b>	
<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. Please note that this course is a three-week intensive course that will also feature experiential learning opportunities. Students may request the syllabus up to two weeks in advance in order to prepare.</p>	
<b>CUST</b>	
<b>EDCP 508D-951 Review of Research in Curriculum and Pedagogy: Teaching in Cross-Cultural and Global Contexts in an Era of Climate Change</b>	<b>Instructor: Peter Cole</b>
<b>SCRF-Floor B1-Room 1020   Mon Tue Wed Thu Fri   1:00 p.m. - 4:00 p.m.   2025-07-21 - 2025-08-08</b>	
<p>This research methodology course explores the opportunities and challenges of conducting research across different worldviews, knowledge systems, histories, languages, and geographies. Students will critically reflect on how their own cultural worldviews, lived experiences, sense of place and life narratives influence the shaping of their teaching and research as they work to articulate method(ologie)s and research projects that encourage co-constructed conversations, reciprocities, symbiotic relationships, and collaborative alliances for living on our finite planet.</p>	
<b>EDCP 562-951 Curriculum Issues and Theories</b>	<b>Instructor: William Pinar</b>

**SCRF-Floor 2-Room 204A | Mon Tue Wed Thu Fri | 9:30 a.m. - 12:30 p.m. | 2025-07-21 - 2025-08-08**

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This course emphasizes close reading and listening that focuses your attention on detail, asks openness, and your appreciation for precision and nuance. In doing so, I am asking you to articulate and reflect on your own thinking. “Indeed, thinking [and learning], like other solitary and even private activities (distinct from actions), takes place between me and myself or in dialogue with one other.”<sup>1</sup> It doesn’t tend to happen in groups, where “group-think” is infamously a risk to intellectual independence. Nor does it happen when speed reading – driven by looking for take-aways – but by “lingering.”<sup>2</sup> Dewey worried that our “zeal for doing, lust for action, leaves many a person, especially in this hurried and impatient human environment in which we live, with experience of an almost incredible paucity, all on the surface. No one experience has a chance to complete itself because something else is entered upon so speedily. What is called experience is so dispersed and miscellaneous as hardly to deserve the name.”<sup>3</sup>

**HOPE**

**EDCP 585-951 Experiential Education in HOPE**

**Instructor: Shawn Forde**

**SCRF-Floor 2-Room 210 | Mon Tue Wed Thu Fri | 9:30 a.m. - 12:30 p.m. | 2025-07-21 - 2025-08-08**

In EDCP 585H - Experiential Education in Health, Outdoor, and Physical Education (HOPE) we will explore various philosophies, theories, and research that underpin experiential education and learning. The course will include discussion and reflection on research and theory and will also have an emphasis on ‘hands-on’ learning, exploring ideas relating to what it means to ‘experience’ and how we as researchers and educators can collect, represent, analyze, and teach through ‘experience’. The course will have a particular focus on arts-based approaches to learning and research within HOPE, looking at how art can be used to represent and understand experiences of place and the (moving) body. Workshops with artists, and outdoor activities, including an overnight trip, will provide opportunities for immersive learning, encouraging reflection on experiences of physical activity, health, and 'nature'. This course aims to blend theory, practice, and creativity to foster connections between our (moving) bodies and our world.