

### **LLED 565K Poetic Inquiry (3)**

*Instructor:* Dr. Kendrick James

*Date:* Summer 2019

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.

### **EDST 508 Post-qualitative Research Methods (3)**

*Instructor:* Dr. P. Taylor Webb

*Date:* Summer 2019

The seminar supports graduate students interested in learning about or conducting research in nonrepresentational theory, including research conceived within performative, relational, queered, and vitalist ontologies. The impetus for the course begins with Elizabeth St. Pierre's (2011)<sup>1</sup> critique of "conventional humanist qualitative inquiry", and then details several methodological considerations involved in designing, performing, and reporting inquiries in relation to ontological expressions that resist or subvert traditional forms of representation - signifying practices more commonly practiced in research paradigms of the 'social sciences' and 'the ethnographic' (and emanating from historical articulations of anthropology and sociology). The course provides students with opportunities to develop understandings of various approaches to 'post-qualitative research', including nonrepresentationalist epistemologies that re-consider emphases and understandings of 'human' (i.e., 'post-human') and in relation to assorted critiques of the 'subject' (e.g., Cartesian) raised by poststructuralism, indigenous epistemologies, and new feminist materialisms. The course includes sessions / topics dedicated to: (a) performative, relational, queered and vitalist ontologies; (b) refusing anthropocentric data; (c) non-representation, non-coherent representation, and more-thanrepresentational; (d) affect and embodiment; (e) indigenous expressivism; and, (f) vitalist studies and post-humanism. The course provides an extensive bibliography to tailor individual research projects within these emerging research trajectories. There are no prerequisites. The course will focus on issues in education but welcomes students from all fields and disciplines. The course will also have strong appeal to those interested in the philosophy and sociology of science, including science and technology studies (STS).

### **EPSE 581C Causal Inference for Applied Researchers (3)**

*Instructor:* Dr. Edward Kroc

*Date:* Summer 2019

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,

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<sup>1</sup> St. Pierre, E. A. (2011). Post qualitative research: The critique and the coming after. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (4th ed.) (pp. 611-625). Los Angeles, CA: SAGE.

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:** Graduate level statistics course (e.g., EPSE 592, EPSE 596 or the equivalent), or by permission of the instructor.