

<p><b>EDCP 501 31 (3)</b>  <b>Master's Seminar:</b>  <b>Science &amp; Technology Studies</b></p> <p>Dr. Stephen Petrina</p> <p>This seminar focuses on recent work of Bruno Latour, arguably the most creative and challenging scholar of Science &amp; Technology Studies (STS). Latour's reputation and scholarship traverses an extremely wide range of disciplines in addition to STS (e.g., anthropology, art, education, environmental studies, geography, history, law, philosophy, political science, sociology, theology, etc.). Following a survey of Latour's work and the postsecular turn in STS, we will focus on three new texts: <i>An Inquiry into Modes of Existence</i> (2013), <i>Rejoicing: Or the Torments of Religious Speech</i> (2013), and <i>On the Modern Cult of the Factish Gods</i> (2010). The seminar is interdisciplinary and inviting, and students from any and all disciplines are encouraged to enroll. We will work systematically through these texts to closely examine Latour's strategies for doing STS.</p>	R 1:00 PM-4:00 PM September 3–November 29, 2013
<p><b>EDCP 585 31/CCFI 565 A 51 (3)</b>  <b>Special Course in Subject Matter Field:</b>  <b>Seminar in Advanced Qualitative Methods</b></p> <p>Dr. Lisa Loutzenheiser</p> <p>This doctoral level advanced qualitative research methods course focused on both methodological theory and gaining advanced skills in qualitative methods. It is not, however, a survey course as you will have gained that knowledge prior to this. This course is an intensive workshop/course for doctoral students who are in the process of (1) working toward comprehensive questions in methodologies; 2) assembling proposals for qualitative dissertations; and/or (3) collecting qualitative data for their doctoral projects. How will you get ready to undertake your doctoral dissertation research? What do you think you need to know, learn and experience before you do this work? This course is designed to help you gain the skills and knowledges you need and question the underpinnings of such desires.</p>	W 1:00PM-4:00PM September 3–November 29, 2013
<p><b>EDCP 585 B 32 (3)</b>  <b>Special Course in Curriculum and Pedagogy:</b>  <b>Visual learning in 3D animated virtual worlds</b></p> <p>Dr. Sandrine Han</p> <p>Using virtual worlds as learning environments is not innovative in distance learning; however, the importance of learning through the visual in the virtual world has not yet been emphasized. Through this course, students will learn how people learn from their vision, how they can use visual learning skills to help their own students learn, and how to become more aware of what they have seeing and learning in the virtual world. Moreover, they will be able to create their own virtual learning space in accordance with good visual learning principles.</p>	T 4:30PM-7:30PM January 6–April 8, 2014
<p><b>EDST 565 A 81 (3)</b>  <b>Special Course in Subject Matter Field:</b>  <b>Educational Leadership: Indigenous Perspectives</b></p> <p>Dr. Mark Aquash</p> <p>Description forthcoming.</p>	M 4:30PM-7:30PM September 3–November 29, 2013
<p><b>EDST 565 B 85 (3)</b>  <b>Special Course in Subject Matter Field:</b>  <b>Economics of Education</b></p> <p>Dr. Gerald Fallon</p> <p>While situating the financing of education generally within its larger economic and related socio-political contexts, and while surveying contemporary issues in the financing of education in British Columbia and Canada, this course focuses primarily on issues, such as equity, adequacy, and equality, with most relevance to and impact on the school and school district level.</p>	W 4:30PM-7:30PM September 3–November 29, 2013

<p><b>EDST 565 D 81 (3)</b>  <b>Special Course in Subject Matter Field:</b>  <b>Rethinking Skill and Competency: Theories, Policies, and Practices</b></p> <p>Dr. Hongxia Shan</p> <p>This course critically examines the many assumptions underlying the concepts of skills and competencies as they are constructed and operated in policy discourses, at work, and for a host of vocational training and education purposes. It enables students to rethink the notion of skill and competence from multiple theoretical perspectives and in relation to the changing (and unchanged) nature of work, and the shifting organization of training and education.</p>	R 4:30PM-7:30PM September 3–November 29, 2013
<p><b>EDST 565 F 81 (3)</b>  <b>Special Course in Subject Matter Field:</b>  <b>Fieldwork in Philosophy</b></p> <p>Dr. Taylor Webb</p> <p>This is a methodology course that emerges from within the multi- and inter-disciplinary methodologies of qualitative, interpretative, and post-qualitative fieldwork. The purposes of EDST 565 are to examine methodological decisions involved in the purpose, design, and practice of empirical fieldwork when placed in relation to philosophy (and juxtaposed with traditional forms of fieldwork in anthropology, ethnography, and sociology). The course takes its impetus from Pierre Bourdieu (1987) and his reflections on a “fieldwork in philosophy”. Paul Rabinow and Patti Lather have recently taken up this phrase to examine the rich possibilities once ontology is understood to be epistemological, methodological, and empirical. The course will discuss data, data collection and data analysis in ways that relate to non-representation and emergence, and that relate to concept formation, argument design, and analytic generalizations for use in theory development. The course intersects with literatures on ‘research aesthetics,’ ‘arts-based research,’ and ‘research as writing’ as they relate to practices of creating concepts. However, EDST 565 is not a substitute for dedicated courses in data collection or in data analysis. The course will focus on issues in education but welcomes students from all fields and disciplines. It is recommended that students have prior experience with qualitative methodologies and familiarity with inter- and multi-disciplinary perspectives, but neither is a prerequisite.</p>	M 1:00PM-4:00PM January 6–April 8, 2014
<p><b>LLED 565 C 61 (3)</b>  <b>Special Course in Subject Matter Field:</b>  <b>Indigenous Language and Cultural Education: Global Perspectives</b></p> <p>Dr. Candace Galla</p> <p>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.</p>	T 6:00PM-9:00PM September 3–December 3, 2013
<p><b>LLED 565 D 63 (3)</b>  <b>Special Course in Subject Matter Field:</b>  <b>Early Literacies with Digital Technologies and Media</b></p> <p>Dr. Marlene Asselin</p> <p>In this course students will explore, analyze and critique the cognitive, social, cultural, political, ethical and institutional issues of early literacy development, curriculum and pedagogy brought about by the inclusion of digital technologies and media.</p>	M 4:30PM-7:30PM January 6–April 8, 2014
<p><b>LLED 565 E 62 (3)</b>  <b>Special Course in Subject Matter Field</b>  <b>TBD</b></p> <p>TBD</p> <p>Description forthcoming.</p>	T 4:30PM-7:30PM September 3–November 29, 2013

**EPSE 565 E 74 (3)**

M 4:30PM-7:30PM September 3–November 29, 2013

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

Dr. Shawna Faber

This course is designed for students intending to TA for EPSE 311 (Cultivating Supportive School and Classroom Environments). The course has three primary foci: 1) understanding the latest cutting-edge research and theory on the factors/processes and best practices associated with building/creating safe and supportive classroom and school environments at the elementary and secondary school levels, 2) using this research to design high quality course content that can be utilized in a course specifically directed to teacher candidates enrolled in the UBC Faculty of Education's Teacher Preparation program and 3) gaining experience in effective content delivery and modeling of sound teaching practices for adult learners at the university level. In EPSE 565 students will be given experience in design, delivery, and modelling good teaching practices in this practicum course.

**EPSE 565 H 75 (3)**

W 4:30PM-7:30PM January 6–April 8, 2014

**Special Course in Subject Matter Field:****Fostering Self-Regulation to Meet the Needs of Diverse Learners**

Dr. Deb Butler

Across North America, self-regulation is being associated with the kinds of "21st century learning skills" that schools need to foster, if today's learners are to take control of their learning and experience success from primary grades through the adult years. In this course, students will explore in depth the ways in which self-regulation and motivation are central to learners' academic, social and emotional learning and development. Together and with the course instructor, they will consider implications of theory/research for policy and practice.

**EPSE 581 A 75 (3)**

T 4:30PM-7:30PM January 6–April 8, 2014

**Special Topics in Measurement, Evaluation, and Research Methodology:****Curriculum Evaluation**

Dr. Sandra Mathison

This course will examine issues, practices, and approaches for curriculum evaluation. Because 'curriculum' has many meanings this course will focus on the application of the general logic of evaluation to a number of common conceptions of curriculum: statements of educational goals and intentions (like professional standards, BC Ministry IRPs); educational resources (like textbooks, software, online resources, simulations); pedagogical strategies (like cooperative groups, field trips, practica, dialogic methods); and programmatic interventions (like reading programs, drug education, algebra, inquiry based science) at both organizational and classroom levels.