

# 2014W Special Topics Courses

## **CCFI 565A (3) & EDCP 585A (3) [Cross listed course]**

### **Special Course in Curriculum & Pedagogy: Seminar in Advanced Qualitative Methods**

Term 1 - Wednesday: 1:00PM - 4:00PM

Instructor: Lisa Loutzenheiser

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.

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## **EDCP 523A (3)**

### **Special Topics in Art Education: The value of studying the work of contemporary artists in art classrooms and the various approaches to doing that**

Term 1 - Wednesday: 4:30PM - 7:30PM

Instructor: Michael Parsons

A basic question about the visual arts is how we think with them? How do we make sense of artworks? How do they acquire meanings? Are they like a language? How does the study of the artworks of others relate to our making of art? And what is the relation of an artwork to the culture in which it was created and the one in which it is interpreted?

A common attempt to answer these questions has been through the notion that the visual arts are in many ways like languages (e.g., Nelson Goodman, Howard Gardner) and that they require a kind of 'literacy' or 'intelligence.' In this course we will focus on current attempts to answer them via new "embodiment theories" of cognition, backed by relevant findings in contemporary neurology and linguistics. We will focus in particular on the fundamental concept of metaphor, as it derives from the work of Lakoff and Johnson.

Much of the course time will be spent looking at particular metaphors in artworks, contemporary and otherwise, and discussing their character and variations; and also their possible uses in teaching both the interpretation and creation of artworks. This will be the center of discussion and activities in the course.

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

### **Field Experiences in Actor-Network Theory (After Method)**

Term 1 – Thursday: 1:00 PM -4:00 PM

Instructor: Stephen Petrina

This advanced research methods course focuses on field experiences in Actor-Network Theory (ANT) and more specifically on data collection and analysis in the Humanities and Social Sciences. ANT has proven to be remarkably creative and immensely productive in Science and Technology Studies (STS) as well as a diverse range of disciplines including Anthropology, Education, Environmental Studies, Geography, History, Law, Literary Theory, Media Studies, Medicine, Philosophy, and Urban Planning. The course is a combination of fieldwork and seminar for masters students in early stages of research and doctoral students in advanced stages. We focus on *After Method: Mess in Social Science Research* to explore current trends in ANT fieldwork and philosophy.

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

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

Term 2 - Friday: 5:00PM - 8:00PM

Instructors: William Doll and Donna Trueit

This course is for doctoral students or advanced master's students working on theses, dissertations, comprehensive exams and/or publications. Each student, working with a partner, will be responsible for leading one or two Friday seminars on contemporary readings in international curriculum thought. Each student will also be responsible, on Saturday mornings, to present his or her writing to the class.

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

### **Leadership is a Funny Business Location**

Term 1 - Monday: 4:30PM - 7:30PM

Instructor: Elaine Decker

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

### **Fieldwork in Philosophy**

Term 1 - Thursday: 4:30PM - 7:30PM

Instructor: Taylor Webb

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

### **Economics of Education**

Term 1 - Thursday: 4:30PM - 7:30PM

Instructor: Gerald Fallon

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.

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## **EDST 565F (3)**

### **Pedagogy of the Oppressed Revis(it)ed: Freire, Illich, and Liberation of Theology**

Term 1 - Tuesday: 4:30PM - 7:30PM

Instructor: Sam Rocha

In the English-speaking field of educational studies, the tradition of "critical pedagogy" is usually understood through the triple lens of Henry Giroux, Peter McLaren, and Michael Apple. These authors, and the tradition in general, all cite the enormous influence of Paulo Freire. This, however, has led to a problematic "common sense" assumption that North American critical pedagogy corresponds directly to Freire's Latin American imagination. For this reason, this course will not focus on the question or theme of critical pedagogy. Instead, the class will study the educational philosophy of Freire, based primarily in *Pedagogy of the Oppressed*, in relation to his lesser-known contemporary, Ivan Illich, and the even less understood Latin American tradition of liberation theology (i.e., Gustavo Gutierrez, Leonardo Boff, Enrique Dussel, et al).

No previous exposure to philosophy of education or Freire is expected or required; the course will consist of primary texts and expository writing; readings and writing will be in English, but there will be a "Spanish option" available for both.

## **EPSE 565E (3)**

### **Advanced course in University Teaching—Classroom Environments**

Term 1 - Monday: 4:30PM - 7:30PM

Instructor: 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 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 created for teacher candidates enrolled in the UBC Faculty of Education's Teacher Preparation program, and 3) gaining experience engaging students with content and modelling sound teaching practices for adult learners at the university level. In EPSE 565, students will practice designing, engaging, and modelling good teaching in this practical course.

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## **EPSE 581A (3)**

### **Special Topics in Measurement, Evaluation, and Research**

Term 2 - Tuesday: 4:30PM - 7:30PM

Instructor: Dr. Anne Gadermann

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## **EPSE 604B (3)**

### **Special Topics in Human Development, Learning, and Culture: Growing up in a Digital World**

Term 2 – Tuesday: 1:00 PM – 4:00 pm

Instructor: Dr. Jenna Shapka

Today's children and youth are growing up in an Information Age. By adolescence, they are spending twice as much time immersed in media than they are in school. This course will use a developmental perspective, spanning infancy to emerging adulthood, to explore what this means in terms of education and socialization. We will cover a variety of topics that are pertinent to children and adolescents' use of digital media, and explore multiple contexts. For example, the role of schools, parents, and peers will be explored, as well as the impact of larger public policies and laws. As much as possible, we will explore the theoretical underpinnings for research findings in this area.

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## **EPSE 681B (3)**

### **Advanced Topics in Measurement, Evaluation, and Research**

Term 2 – Thursday: 4:30 PM – 7:30 PM

Instructor: 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.

## **KIN 500 (3) Sec 001**

### **Advanced Concepts in Cardiovascular Physiology and Rehabilitation**

Term 2 - Tuesday & Thursday: 12:30PM - 2:00PM

Instructor: Darren Warburton

The purpose of the course is to examine advanced concepts in cardiovascular physiology and rehabilitation. This course involves a strong practical component incorporating self-directed learning strategies throughout. Graduate students are expected to develop and participate in research based on clinical practice. Students may work with diverse clientele including children, the elderly, patients with cardiovascular disease, transplant patients, and/or persons with spinal cord injury. Instruction will take place within a traditional laboratory, a field-based setting, and/or clinical settings. Students will develop a working knowledge of various fitness appraisal procedures and tools used to evaluate a patient's cardiovascular health and function. Students will gain an understanding of how these tests can be utilized to administer appropriate exercise rehabilitation for optimizing functional status, and overall Quality of Life. Accordingly, students will gain an understanding of the appropriate treatments for a variety of conditions.

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## **KIN 500 (3) Sec 003**

### **The Neurophysiology of Movement Control**

Term 2 - Tuesday: 12:00PM - 2:00PM

Instructor: Tim Inglis

An examination of the neuroanatomical and functional neurophysiological processes involved in the sensory and motor control of movement, posture, balance and Kinesthesia.

Clinical examples of neurological diseases that effect human movement control will also be incorporated. Emphasis is placed on a critical analysis of the scientific literature as well as on grant writing.

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## **LLED 565B (3)**

### **Identifying and Supporting Learners with Literacy Difficulties**

Term 2 - Monday: 4:30PM - 7:30PM

Instructor: Jim Anderson

In this course, you will learn to use a number of formal and informal instruments, processes and tools for assessing literacy difficulties and to interpret the results of the assessment in recommending learning/instructional strategies. Typically, students work in pairs with a child, adolescent, or adult in conducting and writing up a case study which constitutes the major assignment for the course.

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

### **A Critical Examination of Global Agendas for Literacy**

Term 2 - Wednesday: 4:30PM - 7:30PM

Instructor: Marlene Asselin

Critical analysis of the rhetoric and workings of government, faith-based, donor-based and non-government initiatives responding to global agendas for literacy and education. Contexts include teacher training programs, schools, libraries and local language publications/materials. Political, economic and social factors related to accountability/monitoring and evaluation; cultural conceptions of literacy and learning; and government agendas are examined.

## **LLED 565G (3)**

### **Adolescent Literacies: Processes and Practices**

Term 2 - Thursday: 4:30PM - 7:30PM

Instructor: 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 (first two and last two) to be conducted face to face for local students and via web conferencing for distant students. This course is cross-listed with LLED 454.