

# 2015S Special Topics Courses

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## [EDCP 508A 941 \(3\)](#)

### **Review of Research in Curriculum and Pedagogy:**

#### **The Lure of the Transcendent: Selected Works of Dwayne Huebner**

*Term 1 (June 17 – June 30, 2015)*

*MTWThF: 10:00-14:00*

*Instructor: Dr. William Pinar*

Perhaps only the work of Ralph W. Tyler has exerted more influence over U.S. curriculum studies than that of Dwayne E. Huebner, and this course will enable students to understand the key concepts characterizing that contribution, including their disciplinary origins and destinations decades later. We will start with his 1959 “The Capacity for Wonder and Education” and conclude with his 1995 farewell to the field in “Challenges Bequeathed.” Among the concepts Huebner emphasized are conversation, language, politics, aesthetics, history and theology, all of which developed into separate streams of scholarship by 1990. Also among Huebner’s contributions were critiques of the concepts of “learning” and “objectives,” but setting aside those critiques for the moment, students will learn how the field reworks concepts Huebner himself had formulated decades earlier. Among the skills students will learn are hermeneutical interpretation, intellectual historiography, analyses of disciplinary circumstances, and questions of intellectual breakthrough. There will guest appearances from William Doll, Donna Trueit, Peter Grimmett, and Dwayne Huebner himself.

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## [EDCP 585A 941 \(3\)](#)

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

#### **Visual learning in 3D animated virtual worlds**

*Term 1 (May 11 - June 18, 2015)*

*TTh: 16:30-19:30*

*Instructor: Dr. Sandrine Han*

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. If you have any question or concern regarding to this course, please contact with Sandrine directly at sandrine.han@ubc.ca.

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**EDCP 585B 951 (3)****Special Course in Curriculum and Pedagogy:****Science and mathematics teaching and learning through technologies***Term 2 (July 27-Aug 14, 2015)**MTWThF: 10:30-13:00**Instructor: Dr. Marina Milner-Bolotin*

In the 21st century, students' abilities to grasp complex math and science[1] concepts, collect and analyze real time data, make sense of the data-rich information and conduct independent investigations have become increasingly important. At the same time, rapid advances of our knowledge of how people learn STEM disciplines coupled with the ever growing range of modern educational technologies allowed contemporary educators to have an unprecedented range of opportunities to engage their students in meaningful learning. These trends have significantly affected the teaching of STEM and the pedagogical skills required of contemporary teachers, who 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 (dubbed a Pedagogical-Technological Content Knowledge or TPCK); the process of TPCK acquisition by STEM teachers; and multiple ways for implementing technology-related STEM education research in the teaching practice is the goal of this course.

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**EDCP 585D 96A (3)****Special Course in Curriculum and Pedagogy:****Historical Thinking Summer Institute***Term 2 (July 6 to July 11, 2015)**Dates & Times: July 6-10— 8:30-17:00; July 11—9:00-12:00**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. Six historical thinking concepts will shape our exploration of two substantive themes: Aboriginal-settler relations, and human-nature relations over time.

Lectures and small group discussions will present and clarify the basic theoretical approach. 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.

This course will take place at the Museum of Vancouver, from 8:30 to 5:00, Monday, July 6 through Friday, July 10, and 9:00 to 12:00 on Saturday July 11 in the Scarfe Education building.

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**EDCP 585E 941 (3)****Special Course in Curriculum and Pedagogy:****Narrativity, Indigeneity and Ecoliteracy***Term 1 (May 11 - June 18, 2015)**MW: 16:30-19:30**Instructor: Dr. Peter Cole*

This seminar examines the coming together of narrativity, Indigeneity, and ecoliteracy. For Indigenous peoples, ecological ethnicities and others intimately connected with the land, stories are linked rhizomatically with their sources and with one another as a way of acknowledging inter-relationality, locality and interdependency. Being able to 'read' the land, the sky, the currents of the waters, how a raven flies, how a fish swims, the presence or not of insects, moss, lichen, bark, accustomed sounds, the signs of presence or absence, the freshness of tracks and traces, the weather, changing seasons and the predicative 'meanings' inscribed within storying have always been key aspects of Indigenous pedagogies. Readings and other course material will draw on primarily indigenous knowings and practices. Field trips will encourage students to engage their visual, auditory, olfactory, tactile, gustatory, intuitional and spiritual senses. The experiential offers an opportunity to connect, resituate, and regenerate connections with the human, non-human and more-than-human worlds not just as concepts, but as intra-actions of mutuality and reciprocity. Students will respond critically to the stories, films and other course materials, and will be encouraged to create their own ecoliteracy narratives grounded in their own interests, experiences, cultural knowings, histories, geographies and ecologies.

**ECED 565F 96A (3)****Special Course in Early Childhood Education:****Promoting Physical Literacy Through Active Play in Early Learning Environments***Term 2 (July 6 – July 17, 2015)**MTWThF: 13:00-17:00**Instructor: Dr. Amanda Froehlich Chow*

Physical activity and active play are essential to healthy child development. Engaging in active play benefits all aspects of children's development (social, emotional, physical and physiological). In this course we will discuss the benefits of active play (indoor and outdoor; structured and unstructured). We will also critically examine current physical activity guidelines and the role of such guidelines in early learning environments. Physical literacy is a concept which has gained increasing attention in recent years. It is an integral part of both physical activity participation and child development. We will examine the current definitions used to describe physical literacy to understand its impact on early child development, and commonly used methods for enriching physical literacy in young children. In addition to parents, educators are often children's first role models and play a valuable role in shaping children's health-related behaviours. In this course we will explore practical aspects on how to best support educators in incorporating physical activity in early learning environments, while also improving their own physical activity related behaviours.

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

**ECED 565J 96A (3)**

**Special Course in Early Childhood Education:**

**Taking young children’s sleep seriously: From research to practice**

*Term 2 (July 6 – July 17, 2015)*

*MTWThF: 8:30-12:30*

*Instructor: Dr. Wendy Hall*

This course will inform professionals on the ways they can support infants’ and young children’s healthy development in relation to sleep. As a society, we often underestimate the importance of sleep. Research indicates that children’s poor sleep quality and/or short sleep duration is associated with detrimental effects on their learning, memory, behaviour, mood, and attention. Parents also experience negative effects from children’s prolonged and frequent night waking, such as sleep disruption, fatigue, and depression. This course will discuss infants’ and children’s healthy sleep patterns, negative sleep associations, factors that promote healthy sleep, and potential pathophysiological contributions to sleep issues.

\*This course is cross listed with ECED 380A 96A and is part of the IDSC Summer Institute, administered by PDCE. In ALRD B101

**EDST 565A 971 (3)**

**Special Course in Subject Matter Field:**

**Leadership is a Funny Business**

*Term 2 (July 6 - July 24, 2015)*

*MTWThF: 8:00-10:30*

*Instructor: Dr. Elaine Decker*

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. This is only appropriate since the word “hermeneutics” is derived from the Greek god Hermes, who was the messenger between Olympians and mortals, hence the hermeneutic concern

for messages, language and meaning. Hermes was also the patron saint of travelers, and in his own right, a trickster.

In our comic hermeneutic quest, we will reconsider our own understandings by challenging the certainties, the givens, and the “answers” – tasks that historically have been the work of the clown, the fool. Borrowing the jester’s topsy-turvy perspective we will work to strengthen the funny bone and release the comic spirit, readying ourselves to face contraries with courage instead of certainty. After all, chance favours the well prepared!

The leader as a comic hero

“Comic heroes ... are thus exemplars of a special human freedom and flexibility – which, after all, is the real genius of the race. ... We are endowed with a brain that – along with the capacity for imagining all sorts of paradises and utopias for ourselves, and an equal number of holocausts and hells for our enemies – is capable of an endless variety of alternative modes of being, believing, and doing. We are not locked into an unvarying set of biologically imprinted behavioral patterns. Instead, we have developed an unending variety of cultural substitute-forms. While these substitute-forms can in turn become as rigid as a biological imprint, and thus violate the very freedom that gave them birth, it has been the task of clowns and fools and comic heroes to remind us of our intrinsic freedom and flexibility.” (Hyers, 1981, p. 122)

### **[EPSE 511 941 \(3\)](#)**

## **Special Topics in Human Development, Learning, and Culture: Families & Diversity Special Topics Focus: Families and Diversity - Emotional Development and Competencies in Education**

*Term 1 (May 11 - June 18, 2015)*

*TTh: 16:30-19:30*

*Instructor: Dr. Shelley Hymel*

Over the past century, cognitive and behavioural models have dominated in developmental and educational psychology, and more recent attention has focused on the role of social (interpersonal) relationships (e.g., social-emotional learning). Far less attention has been given to emotional factors. In this graduate seminar, we will explore together the role of affect and emotions in education, development, and behavior. The course will include consideration of emotional intelligence, emotional literacy, emotion recognition, expression and regulation, as well as emotional competencies and challenges, with emphasis on recent research on emotional development and functioning and their implications for classrooms and schools.

Text:

Keltner, D., Oatley, K. & Jenkins, J.M. (2014). *Understanding Emotions*, Third Edition. NY: Wiley.

Recommended:

Goleman, D. (1995). *Emotional Intelligence*. NY: Bantam Books.

**[EPSE 565I 951 \(3\)](#)**

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

*Term 2 (July 6 – July 24, 2015)*

*MTWThF: 10:30-13:00*

*Instructor: Dr. Deb Butler*

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**[EPSE 565P 951 \(3\)](#)**

**Special Course in Subject Matter Field:  
Engaged Philosophical Inquiry**

*Term 2 (June 30 - July 10, 2015)*

*MTWThF: 10:00-14:00*

*Instructor: Lina Darwich*

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

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**[LLED 565A 952 \(3\)](#)**

**Special Course in Subject Matter Field:  
Story and the landscapes of learning**

*Term 1 (May 11 - June 2, 2015)*

*T: 16:30-19:30*

*Instructor: Dr. Teresa Dobson*

This course will examine the intersection of place, story, and learning in literacy and literary education. We will consider, inter alia, the intersection of mobile media and place-based learning, literature that is strongly connected to place, and kinesthetic or topographic modes of representation, reading and viewing that attend to how knowledge artifacts are situated in the environment.

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[\*\*LLED 565B 921 \(3\)\*\*](#)

**Special Course in Subject Matter Field:**

**Picture Books and Children's Literacy Development**

*Term 1 (May 11 - June 18, 2015)*

*TTh: 16:30-19:30*

*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.

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[\*\*LLED 565C 951 \(3\)\*\*](#)

**Special Course in Subject Matter Field:**

**Advances in research on literacy--frames, methods, and areas of study**

*Term 1 (May 11 - June 18, 2015)*

*MW: 13:00-16:00*

*Instructor: Dr. Rob Tierney*

The course will explore the major developments in educational research focusing upon turns that occurred since the 1950’s and the shifts in research frameworks, tools and foci. The course will explore the impact of the cognitive turn, shifts toward socio-cultural dimensions and the advent of critical approaches amidst changing national and international developments especially in literacy education. The course will do so in conjunction with exploring key scholarly works including research initiatives across the globe and engaging students in the formulation of research pursuits enlisting different frames and tools. The course will help students develop their own methodological approaches by exposing the historical and philosophical underpinnings of contemporary research methods.

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**Special Course in Subject Matter Field:**

**Introduction to Genre Studies in Education**

*Term 2 (July 6 - July 24, 2015)*

*MTWThF: 14:00-16:30*

*Instructor: Dr. Kedrick James*

This course provides a basic introduction to Genre Studies and the increasing significance of genre to the study of communication in education. Combining a sampling of genre theoretical frameworks such

as rhetorical genre studies, critical discourse analysis and literary criticism, students engage in creative inquiry or research-based applications of these theories.

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### **[LLED 565E 951 \(3\)](#)**

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

#### **Visual Methodologies for Social Change**

*Term 2 (July 27 - Aug 14, 2015)*

*MTWThF: 10:00-12:30*

*Instructor: Dr. Claudia Mitchell - Noted Scholar*

This course is based on the significance of the growing use of visual methodologies in social research, as well on as a recognition of the challenges this presents in relation to data analysis and research ethics. Of concern, too, is the absence at times of any critique about the tools and methods of such methodologies, and the false claim made about what the visual can (or cannot do) within social action/social change frameworks. The course is designed for educational researchers (and others addressing social issues) interested in testing out, critiquing, and studying the challenges and successes of this type of work, with the idea of deepening an understanding of research design, including implementation, interpretation and representation, the role of reflexivity, data management, and the role of emerging technologies. A feature of the course is that it will take a workshop/lab approach to exploring the issues. It will focus on several areas of visual research (including participatory work with photos and video), and will explore how this work might inform 'from the ground up' policy-making in relation to social action/social change. The course will provide students with a foundation for assessing the suitability of visual methods for a range of research questions.

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### **[LLED 565H 952 \(3\)](#)**

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

#### **Early Literacies with Digital Technologies and Media**

*Term 1 (May 11 - June 18, 2015)*

*TTh: 16:30-19:30*

*Instructor: Dr. Marlene Asselin*

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.

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