

2018W Special Topics Courses

EDCP 508A 032: Review of Research in Curriculum and Pedagogy: Alternative Education (3)

Instructor(s): Dr. E. Wayne Ross

Term: 2

Day and Time: Tue, 4:30pm-7:30pm

Since the 1980s, schools have been subjected to increased standardization, test-based accountability, and corporate management models, trends often labeled as the global education reform movement or GERM. One of the key effects of GERM on curriculum and teaching has been the search for low-risk ways to meet learning goals, undermining alternative and experimental pedagogical approaches and risk-taking in the classroom. This seminar will explore histories, ideologies, and practices of alternative education movements. A key aim of the course is to examine the various cultures of learning, teaching, and curriculum embedded within the diverse landscape of alternative education and the implications for formal and informal education today. Students will have the opportunity to explore alternative education movements such as democratic free schools, unschooling/deschooling, Modern Schools (Ferrer Schools), Steiner/Waldorf, Reggio Emilia, etc. An emphasis will be placed on examining pedagogies that give students greater control over the what and how they learn. Students in this course will be expected to take responsibility for shaping course content as well participate in independent learning projects.

EDCP 585A 032: Special Course in Curriculum and Pedagogy: The Anxiety of Obligation: Exploring the Psychic and the Social Dimensions of Teaching (3)

Instructor(s): Dr. Anne Phelan

Term: 2

Day and Time: Wed, 4:30pm-7:30pm

At the heart of this course of study is how obligation, or the binding responsibility to respond to the other, both lends teaching its moral integrity but also takes an enormous emotional toll on those who teach. Obligation is of particular importance today, given that the field of education is increasingly being restructured by ideologies of managerialism resulting in increased standardization and greater demand for accountability. Such ideologies can evoke feelings of self-doubt, guilt, anxiety and shame in teachers, often manifesting in burnout and ultimately, greater teacher attrition. Questions for consideration will include: How do teachers experience—think about, dream, fear, struggle with—obligation? What is the link between the material conditions and structural organization of teachers' work and teachers' emotional worlds? What, if any, is the relationship between the emotional toll of obligation and teachers' decisions to stay or to leave the teaching profession?

EDCP 585E 031: Special Course in Curriculum and Pedagogy: Technology, Time, and Teaching: George Grant's Critique of Education (3)

Instructor(s): Dr. William Pinar

Term: 1

Day and Time: Thu, 10:30am-1:30pm



In this course we will study George Grant's critique of time, technology, and teaching. Grant (1918-1988) has been characterized as a political philosopher, Canadian nationalist, contrarian thinker, theologian, witness, prophet. Each of these, I suggest, were enacted through his teaching. Over the course of his lifetime George Grant was engaged in public education - the education of the public - first through his World War II work with the Canadian Adult Education Association, then his teaching at Dalhousie and McMaster Universities, his numerous lectures featured by the Canadian Broadcasting Corporation (CBC), and at public events from teacher meetings in Halifax to teach-ins in Toronto. Throughout the course we will attend to the pertinence of Grant's teaching to the circumstances in which educators work today.

EDST 565A 081: Special Course in Subject Matter (Documentary Films and Festivals in Adult Learning) (3)

Instructor(s): Dr. Andre Mazawi

Term: 1

Day and Time: Sat, 8:30am-4:30pm

EPSE 565A 074: Special Course in Subject Matter Field: Interdisciplinary Consultation (3)

Instructor(s): Dr. Allison Cloth

Term: 1

Day and Time: Mon, 1:00pm-4:00pm

This course will include training in effective consultation for helping professionals (e.g., physicians, social workers, nurses, psychologists). The course will focus on Process Consultation, and communication, collaboration and leadership skills. There will also be a focus on enhancing motivation towards behaviour change, as well as encouraging sustainable and generalizable outcomes. The course will include skills for working with individual, group and organizational clients as well as across settings (e.g., schools, community organizations and hospitals), with their unique timetables and goals. Students will practice case assessment and intervention via a consultee-centered approach both in class and out of class (where possible). Allison Cloth, PhD, works from an ecological/humanist perspective and has worked as a consultant across various settings. Dr. Cloth also has over 50 hours of advanced training in Motivational Interviewing.

EPSE 565I 074: Special Course in Subject Matter Field: Conceptual Foundations of Inclusive Education (3)

Instructor(s): TBA

Term: 2

Day and Time: Wed, 4:30pm-7:30pm

This course will empower participants to understand, critique, build from, integrate, and/or generate frameworks for meeting the needs of diverse learners in inclusive classrooms (e.g., UDL, RTI, SEL, Indigenous perspectives, Strengths-based approaches, Differentiated Instruction).

EPSE 565R 074 Special Course in Subject Matter Field: Fostering Motivation and Self-Regulation (3)

Instructor(s): TBA

Term: 1



Day and Time: Thu, 4:30pm-7:30pm

EPSE 565T 075: Special Course in Subject Matter Field: Inclusive Programming for Students Requiring Targeted Intervention (Tier II/III) Supports (3)

Instructor(s): TBA

Term: 2

Day and Time: Tue, 4:30pm-7:30pm

This course builds on EPSE 565i to explore universally designed, inclusive assessment and programming for students requiring targeted intervention supports. Research exploring perspectives regarding a special education / remedial approach to Tier II/III and universally designed environmental perspectives will be discussed, as will Indigenous perspectives related to ability/disability and inclusion. Neurodevelopmental and academic pedagogical frameworks that focus on building success in the inclusive classroom will be explored, and students will learn to construct assessment profiles and design inclusive, strength-based IEP's in keeping with these multiple frameworks.

EPSE 581A 074: Special Topics in Measurement, Evaluation, and Research Methodology: Data Visualization (3)

Instructor(s): Dr. Yan Liu

Term: 2

Day and Time: Fri, 1:00pm-4:00pm

Graphical displays of data are a powerful way to communicate key messages and findings in quantitative research across social sciences. On the one hand, effective use of graphical presentation unveils rich and meaningful information in the data. On the other hand, improper use of graphical techniques may lead to misleading interpretation of the data. The objective of this course is to teach both conceptual principles and practical skills for data visualization. Students will learn the basic principles for making impactful graphics, to distinguish junk graphics from good ones, to create basic graphics and web-based interactive graphics using R software packages (e.g., ggplot and shiny R). Teaching modes include lectures, pair and group discussions, hands-on practice, and research projects.

EPSE 604B 074: Advanced Topics in Human Development, Learning, and Culture: Community Systems for Children, Youth, and Families (3)

Instructor(s): Dr. Laurie Ford

Term: 2

Day and Time: Tue, 1pm-4pm

In this advanced graduate level seminar students will become familiar with environmental contexts including community based programs for children, youth, and their families. Many professionals working in education and other professions are familiar with the school and educational context. In this seminar we will examine the role of the community in the development of and support for children, youth and their families. The readings, assignments, and activities for the course will take an interdisciplinary perspective and would be of relevance for those working in a variety of human service professions (e.g. psychology, education, social work, nursing, and other health professions). An



emphasis will be placed on strengths and assets along with the challenges facing communities today that impact children, youth, and their families. Course content will be delivered via readings, lectures, in-class discussions and activities, and guest class participants. If possible some experiences in the community outside of UBC will also be included.

LLED 565A 061: Special Course in Subject Matter Field (The Power of the Word: Dub Poetry as Canadian Educational Critique) (3)

Instructor(s): Dr. Annette Henry

Term: 1

Day and Time: Thu, 4:30pm-7:30pm

The power of the word is all-important in African and African-derived cultures. Whether the African griot, or the black preacher, or the dub poet, the word is performance and politics. This course examines the language and performance of dub poetry as a multifaceted linguistic, cultural transgressive, radical, populist, activist art form. It depicts the realities of contemporary black lives in Canada and calls into question the very ideas of multiculturalism. This Jamaican-derived artistic form celebrates the popular language that the British-style colonial education taught the people to despise. Dub poetry provides an analytic springboard to carry out an intersectional and critical inquiry into many problematics in everyday Canadian life that have implications for our educational theorizing practice from critiques of “acceptable English” and one’s “nation language”, to transnational identities and youth marginalization. We will use dub poetry as a set of political epistemological and political statements about the possibilities and limitations of Canadian multicultural society. The course will be a dialogue between theoretical scholarship the pedagogy of dub poetry. The aim of the course is to re-think educational possibilities through this critical, intersectional lens. Canadian Jamaican dub poets will be invited to the class intermittently. At these times the general public will also be invited to attend sessions.

LLED 565B 062: Special Course in Subject Matter Field (Intercultural Education: Theories, Research, and Practice) (3)

Instructor(s): Dr. Meike Wernicke-Heinrichs

Term: 2

Day and Time: Thu, 4:30pm-7:30pm

In education, intercultural competence has been defined in many ways, from cultural differences or *mélanges* (Dervin, 2010) to specific kinds of knowledge or *savoirs* (Byram, 1997), to a synthesis of themes that center on empathy, perspective taking, and adaptability (Deardorff, 2009). This course examines intercultural learning as a way of mediating understanding across multiple frames of reference that engage a dynamic complex of diverse beliefs, values, assumptions, and actions which are grounded in differential power relations. Students consider interculturality within the context of education, specifically as it pertains to the learning and teaching of language. The principal aim of the course is to provide teachers and teacher educators with resources to investigate and integrate productive ways of interpreting intercultural processes in their classrooms and beyond. Course content focuses on conceptual origins of culture and language, historical beginnings of intercultural research, as well as non-Western orientations and discourse approaches to interculturality. It includes an overview of well-known models of intercultural competence for assessment and considers intercultural teaching and



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learning in language classrooms, on study abroad, and in digital environments, while taking into account the integration of local Indigenous perspectives.

LLED 565E 062: Special Course in Subject Matter Field (Learning and Teaching Second/Foreign Language Vocabulary) (3)

Instructor(s): Dr. Andreea Cervatiuc

Term: 2

Day and Time: Wed, 4:30pm-7:30pm

This course critically explores the following areas of second/foreign language vocabulary: a) Vocabulary description - types of lexical items, vocabulary size, word frequency lists, and text coverage; b) Vocabulary acquisition - incidental vocabulary acquisition, intentional vocabulary learning, and the role of vocabulary in language and literacy development; c) Vocabulary pedagogy - a balanced framework for vocabulary development, vocabulary teaching techniques, and the lexical approach; d) Vocabulary assessment - an overview of the main types of vocabulary tests and a framework for assessing vocabulary knowledge. The course combines a theoretical approach with practical tasks intended to improve the professional practice of prospectives.