



## 2019S Special Topics Courses

### Term 1

#### **EDCP 585A 941 Special Course in Curriculum and Pedagogy: International Teacher Education (3)**

*Instructor:* Peter Grimmett

*Term:* 1

*Day and Time:* Mon and Wed, 4:30 p.m. to 7:30 p.m.

This course will explore various aspects of teaching and teacher education from an international and comparative perspective. The focus will concentrate on issues related to the interaction of local and global influences on the transformations of teaching and teacher education in different parts of the world. Through readings, classroom activities and discussions, and interactions with students and practicing teachers, participants will be exposed to various issues and questions about international teacher education. We will explore the academic literature on international work in the education of teachers as well as engaging in reflection in and on our own practice. In doing so, we will pay particular attention to how our conceptual and normative frameworks, values and beliefs about education, teaching, and teacher education that we tend to take for granted, actually affect our practice.

#### **EDCP 585G 941 Special Course in Curriculum and Pedagogy: De/Coding Social Media and Prosumer Culture: Questioning the Digital Visual Culture (3)**

*Instructor:* Sandrine Han

*Term:* 1

*Day and Time:* Mon and Wed, 4:30 p.m. to 7:30 p.m.

Today, we receive and transmit information through both mass and social media. Because of social media and digital devices, every social media viewer is a prosumer, someone who can view, share, create, recreate, mix, and remix visual imagery to contribute to the content of social media. Cultural imagery carries cultural meanings. Imagery in social media rapidly delivers meanings, exaggerates, and creates a strong impact. Massive visual impacts affect viewers who do not have time to process each image. In cultural studies, cultural appropriation constructs a simulacrum of a double negation, denying the validity of individual and original production. This course is going to explore the problematic relationship among culture appropriation, culture appreciation, and artist's creative license in prosumer culture. This course will not provide a clear answer to the students but will ask students to ponder, read, and research these problems.

#### **EPSE 581C 941 Special Topics in Measurement, Evaluation, and Research Methodology: Causal Inference for Applied Researchers (3)**

*Instructor:* Edward Kroc

*Term:* 1

*Day and Time:* Mon and Wed, 9:30 a.m. to 12:30 p.m.

The need to make causal claims is common to all social, health, and natural sciences. However, without the ability to perform tightly controlled experiments in a laboratory, the ability to justify causal claims, and to quantify corresponding causal effects, is a massive challenge. In this course, students will learn a variety of modern techniques for tackling this challenge. We will discuss different causal models, from the Fisherian ideal of controlled experiments to the modern ideas of Rubin and Pearl. We will explore when and how these models apply to real-world problems, their limitations, and what can be done (or cannot be done) when the theory fails. The course will focus heavily on practical implementation and critical analysis of causal claims, and we will discuss many analytical methods to help accomplish this. Methods that will be touched on include restricted randomization, discontinuity designs, wedge designs, structural equation models, mediation analysis, effective matching and propensity score techniques, and instrumental variables. We will motivate and explore the applications and limitations of these techniques through a variety of case studies from the social, health, and ecological sciences literature. Proper communication of causal claims and caveats to audiences of varying technical levels, from academic colleagues to private and public stakeholders in industry and government, will be emphasized throughout.

**Prerequisite:** Successful completion of EPSE 592 or EPSE 596 or equivalent; having both would be an asset.

### **LLED 565H 921 Special Course in Subject Matter Field: Research Developments, Frames, and Methods in Language and Literacy Education (3)**

*Instructor:* Robert Tierney

*Term:* 1

*Day and Time:* online

The course is intended to engage students with key developments in our notions of readers and writers as well as literacy education globally and nationally over the last sixty years. The course will afford students an opportunity to delve into the major shifts or turns in the dominant frames enlisted to understand readers, literacy and literacy development over the past 60 years. These shifts involve the move from behaviorism to cognition to socio-cultural to socio-political-critical theoretical notions of literacy as well as some other emerging developments from digital literacies to indigenous concerns to critical reflexivity and globalization. The course follows the developments from notions of the skilled reader to the strategic reader to the reader as writer, socio-cultural, critical reader, digital-media reader to the global reader. Of direct relevance to research and theory, they involve the development of constructivist's notions of meaning making, process-oriented views of literacy, studies of teaching and learning fueled by metacognitive thinking, the advent of socio-linguistic analyses, the advent of new literacies in a globalized world and examination of our epistemologies. This course offered either online or face-to-face; contact the instructor for more information on the format of the course.

### **LLED 565J 921 Special Course in Subject Matter Field: Digital Games, Literacies, and Education (3)**

*Instructor:* Jennifer Jenson

*Term:* 1



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*Day and Time:* Mon to Thu, 4:30 p.m. to 7:30 p.m.

Famously, Friedrich Schiller (1794) claimed that persons were ‘most human’ when they were at play. More recently, digital media and learning theorists have suggested that learners may learn best when they are ‘at play’, where serious play and educative/learning action coincide. This course examines digital gameplay as it is currently developed and popularly imagined to more closely examine what is “learned”, what literacies are acquired and at play in those immersive environments. Although digital gameplay represents, for some people, something unfamiliar, potentially subversive and antithetical to education’s intellectual and social goals, play has always been a powerful vehicle for learning. There is little doubt that young people today, who represent computer gaming’s largest and fastest-growing audience, are learning a great deal in and through digital play, but what is it they are learning, and how? What digital and other literacies are learned through play? The purpose of this course is to give serious attention to and careful analysis of the contemporary digital forms of games and learning.

### **LLED 565K 921 Special Course in Subject Matter Field: Poetic Inquiry (3)**

*Instructor:* Kedrick James

*Term:* 1

*Day and Time:* Tue and Thu, 4:30 p.m. to 7:30 p.m.

Narrative and poetic inquiry will be explored within a broad, interdisciplinary, arts-based context, supporting research and teaching inquiries and orientations that concern the creative methods by which language and other semiotic resources can be used to illuminate deeper connections between related phenomena in their area of study. Students are expected to undertake or continue to refine their own arts-based research and inquiry projects within the framework of academic scholarship. This course will provide students with grounding in the theory and application of narrative and poetic inquiry to a variety of real-world problems. In light of recent changes in the British Columbia Ministry of Education curriculum to a more open and inquiry-based model of pedagogy, this course will also consider how researcher and teacher inquiry can serve as a model for how inquiry into big ideas, understandings, and creative actions can be promoted and sustained in school-based and community learning environments.

### **LLED 565N 921 Special Course in Subject Matter Field: LLED at CSSE: Circles of Conversation (3)**

*Instructor:* Bonny Norton

*Term:* 1

*Day and Time:* Mon to Fri, 9:00 a.m. to 1:00 p.m.

The purpose of the course is to mentor LLED graduate students into conference participation, the state of the art in Canadian scholarship, and Canadian research journals. The central question the course poses is: “What are some of the most exciting circles of conversation to be found in language and literacy education at Congress 2019?” LLED graduate students will be expected to register for and participate actively in at least one of the three conferences discussed above, and they will be encouraged to become familiar with the other two conferences. They may also choose another conference as a focal conference, such as the Canadian Association for the Study of Indigenous Education (CASIE/ACÉÉA).



## Term 2

### **EDCP 585E 951 Special Course in Curriculum and Pedagogy: Teaching Inquiry: Living the Research in Everyday Practice (3)**

*Instructor:* Tony Clarke

*Term:* 2

*Day and Time:* Mon to Fri, 8:00 a.m. to 10:30 a.m.

Shifting the focus from research on teachers to research by teachers, this research genre unites schools and universities in research efforts that genuinely address issues of teacher knowing/knowledge. Given that knowledge is personally constructed, socially mediated, and inherently situated, Teacher Inquiry, as a way of researching one's practice, is uniquely placed to honour each of these characteristics in important ways. This course will examine the various names/approaches by which teacher inquiry is known (and practiced), the differences between each, and appropriateness of each as they pertain to thinking about one's practice. Further, it will provide students with the opportunity to develop proposals that draw on Teacher Inquiry as the central research method.

### **EDCP 585F 951 Foundations of Science Education: Curricular Programming, Reform Visions, and Pedagogy (3)**

*Instructor:* Michelle Tan

*Term:* 2

*Day and Time:* Mon to Fri, 10:30 a.m. to 1:30 p.m.

This course will examine past and current curricular programming and reform visions in science education. Topics include STEM, socioscientific issues and literacy, science inquiry, activist science, place-based learning, and teaching for conceptual change. Participants will draw from a variety of writings of curriculum theorists, as well as science educators and researchers, to shape their understandings and approaches to science curriculum and pedagogy. Focusing on both the conceptual and practical aspects of science education, the course will provide participants with the opportunity to further develop their own professional practice and/or research interests.

### **EDST 565A 971 Special Course in Subject Matter Field: In Earth's care residency (3)**

*Instructor:* Vanessa Andreotti

*Term:* 2

*Day and Time:* off campus

### **EDST 565E 96A Special Course in Subject Matter Field: Leadership as inquiry (3)**

*Instructor:* Monica Pamer

*Term:* 2

*Day and Time:* Mon to Fri, 10:30 a.m. to 1:00 p.m.



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**This course is offered specifically for SEAL cohort students ONLY.**

**LLED 565F 950 Special Course in Subject Matter Field: Culture and Communication in Virtual Learning Environments (3)**

*Instructor:* Leah Macfadyen

*Term:* 2

*Day and Time:* online

This online course introduces theoretical frameworks and existing research that consider the potential impact of culture on communications and learning in virtual learning environments. The research area of intercultural communication, theories and methods, is reviewed, with a particular focus on definitions of the concept of culture in different contexts. Through examination of ‘critical incidents’ and investigation of their own professional and educational contexts, participants will consider the ways in which culture can impact learning in virtual environments, including (but not limited to) assumptions about ‘student-teacher’ communications; learner and teacher roles; communication style and genre; privacy vs self-disclosure; environment design; and attitudes towards truth, knowledge and evidence. The course will also consider whether contemporary Internet and communication technologies are changing cultural communication practices.

**LLED 565M 952 Special Course in Subject Matter Field: Trends and Issues in Children’s Literature (3)**

*Instructor:* Derek Gladwin

*Term:* 2

*Day and Time:* Mon to Fri, 1:00 p.m. to 4:00 p.m.

This course introduces educators to a range of contemporary issues and trends in children’s literature, particularly in light of the new British Columbia Ministry of Education curriculum emphasis on environmental literacy and sustainability. Through teaching children’s literature educators help students examine values and behaviours to secure sustainable futures using multimodal learning strategies and multiliteracies. Considering global and Canadian contexts in print and multimedia texts (e.g., story books, fairy tales, graphic novels, YA novels), participants will explore thematic socio-cultural issues including (but not limited to): environmental injustice and social action; sense of place; Indigenous storytelling and land; utopias/dystopias; “cli-fi” (climate fiction); ecological values and ethics; and the animal and nonhuman. This course combines two primary approaches to “environmental” children’s literature – critical and pedagogical – by looking at both theoretical and educator-orientated inquiries.