



2015W Special Topics Courses

EDCP 585B 32 (3)

Special Course in Curriculum and Pedagogy: Inquiry into Contemporary Curriculum Thought

Term 2

F: 16:30-19:00, Sat: 10:00-14:00

Instructor: Drs. Donna Trueit and William Doll

This course has two foci: (1) to help students inquire into contemporary curriculum thought; and (2) to aid students in developing their own curriculum thought and writing - the particular project on which each student is working. The general frame is to develop a community of inquiring scholars, all helping one another.

This course is for doctoral students or advanced master's students working on theses, dissertations, comprehensive exams and/or publications. This is not a course for M.Ed. students. Each student will prepare a short (2 pages, double spaced) reflection paper for Friday seminars, the aim of which will be to develop and deepen our understanding of complex, ethical, and ecological thinking. Each student will also be responsible on Saturday mornings to present her or his project writing to the class.

EDST 507D 21 (3)

Topics in the History of Education: International and Global History of Education

Term 1

W: 16:30-19:30

Instructor: Dr. Jason Ellis

This course examines the educational aspects of globalization. Since the nineteenth century, education has been enmeshed with the history of imperialism and colonialism, history of capitalism, and histories of resistances and adaptations to Western hegemony.

Theoretical discussions of imperialism and colonialism, capitalism, and globalization treat these phenomena as timeless. A basic premise of EDST 507, however, is that these concepts cannot be properly defined or deconstructed except by reference to the specific sets of historical circumstances where each was developed. Thus EDST 507 "historicizes" each of these concepts in turn, locating its origins in the period from approximately 1800 to the present, and examines its many relationships to education. Indeed -- as this course will show -- education has historically borne a very close relationship to imperialism and colonialism, capitalism, and globalization -- but a close relationship as well to efforts to resist and modify these forms of Western hegemony.

EDST 565A 82 (3)

Special Course in Subject Matter: Continuing Professional Education

Term 1

M: 16:30-19:30

Instructor: Dr. Shauna Butterwick

Continuing Professional Education (CPE) is significant and contested arena of practice which involves major commitments of resources, labour and time. Professionals and their organizations, the state, educators, universities, and colleges are all major actors in CPE. While research into CPE is fragmented, it is substantive and has explored a number of issues including the purpose of continuing education, whose interests are served, the pedagogies of CPE, who provides and decides CPE, and how should it be evaluated. How CPE is defined is another area of contestation. One definition is “the education of professional practitioners regardless of their practice setting, that follows their preparatory curriculum and extends their learning ... throughout their careers [which] enables practitioners to keep abreast of new knowledge [and] maintain and enhance their competence “ (McQueeney, 1996, p. 698). In this course, students will learn about the history of professionalization and notions of what counts as professional knowledge (and its association with formal knowledge). We will also explore some of the metaphors often used in discussion of CPE including “transfer of learning” as well as how skills and competencies have become part of the lexicon of CPE. Pedagogical approaches to CPE are also examined including the rapidly expanding area of online CPE. Students will complete reading memos, a case study, and a final critical reflection essay.

EPSE 565A 75 (3)

Special Course in Subject Matter Field:

Term 2

WEB: n/a

Instructor: TBA

Description TBA

EPSE 565E 74 (3)

Special Course in Subject Matter Field: Advanced Course in University Teaching Classroom Environments

Term 1

M: 16:30-19:30

Instructor: Dr. Shawna Faber

This course is designed for students intending to TA for EPSE 311 (Cultivating Supportive School and Classroom Environments).

EPSE 565R 75 (3)

Special Course in Subject Matter Field: Fostering Self-Regulated Learning

Term 2

T: 16:30-19:30

Instructor: Dr. Deborah Butler

Description TBA

EPSE 581A 75 (3)

Special Topics in Measurement, Evaluation, and Research Methodology: Subjective Well-Being and Quality of Life: Theories, Measurement, and Implications for Research, Practice, and Policy

Term 2

F: 1:00-4:00

Instructor: Dr. Anne Gadermann

Description TBA

EPSE 604A 75 (3)

Advanced Topics in Human Development, Learning, and Culture: Children & Youth in Family and Community Systems

Term 1

T: 13:30-16:30

Instructor: Dr. Laurie Ford

In this advanced graduate level seminar students will become familiar with two primary social and environmental contexts for children and youth, families and communities. Many professionals working in education and other professions are familiar with the school and educational context. In this seminar we will examine the role of family and community in the development of children and youth. The readings, assignments, and activities for the course will take an interdisciplinary perspective and would be of relevance for those working in a variety of human service professions (e.g. psychology, education, social work, nursing, and other health professions). An emphasis will be placed on strengths and assets along with the challenges facing families and communities today that impact developing children and youth. Topics that will be addressed include: definitions of family and community in society today; demographic trends in Canadian families and communities; critical issues faced by and the needs of families and communities; strategies to assist professionals in better meeting the needs of children and youth in family and community settings; policy at the local, provincial, and national levels as it applies to children and youth in their family and community contexts; and ethnic and cultural considerations

including religion, spirituality and disability. Course content will be delivered via readings, lectures, in-class discussions, community experiences, and guest speakers.

EPSE 604B 74 (3)

Advanced Topics in Human Development, Learning, and Culture

Term 2

T: 13:00-16:00

Instructor: Dr. Barbara Weber

Description TBA

EPSE 681B 74 (3)

Advanced Topics in Measurement, Evaluation, and Research: Narrative Inquiry

Term 2

R: 16:30-19:30

Instructor: Dr. Sandra Mathison

This course focuses on the philosophical and technical aspects of narrative inquiry, including: the origins of narrative inquiry in life histories (such as Znaniecki's *The Polish Peasant*, Goffman's *Presentation of Self in Everyday Life*, Garfinkel's study of Agnes), the philosophical grounding of narrative inquiry (the historical roots of narrative inquiry in German idealism, the postmodern views of Lyotard and Foucault, Bruner's naturalist conception of narrative knowledge, Ricoeur's conception of time, and John Dewey's notions of experience), and the pragmatics (data collection and analysis) of doing narrative inquiry.

Narratives take many forms (spoken, written, performed) and occur in a variety of situations (conversations, political speeches, media, online forums, social interactions) and at many levels (individual, community, nation states). Narratives are told by a single speaker, co-constructed by interlocutors, or manifest in cultural artifacts. Narratives can unfold in a single context or be developed across different settings and sites of interaction. Narrative analysis examines how social life is conceptualized in the form of stories, with characters, plot structures and time boundaries, and in both descriptive and critical ways.

LLED 565D 61 (3)

Special Course in Subject Matter Field: Indigenous Language and Cultural Education: Local and Global Perspectives

Term 1

T: 18:00-21:00

Instructor: Dr. Candace Galla

This course will provide an opportunity for students from multiple sites to engage in the comparative study of issues associated with the education of Indigenous peoples and communities on an international scale with an emphasis on the role of language and culture through a review of educational practices, theories, methodologies, and epistemologies that have emerged from a variety of sources. This will be of special interest to educators in schools serving Indigenous and heritage language students regarding cultural understandings and change in a historical and contemporary context. Students will 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. In addition to face-to-face class meetings, students will participate in a hybrid course with other students and faculty in the United States (University of Alaska Fairbanks, University of Arizona, Diné College, University of Hawai'i Hilo) and New Zealand (Te Whare Wānanga o Awanuiārahi-Whakatane) via video-conferencing on a weekly basis.

LLED 565E 61 (3)

Special Course in Subject Matter Field: Learning and Teaching Second Language Vocabulary

Term 2

W: 16:30-19:30

Instructor: Dr. Andrea Cervatiuc

This course critically explores the following areas of second language vocabulary:

- Vocabulary description: Types of lexical items, vocabulary size, word frequency lists, and text coverage.
- Vocabulary acquisition: Incidental vocabulary acquisition, intentional vocabulary learning, and the role of vocabulary in language and literacy development.
- Vocabulary pedagogy: A balanced framework for vocabulary development, vocabulary teaching techniques, and the lexical approach.
- Vocabulary assessment: An overview of the main types of vocabulary tests and a framework for assessing vocabulary knowledge.

The course combines a theoretical approach with practical tasks intended to improve the professional practice of prospective and current second language teachers.

LLED 565G 62 (3)

Special Course in Subject Matter Field: Adolescent Literacy: Processes and Practices

Term 2

R: 16:30-19:30

Instructor: Dr. Theresa Rogers

This blended course will focus on the literacy processes and practices among adolescents in schools (at the upper intermediate through secondary levels) and out of schools. Topics include critical issues in adolescent literacies, fluency and comprehension, supporting struggling readers, literacy support for second language learners, reading and writing across the curriculum, multimodal, media and digital literacies, assessment, and policy related to adolescent literacy practices. 500 level credit will include additional requirements. This course will be 75% on line with 25% of classes (early and late in the term) to be conducted face to face for local students and via web conferencing for distant students