



2016S Special Topics Courses

CNPS 565 001 (3)

Special Course in Subject Matter Field: Addictions Counselling

Term: 1

Instructor(s): Rob Bedi

Day(s): W

Time: 16:30-19:30

CNPS 565 002 (3)

Special Course in Subject Matter Field: Indigenous Counselling

Term: 2

Instructor(s): Alanaise Goodwill

Day(s): R

Time: 16:30-19:30

EDCP 585B 951 (3)

Special Course in Curriculum and Pedagogy: Canadian curriculum studies: The work of Ted T. Aoki

Term: 2

Instructor(s): William Pinar

Day(s): M-F

Time: 10:30-13:00

Perhaps no Canadian curriculum studies scholar has been more influential than Ted Aoki. In this course we will read carefully his collected works, connecting his ideas to contemporary issues in curriculum and pedagogy.



EDCP 585E 941 (3)

Special Course in Curriculum and Pedagogy: Autoethnography

Term: 1

Instructor(s): Peter Gouzouasis

Day(s): T, R

Time: 16:30-19:30

This course will primarily be about autoethnography, but we will commence with a historical overview of the roots of early forms of realist, qualitative work that paved the way for autoethnography (and autobiography) to be considered as necessary forms of research/inquiry. We will also examine intersections with related forms of interpretive research (e.g., poetic inquiry, creative non-fiction), and the relationships between Arts Based Educational Research (ABER) and Creative Analytical Practices (CAP). The recent, expansive reconceptualization of the prefix ‘auto’ (Gouzouasis & Ryu 2015; Gouzouasis & Regier, 2015) enables us to consider not only the ‘self’ in research, but the relational nature of the ‘self’ with ‘others’ and ‘culture’ (i.e., storying our self in the world in which ‘we’ live). The course is designed for graduate students across disciplines, and will involve a healthy immersion in reading and writing in an interactive learning environment.

EDST 565A 971 (3)

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

Term: 2

Instructor(s): Elaine Decker

Day(s): M-F

Time: 8:00-10:30

It’s funny -- the leader is responsible for ensuring that there is the plan that is intended to guide the group methodically toward its goals, and is subsequently responsible for managing things when it becomes clear that the plan is not what is happening. How can we, as leaders, be both thoroughly prepared and gracefully adaptable? How can we have clear expectations and standards while adjusting to contextual imperatives and embracing the needs and contributions of individual colleagues and children? 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 “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.

This course is based on a broadly hermeneutic approach to education and educational leadership. We will explore the links and overlaps as we interpret human experience, understand that experience, and act in consequence.



EDST 565B 96A (3)

Special Course in Subject Matter Field: Indigenous Existential Resistance

Term: 2

Instructor(s): Cash Ahenakew

Day(s): Online

Time: Online

Indigenous people face a difficult paradox related to the two challenges of surviving within individualist, competitive and consumerist societies while keeping alive alternative ways of knowing and being within them.

The sundance is one of the practices that affirms a different existential approach to life not defined by modern global capitalism.

The course combines lectures and seminars at UBC in Vancouver and a ten-day visit to the Kainai reserve in Alberta, which includes a four-day observation of a Sundance ceremony.

EDST 565D 971 (3)

Special Course in Subject Matter Field: Citizenship Learning and Participatory Democracy

Term: 2

Instructor(s): Daniel Schugurensky

Day(s): M-F

Time: 10:30-13:00

Noted Scholar Course.

EPSE 511 941 (3)

Special Topics in Human Development, Learning, and Culture: Risk and Resiliency in Children and Adolescents

Term: 1

Instructor(s): Kimberly A. Schonert-Reichl

Day(s): T, R

Time: 16:30-19:30

Understanding the factors that children and adolescents need to be successful in school and in life has long been an important objective for parents as well as professionals across a variety of disciplines (including child development, social work, education, psychology, psychiatry, and sociology) interested in the promotion of competence and in the prevention of unfavorable long-term outcomes, such as



mental illness, school drop-out, and criminality. This interest in discerning how children's early experiences pave the road for later adjustment is spurred, in part, by research that indicates that childhood risk is generally a strong predictor of poor adult outcomes. For many children identified as "at risk," their early experiences follow a predictable course – one filled with failure. Poverty begets poverty. Risks lead to more risks. Researchers know a great deal about this typical path – one that starts with adversity and ends up with detrimental and undesirable outcomes. These individuals follow a trajectory that is all too familiar – one from risk to future problems. Nonetheless, for other children and adolescents identified as "at risk," their developmental trajectory is redirected – pushed off course by other forces – more positive forces. Much less is known about this atypical path – the path of children and youth who, in the face of adversity, develop into well functioning and relatively healthy adults. They demonstrate resilience. Resiliency research offers a promising framework for efforts to reduce and prevent risk factors by examining the ways in which individuals, despite the presence of risk factors, develop in healthy ways -- are resilient and "beat the odds."

This course examines the theoretical and empirical literature associated with risk and resiliency during childhood and adolescence, with a particular focus on examining the processes and mechanisms that foster resiliency in individuals and contexts.

EPSE 565D 951 (3)

Special Course in Subject Matter Field:

Term: 1

Instructor(s): Owen Lo

Day(s): T, R

Time: 16:30-19:30

EPSE 565I 951 (3)

Special Course in Subject Matter Field: Conceptual Foundations in Inclusive Education

Term: 2

Instructor(s): TBD

Day(s): M-F

Time: 10:30-13:00



EPSE 565P 951 (3)

Special Course in Subject Matter Field:

Term: 2

Instructor(s): TBD

Day(s): M-F

Time: 10:00-14:00

EPSE 565S 951 (3)

Special Course in Subject Matter Field:

Term: 2

Instructor(s): TBD

Day(s): M-F

Time: 13:00-16:00

Note: Restricted to DHH concentration (SPED)

LLED 565B 921 (3)

Special Course in Subject Matter Field: Materials Development for Indigenous and Additional Language Learning and Teaching

Term: 2

Instructor(s): Candace Galla

Day(s): M-F

Time: 13:30-16:30

LLED 565G 952 (3)

Special Course in Subject Matter Field: Qualitative Data Analysis in Global Language and Literacy Research

Term: 1

Instructor(s): Guofang Li

Day(s): T, R

Time: 16:30-19:30



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THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Education
Office of Graduate Programs & Research

LLED 565H 952 (3)

Special Course in Subject Matter Field: Research Methods in Language and Literacy Education

Term: 1

Instructor(s): Rob Tierney

Day(s): M,W

Time: 16:30-19:30

Note: Mixed mode: 50-100% online.
