

ECED 565B 96A (3)

MTWRF 8:30 AM-1:00 PM July 08–July 19, 2013

**Special Course in Early Childhood Education:
Play, Language, Self-Regulation & Learning in Young Children**

Dr. David Whitebread

This course is concerned with the central role of the development of self-regulation abilities in young children during pre-school and early schooling. This will include abilities related to the regulation of cognition, emotion, motivation and social interaction. Evidence regarding the significance of these skills, the nature of their development during these age groups, and the contexts which support them will be addressed. Particular focus will be placed on the examination of the role of play in these early developments, together with the role of early forms of pre-verbal and verbal communication with parents/carers and teachers. Practical implications for practice in pre-school and early years settings will be explored, including the characteristics of the classroom environment, activities and adult-child interactions which have been demonstrated to support children's early self-regulation development.

note: UBC-Vancouver Early Childhood Education Summer Institute. Cross listed with ECED 480B/96A

ECED 565H 96A (3)

MTWRF 8:30 AM-1:00 PM July 22–August 02, 2013

**Special Course in Early Childhood Education:
Attachment theory in infancy and early childhood: Research-informed practice**

Dr. Pratibha Reebye

The infant is still a great mystery to us. Every one of us has been one and many of us know an infant from close quarters. How does an infant grow into full adult able to maintain various relationships? What kind of relationship is absolutely necessary for human infant to survive? The quest to answer these questions and to understand the infant's attachment relationships poses one of the greatest challenges in psychology and developmental sciences. Although we have learned from the attachment literature that the infant/caregiver bond is what generates all subsequent relations, we still need to develop a greater understanding of this basic tenet of attachment theory. This course is designed to present a broader level of understanding of the theoretical, clinical, and research bases of attachment theory and its practical ramifications. Throughout the course relevant findings from infant research will be incorporated and explored to enhance support for young children and their families.

note: UBC Vancouver course Infant Development Support Childcare (IDSC) Summer Institute. cross listed with ECED 380 /96A

EDCP 585A 951 (3)

MTWRF 1:30 PM-5:00 PM July 22–August 02, 2013

**Special Course in Curriculum and Pedagogy:
The Beautiful Risk of Education**

Dr. Gert Biesta

This course is framed around Professor Biesta's latest book, *The Beautiful Risk of Education* and his co-authored *Manifesto for Education*. The book consists of seven chapters that discuss key educational concepts—creativity, communication, learning, teaching, emancipation, democracy and virtuosity. Each chapter will provide a starting point to connect our thinking and theorizing to wider discussions. The *Manifesto for Education* open up more issues around what it means to think and act educationally. The course will begin with an introductory session on the question of educational theory—to show that there are different traditions of theorizing and to introduce the question of what it would mean to theorize education in an educational way. Sessions will be structured in such a way that there is ample opportunity for discussion.

EDCP 585A 921 (3)

T R 4:30 PM-7:30 PM May 13–June 20, 2013

**Special Course in Curriculum and Pedagogy:
Alternatives in Scholarly Writing**

Dr. Karen Meyer

Academic writing is not the “mopping up” of research detail, nor is it necessarily uncreative. It is the primary means in which we communicate and represent all aspects of our research. This course explores what constitutes academic writing as well as various non-traditional forms, styles and intentions that can appropriately fit into our research texts in progress. As a writing community, we will: examine critically issues related to research and writing, explore "alternative" styles and forms of writing, and participate in group/partner writing activities. If you are writing comprehensive exams, a thesis or dissertation, you will be able to use pieces of your writing in class activities.

note: Special Course in Curriculum and Pedagogy: Alternatives in Scholarly Writing

EDCP 585B 951 (3)

MTWRF 10:30 AM-1:00 PM July 02–July 19, 2013

**Special Course in Curriculum and Pedagogy:
Science and Mathematics Teaching and Learning through Technologies**

Dr. Marina Milner-Bolotin

In the 21st century, students’ abilities to grasp complex mathematics and science concepts, collect and analyze real time data, make sense of the science- and mathematics- rich information and conduct independent investigations have become increasingly important. At the same time, rapid advances of modern educational technologies allowed contemporary mathematics and science educators to have an unprecedented range of opportunities to engage their students in meaningful science and mathematics learning. These two trends have significantly affected the teaching of these disciplines and the pedagogical skills required of contemporary mathematics and science teachers in order to succeed. Teachers have to acquire not only the pedagogical and disciplinary content knowledge, but also the knowledge of content-specific educational technologies and relevant pedagogies. The in-depth exploration of this knowledge (often referred to as Pedagogical-Technological Content Knowledge), the ways mathematics and science teachers acquire it and learn to implement technology into their practice is the goal of the current course.

note: Science & Math Teaching & Learning through Technologies

EPSE 630 951 (3)

T R 1:30 PM-4:00 PM May 13–June 20, 2013

**Advanced Seminar:
Adolescence Through Emerging Adulthood**

Dr. Jenna Shapka

As children grow and interact with their environment, the processes underlying their development become increasingly complex. By adolescence, the biological, cognitive, social, and cultural influences have become so intertwined that untangling their separate effects becomes an interesting challenge. This seminar will explore the diversity of the adolescent experience while providing an overview of current research and theory on normative adolescent development. Special attention will be paid to the contexts within which adolescents live and grow (i.e., family, school, peer groups and community). Students will gain an understanding of the biological and social processes that influence development, the challenges and risks facing adolescents today, and the factors that promote positive youth development.

Topics that will be covered include

- Social development and Identity formation
- Achievement and motivation
- Pubertal timing
- Sexual risk taking
- Brain development and cognitive understanding
- Adolescent development and information technology
- Problem behaviours in adolescence
- Adolescent parent and peer relationships

note: There are no pre-requisites for this course and it is suitable for all graduate students (Masters and Phd) who are working with, researching, or just interested in an adolescent population. Space is limited, so please register early.

<p>EPSE 511 941 (3) Special Topics in Human Development, Learning, and Culture: Play: A Cultural-Historical Life Course Perspective</p>	M W 4:30 PM-7:30 PM May 13–June 20, 2013
<p>Dr. Jennifer Vadeboncoeur</p> <p>Imaginative play, which combines an imaginary situation with roles and rules for action, is sometimes thought of as a rather trivial and pleasurable activity that is only appropriate for young children. However, research highlights its significance for learning and development across the life course. Playful learning in the early and middle years and imaginative thinking and feeling in later childhood and beyond is, some would argue, the foundation for the innovation and creativity required for action in and transformation of the world. This course engages students with readings and activities that reflect a cultural-historical approach to play emphasizing its contribution to cognitive, social, and emotional development. As a seminar, the focus of the course is on reading, dialogue, and play, with a self-designed final project. Both Master's and Doctoral students are welcome.</p>	
<p>EPSE 565D 951 (3) Special Course in Subject Matter Field: <i>Title TBD</i></p>	MTWRF 10:30 AM-1:00 PM July 02–July 19, 2013
<p>Dual Exceptionality - ADHD and Giftedness.</p>	
<p>LLED 565B 921 (3) Special Course in Subject Matter Field: A formalized approach to multigenre analysis of writing</p>	T R 4:30 PM-7:30 PM May 13–June 20, 2013
<p>Dr. Kedrick James</p> <p>This course will introduce students to a practical and strategic method of language assessment and instruction. Drawing equivalently on applied linguistics, systemic functional linguistics and genre theory, this method uses two-strata, phrasal-type analysis and frequency calculation of specific English forms and functions present in writing samples.</p>	
<p>LLED 565C 951 (3) Special Course in Subject Matter Field: Lang & Lit Socialization across Multilingual and Bilingual Settings</p>	MTWRF 10:30 AM-1:00 PM July 02–July 19, 2013
<p>Dr. Patsy Duff</p> <p>This course examines research on language and literacy socialization across a range of contexts where learning takes place formally and informally: at home, school, university, and in workplace and virtual communities, among others, where particular language/literacy practices prevail and newcomers seek access to and membership in these new local cultures. Students will do an in-class presentation and a final paper in addition to daily responses to readings, considering implications for pedagogy and further research.</p>	
<p>LLED 565D 93A (3) Special Course in Subject Matter Field: Identifying and Supporting Learners with Literacy Difficulties</p>	S 9:00 AM-4:00 PM April 06–June 08, 2013
<p>Dr. Marianne McTavish</p> <p>This graduate level course will introduce students to formal and informal assessment instruments, techniques, and procedures in order to identify and support learners who are struggling with literacy. Students will learn how to use, interpret, and report on these assessment tools and to design and provide instruction that will capitalize on learners' strengths and address their needs.</p> <p><i>note: This is a PDCE administered course for the LL11 Cohort. Restricted to students in the cohort only.</i></p>	

LLED 565F 96A (3)

MTWRF 1:00 PM-5:00 PM July 22–August 09, 2013

**Special Course in Subject Matter Field:
Indigenous Inter-generational Learning**

Dr. Cash Ahenakew

Indigenous Inter-generational Learning

*note: This course is restricted for M.Ed off campus cohort students. (IKP1)***LLED 565G 96A (3)**

MTWRF 8:30 AM-4:00 PM July 29–August 02, 2013

Special Course in Subject Matter Field:**Local and Global Indigeneity: Solidarity, Struggle and Possibilities in Language & Literacy Education**

Dr. Candace Galla

This course broadly examines the ways Indigenous communities have sustained and reenergized their language, literacy, and literary practices in a time where local efforts are effected by global pressures. First hand experiences and strategies will be shared by the instructor and guest speakers to address some of the successes and challenges that Indigenous language communities are faced with when engaging in language revitalization efforts.

note: UBC Vancouver course theme: Global Perspectives on Indigeneity: Solidarity, Struggle and Possibilities in Language & Literacy Education. Restricted to Graduate students only. Permission of instructor required for undergrad/unclassified students.

LLED 565H 96A (3)

MTWRF 1:30 PM-4:00 PM July 02–July 19, 2013

Special Course in Subject Matter Field:**Indigenous Language-Based Education in a Non-Indigenous World**

Dr. Kauanoë Kamana

Indigenous Language-Based Education in a Non-Indigenous World

note: UBC Vancouver course is restricted to graduate students. Undergraduate and unclassified students require permission of instructor. Theme: Aboriginal Language and Literacy.