

# 2014S Special Topics Courses

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## **CCFI 565A 952 (3)**

### **Special Course in Subject Matter Field:**

### **Experience, Reflection, and Durable Learning: The Theory of John Dewey in Practice**

*Term 1 (May 12, 2014 to Jun 20, 2014)*

*MTWThF: 1:00pm-4:00pm*

Instructor: Dr. Carol Rodgers

This 6-week course is an introduction to the thinking of American philosopher of education, John Dewey (1859-1952). John Dewey, probably the most cited writer in education, is frequently misquoted and misunderstood, and rarely read in depth, if at all by those who quote him. In this course we will focus on four of Dewey's works that are particularly relevant to contemporary education: *The School and Society* and *The Child and the Curriculum* (1902), *Education and Experience* (1938), portions of *Democracy and Education* (1916), and *How We Think* (1933), as well as a number of secondary sources. We will read Dewey closely, deconstructing his rhetorical turns, and discovering the deft construction of an approach to education that still rings true. Themes of the course include, among others: experience, reflection, community, continuity and interaction, the structure of subject matter, freedom, and democracy.

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## **ECED 565D 96A (3)**

### **Special Course in Early Childhood Education:**

### **Venturing outside of the Early Childhood Classroom Walls: The Outdoor Kindergarten**

*Term 2 (Jul 09, 2014 to Jul 18, 2014)*

*MTWThF: 8:00am-1:00pm*

Instructor: Dr. Enid Elliot

Taking children outside and engaging in a natural setting provides opportunities to challenge some of our assumptions about education, children and community. In this course, we will critically examine the current interest in Nature Kindergartens, Forest Schools, and other outdoor programs for young children.

This course explores theories of environmental education, emergent curriculum, and community (or the commons), while spending time outside and reflecting on our own histories and beliefs about our connections to place and our relations with the natural world. The course also looks at some practical aspects of implementing an outdoor program.

### **ECED 565I 96A (3)**

#### **Special Course in Early Childhood Education: Prematurity, Childhood Outcomes and Effective Family Interventions for Behaviour and Mental Health**

*Term 2 (Jul 02, 2014 to Jul 08, 2014)*

*MTWThFS: 9:30am-4:30pm*

Instructor: Drs. Julie Petrie Thomas and Nicole Sonya Vellet

This intensive course will describe the developmental course and range of cognitive, behavioural and motor outcomes among children born very prematurely. The child will be tracked from a multidisciplinary perspective, through the perinatal and neonatal periods, infancy, preschool years and school age. Topics will include some of the common medical conditions and treatments that very premature babies experience in the Neonatal Intensive Care Unit (NICU), the impact of the NICU stay on families, as well as research on neonatal pain and stress, parent stress and effects of parent involvement in neonatal care. An overview of the literature on prematurity and attachment will be given and interventions for a variety of 'at-risk' conditions from the time of discharge through to school age will be covered. Topics will be delivered using both lecture format and through experiential learning using self-discovery methods such as reflection and journaling, as well as small-group interactions and role-play.

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### **EDCP 585B 951 (3)**

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

*Term 2 (Jul 21, 2014 to Aug 08, 2014)*

*MTWThF: 10:30am-1:00pm*

Instructor: 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.

## **EDCP 585C 951 (3)**

### **Special Course in Curriculum and Pedagogy: Indigenous Knowledge Systems in Education**

*Term 2 (Jul 2, 2014 to Jul 11, 2014)*

*MTWThF 1:00pm-5:00pm: S: 9:00am-5:00pm*

Instructor: Dr. Bryan Brayboy

Indigenous Knowledge Systems (IKS), ways of knowing, being, teaching and learning draws on social science theory, law, Indigenous intellectuals, and creative essays in order to examine the ways that Indigenous people and communities engage in the act of knowing, being, and teaching and learning. This course is largely driven by the following questions: How do Indigenous communities come to know things and how does this process of knowing influence the ways in which individuals and communities interact with the world? We will largely draw upon the work of Native scholars.

This course is broadly configured around Indigenous Knowledge Systems, ways of being, and teaching and learning with a special focus on North America. Additionally, there is an emphasis on examining what this might mean for students and educators. Students taking this course will have a sense of what we mean by Indigenous Knowledge Systems, but the course is not exhaustive. Students will be able to address basic elements of North American Indigenous Knowledge Systems and will have a solid foundation for future explorations of the ways that communities come to know, learn, be, and engage the world.

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## **EDCP 585D 96A (3)**

### **Special Course in Curriculum and Pedagogy: Historical Thinking**

*Term 2 (Jul 07, 2014 to Jul 12, 2014)*

*MTWThF: 9:00am-5:00pm*

Instructor: Dr. Peter Seixas

At its theoretical core this course is based on the interpretive nature of history, making explicit and central such fundamental concepts of historical thinking as “primary source evidence,” “historical significance,” and the ethical dimensions of history. It involves a critical approach to the design and development of school history curricula and historical museum exhibits.

The course will capitalize on access to primary documents and artefacts from Canadian history available in local museums and archives. Individually and collaboratively, students will apply this approach to problems arising from their own institutional contexts (e.g., museum educators, curriculum developers, practicing teachers, educational researchers). These activities will assure a dynamic back-and-forth between the latest research and the best of contemporary practices in history education.

### **EDCP 585E 951 (3)**

#### **Special Course in Curriculum and Pedagogy: East Wisdom Traditions, John Dewey, and Teacher Education**

*Term 2 (Jul 28, 2014 to Aug 08, 2014)*

*MTWThF: 1:00pm-5:00pm*

Instructor: Dr. Zhang Hua

East wisdom traditions are mainly formed by Confucianism, Taoism, and Buddhism. Among them, Confucianism is the leading one. What is the philosophical essence and era meanings of these wisdom traditions? What is the Confucian, Taoist, and Buddhist visions of curriculum, pedagogy, and teacher education? To understand education based on east wisdom traditions has twofold significance of theory and practice. John Dewey's philosophy is right at the connecting point between east and west civilizations. So, to explore the relationship between John Dewey's philosophy and east wisdom traditions is of special significance to construct international theories of curriculum and teacher education.

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### **EDST 565A 941 (3)**

#### **Special Course in Subject Matter Field: Leadership is a Funny Business**

*Term 2 (Jul 02, 2014 to Jul 18, 2014)*

*MTWThF: 8:00am-11:00am*

Instructor: Dr. Elaine Decker

While education involves making sense of our lives—an activity without agreed, clear, universal or final ends – contemporary schooling often focuses on attaining pre-determined and discrete goals, outlined in “curriculum documents”, “contracts”, and “school growth plans”. Leading in such a context seems a daunting, if not foolhardy, challenge. Yet, perhaps the contrary-filled funny business of leadership can be embraced by embracing the contraries themselves, strengthening the imagination, welcoming alternatives, looking again and askance, keeping a humble and hopeful stance.

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### **EDST 565B 971 (3)**

#### **Special Course in Subject Matter Field: Administration and Educational Policy**

*Term 2 (Jul 02, 2014 to Jul 18, 2014)*

*MTWThF: 2:30pm-5:30pm*

Instructor: Dr. Michelle Stack

What does policy mean? What comes to mind when you hear the word “policy”? Can you think of a time when someone responded to your frustration, confusion or anger with some version of “Sorry, that’s

the policy". How does something become "the" policy? Who is a policymaker? Who is a policy activist? In this class, we will explore these questions and look at the messiness of the competing values and beliefs that are part of educational policy.

We will examine how educational policy influences what and how we think about education. We will also examine how, when and why individuals and organizations choose to engage or disengage from policy processes. Guest speakers will include educational activists and individuals who have held senior policy making roles in education.

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### **EDST 565D 941 (3)**

#### **Special Course in Subject Matter Field:**

#### **Social Movement Learning**

*Term 1 (May 12, 2014 to Jun 20, 2014)*

*TTh: 4:30pm-7:30pm*

Instructor: Drs. Carolina Palacios and Judith Walkter

TBA

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### **EDST 565E 971 (3)**

#### **Special Course in Subject Matter Field:**

#### **Connecting Qualitative Research to Educational Practice**

*Term 2 (Aug 05, 2014 to Aug 15, 2014)*

*MTWThF: 1:00pm-5:00pm*

Instructor: Dr. Carolyn Kenny

In this course we will connect educational practices with qualitative research from ancient to postmodern. We will think about research in relation to phenomenology and how we can learn about ourselves, our students and our research participants through different ways of thinking including various types of ethnography, narrative inquiry, the story method, arts-based research, Indigenous Research Methods, and portraiture. No prior knowledge of phenomenology or research methods is required.

**EDST 583A 971 (3)**

**Advanced Seminar in Educational Studies:**

**Popular Education, Critical/Radical Theory and Adult Education**

*Term 2 (Jul 21, 2014 to Aug 08, 2014)*

*MTWThF: 11:30am-2:30pm*

Instructor: Dr. Carolina Palacios

TBA

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**EDST 583B 941 (3)**

**Advanced Seminar in Educational Studies:**

**Still 'revolting into style': Racialised youth and exclusion at the fringe of the global city**

*Term 1 (May 12, 2014 to May 23, 2014)*

*MTWThF: 1:00pm-5:00pm*

Instructor: Dr. Jo-Anne Dillabough

This course will examine the diverse and compelling ways in which young people who have been targeted by police, been charged with a crime and/or 'done time' navigate and react to the kinds of exclusions that are currently associated with the changing nature of education and cities under austerity agendas, heightened racial conflicts, and urban change. The primary aim of the course is to showcase how racialized and economically disadvantaged young people draw upon the aesthetic value of art, music and urban subcultural practices as political methods for resisting rising xenophobia and localized political conflicts at the level of the street and on the urban scene.

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**EPSE 511 941 (3)**

**Special Topics in Human Development, Learning, and Culture:**

**Families and Diversity Special Topics Focus: Families and Diversity**

*Term 1 (May 12, 2014 to Jun 20, 2014)*

*TTh: 4:30pm-7:30pm*

Instructor: Dr. Laurie Ford

This is a graduate level seminar exploring issues related to families of difference backgrounds and contextual situations

**EPSE 565A 951 (3)**

**Special Course in Subject Matter Field:**

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*Term 2 (Jul 02, 2014 to Jul 30, 2014)*

*MTWThF: 2:30pm-5:30pm*

Instructor: Drs. Arlene Brown and Rosalie Yaremko

TBA

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**EPSE 565D 951 (3)**

**Special Course in Subject Matter Field:**

**Educational Neuroscience: How neuropsychology can inform school practice***Term*

*Term 2 (Jul 07, 2014 to Jul 17, 2014)*

*MTWTh: 9:00am-1:00pm*

Instructor: Dr. Margaret Semrud-Clikeman

This course will provide an overview of neuroanatomy and neuropsychology as it applies to school. Included in this course will be discussions about attention, executive functioning, memory, visual and auditory processing, and emotional/behavioral correlates of learning. Included in the course will be discussion about reading disability, math disability, written language disability, concussions, nonverbal learning disability, autism, and emotional difficulties. Cases will be presented to illustrate these domains. In addition, small groups will be utilized to analyze neuropsychological and psychological data to explore what differential diagnoses may be occurring for the child. Interventions for commonly seen types of learning problems will also be discussed.

Days met: July 7, 8, 9, 10; and July 15, 16, 17

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**EPSE 565P 96A (3)**

**Special Course in Subject Matter Field:**

**Engaged Philosophical Inquiry**

*Term 2 (Jul 02, 2014 to Jul 31, 2014)*

*MTWThF: 10:00am-2:00pm*

Instructor: Dr. Barbara Weber

Engaged philosophical inquiry is a way of facilitating a democratic and open-ended dialogue between children, youth and adults around bigger and smaller questions of life, knowledge, value, and meaning. Example questions of children are: Why does it take so long to make good friends, but so short to make enemies?, What is pure happiness?, Why am I human? Why was I born and what is my purpose in life? The dialogue allows children to explore nuances and layers of experience, and enhances the ability to communicate across differences. This seminar familiarizes participants with various theories and methods of facilitating engaged philosophical inquiry and how to apply those to different learning environments. We also discuss the philosophical and psychological theories behind those practices.

**LLED 565A 921 (3)**

**Special Course in Subject Matter Field: Teaching English Language Learners in Mainstream/ English Medium of Instruction Classrooms: Theory and Research**

*Term 1 (May 12, 2014 to Jun 20, 2014)*

*MW: 4:30pm-7:30pm*

Instructor: Dr. Margaret Early

This course reviews theory and research concerning the education of English language learners in K-12 settings, in mainstream classrooms, in Canada as well as diverse contexts, where English is the medium of instruction across the curriculum. The course places particular emphasis on the application of theoretical concepts to instructional practice. The course content will deal primarily with the K-12 range, although graduate students teaching or researching with adults could also find the course of interest. Every effort will be made to provide opportunities to link the readings and assignments to your current and/or imagined future educational contexts. Topics will include considerations of multiple literacies in L2 settings; content-based language instruction; plurilingualism in TESOL; multimodality in TESOL; unit planning; language and educational policy as it relates to English language learners; and designing/constructing instructional contexts of identity affirmation and empowerment.

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**LLED 565B 921 (3)**

**Special Course in Subject Matter Field:  
Picture Books and Children's Literacy Development**

*Term 1 (May 12, 2014 to Jun 20, 2014)*

*TTh: 4:30pm-7:30pm*

Instructor: Dr. Margot Filipenko

Picture books which tell a story in words and pictures have often been called the "twice-told tales." For the reader, however, there is no separation between the pictures and the text rather the "picture storybook is an imaginative interaction of text and illustrations used to tell a story" (Raines Isbell, 1994). In this course we will investigate the formal properties of the picture book, how picture books can facilitate literacy development and the ways in which children interact with them. We will discuss aesthetic theory, theories of text-picture relationships, theories of literacy and theories of literary understanding, and the ways in which these theories connect. We will also explore research on children's engagement with and responses to picture books.

### **LLED 565C 951 (3)**

#### **Special Course in Subject Matter Field:**

#### **Indigenous Language and Cultural Education: Global Perspectives Location:**

#### **Digital Literacy Centre**

*Term 2 (Jul 02, 2014 to Jul 18, 2014)*

*MTWThF: 11:30am-2:30pm*

Instructor: Dr. Candace Galla

This seminar will provide an opportunity for students from multiple sites to engage in the comparative study of issues associated with education of Indigenous peoples and communities on an international scale with an emphasis on the role of language and culture. Students will participate in a hybrid course with students and faculty in Alaska, Arizona, Hawai«i, and New Zealand via polycom (an audio-video conferencing system) on a weekly basis.

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### **LLED 565D 952 (3)**

#### **Special Course in Subject Matter Field:**

#### **Introduction to Ecological Literacy**

*Term 2 (Jul 02, 2014 to Jul 18, 2014)*

*MTWThF: 2:30pm-5:30pm*

Instructor: Dr. Kedrick James

This course provides a working knowledge of theories and practices that position literacy from an ecological perspective. Bridging natural and virtual ecologies, this course affords opportunities for students to explore personal and research-based relationships to a variety of information environments, and develops ecological approaches to literacy teaching and research that emphasize sustainability and the creative potential for deep ecological education

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### **LLED 565F 96A (3)**

#### **Special Course in Subject Matter Field:**

#### **Drama, literacy and engagement: Using drama to engage a variety of learners.**

*Term 2 (Jul 21, 2014 to Jul 25, 2014)*

*MTWThF: 9:00am-4:30pm*

Instructor: Dr. George Belliveau

The fifth UBC drama education institute is a five-day intensive that explores the use of drama with a variety of learners in diverse contexts. Educators in contemporary learning environments are increasingly called upon to employ complex and adaptable pedagogical strategies to meet the needs of many learners. This institute examines how drama can enhance learning experiences in multiple contexts and disciplines, through creative approaches suitable for learners of all ages, levels of ability, and cultural or linguistic backgrounds. By combining hands-on drama-based strategies with academic literature, this course promotes engagement with learners through cognitive, kinesthetic and socio-emotional approaches. A diverse array of drama strategies (i.e., role playing, miming, hot-seating) will be introduced to provide participants with additional teaching tools to better enhance their specific curriculum needs.

### **LLED 565H 952 (3)**

#### **Special Course in Subject Matter Field:**

#### **Advanced Academic Writing in Education Research: Examining Textual Conventions in Your Field of Study**

*Term 2 (Jul 02, 2014 to Jul 18, 2014)*

*MTWThF: 11:30am-2:30pm*

Instructor: Dr. Anneke van Enk

If you are embarking on post-baccalaureate studies, you are taking a more significant part in research culture, and you may find yourself a little perplexed by its written language. In this course, we focus on the connection between the forms scholarly texts typically take and the cultures that produce them. You will learn more about writing conventions in academia generally, as well as in your own fields of study in Education. Just as importantly, you will learn more about what is behind these conventions, what they signal in terms of researchers' beliefs about knowledge making and their orientations to practice and policy. Throughout the course, there will be opportunities to get feedback on your writing; however, please note that this course does not focus on basic writing skills.

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### **LLED 565I 952 (3)**

#### **Special Course in Subject Matter Field:**

#### **Ethnography of Communication**

*Term 2 (Jul 02, 2014 to Jul 18, 2014)*

*MTWThF: 2:30pm-5:30pm*

Instructor: Dr. Patricia Duff

The ethnography of communication (EoC) is an approach to research deriving from anthropology and (socio)linguistics, with many direct applications to education research because communication and communicative competence are core aspects and goals of both teaching and learning. Furthermore, newcomers to contexts in which particular communication events are unfamiliar in whole or in part, like researchers, must understand the often tacit expectations regarding the components of such events and norms regarding people's participation in them. Examples of "communication events" are oral presentations, parent-teacher information sessions, literature circle discussions, poetry slams, dinnertime conversations, Skype calls, job interviews, department/staff meetings, and town hall meetings.

**LLED 565J 951 (3)**

**Special Course in Subject Matter Field:**

**Critical Readings of Popular Culture: How to Engage Students in Critical Literacies**

*Term 2 (Jul 02, 2014 to Jul 18, 2014)*

*MTWThF: 8:30am-11:30am*

Instructor: Dr. Angel Lin

Popular culture is a powerful source of fun, excitement, fantasies, desires as well as social controversies. We are immersed in popular culture in our everyday life often without having a chance or the analytical tools to critically reflect on how our own sense of self (subjectivities and identities), our ways of seeing things (worldviews, beliefs and values) and ways of relating to others (social/cultural views, stereotypes and prejudices) are implicitly and ideologically shaped/influenced by the many popular cultural texts that we consume pleurably every day.