



## 2019W Special Topics Courses

### Term 1

#### **EDST 565A 081 Special Course in Subject Matter Field: Migration and Adult Education (3)**

*Instructor:* Dr. Hongxia Shan

*Term:* 1

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

#### **EDST 565D 021 Special Course in Subject Matter Field: Policy Analysis in Education (3)**

*Instructor:* Dr. Jude Walker

*Term:* 1

*Day and Time:* online

#### **EPSE 581B 074 Special Topics in Measurement, Evaluation, and Research Methodology: Qualitative Methods Topic: Practicing Phenomenological Research (3)**

*Instructor:* Dr. Sandra Mathison

*Term:* 1

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

This course focuses on ways phenomenological research is used in the social sciences, including descriptive and critical approaches. There will be some focus on the philosophical foundations of phenomenology in order to understand the guiding principles for research within a phenomenological tradition, including key concepts such as phenomena, lifeworlds, intentionality, and intersubjectivity. The course will consider a range of approaches that can be used to learn about lived experience, and how these approaches can be used within the practice of phenomenological research.

#### **EPSE 581C 074 Special Topics in Measurement, Evaluation, and Research Methodology: Qualitative Methods Topic (3)**

*Instructor:* TBD

*Term:* 1

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

#### **KIN 500F 001 Aging, Health, and Physical Activity: Socio-Cultural Perspectives (3)**

*Instructor:* Dr. Laura Hurd Clarke

*Term:* 1

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

The purpose of this course is to examine the socio-cultural research and theorizing pertaining to aging, health, and physical activity. In particular, this course considers how older adults' embodied experiences



of health and physical activity are shaped and constrained by their social position as well as cultural norms and ideals. Thus, we discuss the role of age, ability, culture, gender identity, racialization, sexual orientation, and social class on older adults' everyday experiences of health and the moving body. We additionally explore how health and physical activity in later life are shaped and constrained by ableism, ageism, classism, healthism, heterosexism, and successful aging narratives. Specific topics related to health and physical activity in later life that we investigate include body image, chronic illness, consumer culture, disability, elite sport, exercise and leisure activities, technology, and the built environment.

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

*Instructor:* Dr. Annette Henry

*Term:* 1

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

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 565P 061 Special Course in Subject Matter Field: Indigenous Language and Culture Education (3)**

*Instructor:* Dr. Candace Galla

*Term:* 1

*Day and Time:* Tue, 6:00 p.m. to 9:00 p.m.

**LLED 565Q 061 Special Course in Subject Matter Field: Power and Politics in Children's Language and Literacy Practice (3)**

*Instructor:* Dr. Meghan Corella

*Term:* 1

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

In this course, we will examine how children negotiate relations of power and the politics of age/maturity, race, gender, sexuality, and class (among other discourses) through their language and literacy practices across a variety of social settings and societies. Theoretical perspectives will include



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sociocultural linguistics, critical race theories, feminism, and queer theory. The primary emphasis will be on qualitative work.

## Term 2

### **EDCP 585A 032 Review of Research in Curriculum and Pedagogy: Indigenous Visual Expression as Pedagogy (3)**

*Instructor:* Dr. Shannon Leddy

*Term:* 2

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

This course explores the pedagogical implications of Indigenous art making and visual expression (everything from mask making, to painting, to performance art), both for Indigenous peoples themselves, and for non-Indigenous viewers and consumers. The story of Indigenous visual expression arcs from before contact through to the present, so we begin with looking at the history of display practices and their impact on our understandings of art and material culture, of representation, misrepresentation, and self-representation (Lonetree, 2012; Ki-Ke-In, 2013). We will examine art making as auto-pedagogical, in that Indigenous makers learn as they go, about themselves, their own culture, and their relationship with the world (Anthes, 2015; Nicolson, 2013). For the rest of us, Indigenous visual expression provides a pedagogy as we learn to view art as text, and employ a process of phenomenological inquiry that provokes dialogue leading to better understanding (Leddy, 2014). Throughout the entirety of our examination of this topic, we will be working towards developing decolonial literacies that will support ourselves as teachers as we support our students in their learning.

### **EDCP 585B 032 Special Course in Curriculum and Pedagogy: International Teacher Education (3)**

*Instructor:* Dr. Peter Grimmett

*Term:* 2

*Day and Time:* 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 585D 032 Review of Research in Curriculum and Pedagogy: Alternatives to Scholarly Writing (3)**

*Instructor:* Dr. Karen Mayer

*Term:* 2

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



Want to be part of a writing community? Think of thesis writing as a marathon. You train. Thesis writing calls for more than the “mopping up” of research detail. Writing continues to be the primary means scholars communicate and represent research and ideas. In this course we explore what constitutes scholarly writing as well as creative forms, styles and intentions that can be an appropriate fit within research texts. As well, we venture into techniques, such as storyboarding, that guide clear, coherent and engaging writing. As a community, we participate in writing activities, critiques and discussion of related issues (e.g., voice, style, perspective, claims). You are welcome to use your own writing projects during the course.

**EDST 565B 62A Special Course in Subject Matter Field (3)**

*Instructor:* Dr. Rob VanWynsberghe

*Term:* 2

*Day and Time:* Sat, 9:00 a.m. to 10:00 a.m.

**This course is offered specifically for EfS2 cohort students ONLY.**

**EPSE 604B 074: Advanced Topics in Human Development, Learning, and Culture: Imaginative Playing and Playful Imagining Throughout Life (3)**

*Instructor:* Dr. Jennifer A. Vadeboncoeur

*Term:* 2

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

Imaginative play, which combines an imaginary situation with roles and rules for action, is sometimes thought of as a trivial activity that is only appropriate for young children. Research, however, highlights its significance for learning and developing throughout life. Playful learning in the early and middle years and imaginative thinking and feeling in later childhood and beyond is, some would argue, a foundation for the innovation and creativity required for cultural transformation. This course engages students with readings and activities that reflect a cultural-historical approach to imaginative playing, imagining, and creating and emphasizes contributions to cognitive, social, and emotional development. As a seminar, the focus of the course is on reading, dialogue, and play, with a self-designed final project. Both Master's and Doctoral students are welcome.

**EPSE 681B 074 Advanced Topics in Measurement, Evaluation, and Research Methodology  
Qualitative Methods Topic: Narrative Inquiry (3)**

*Instructor:* Dr. Sandra Mathison

*Term:* 2

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

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. This is an advanced seminar for doctoral students. This course will focus 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 (such as the historical roots of narrative inquiry in German idealism, Bruner's conception of narrative knowledge, Ricoeur's conception of time, and John Dewey's notions of experience), and
- the pragmatics of doing narrative inquiry.

**Prerequisites:** EPSE 595 or equivalent

**EPSE 681C 090 Advanced Topics in Measurement, Evaluation, and Research Methodology:  
Quantitative Methods Topic: Test Theory, Reliability, and Generalizability Theory (3)**

*Instructor:* Dr. Bruno Zumbo

*Term:* 2

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

This is an advanced seminar on measurement and psychometric theories. Topics include (a) the structure and principle results of classical (psychometric) test theory, (b) varied quantifiers of test reliability such as coefficients omega, alpha, or beta; stratified alpha; reliability with Likert-like item response data; (c) conditional standard error of measurement; (d) rater and inter-rater reliability, and (e) introduction to generalizability theory.

**Prerequisites:** EPSE 528, 592, and 596; or equivalent

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

*Instructor:* Dr. Meike Wernicke

*Term:* 2

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

In education, intercultural understanding has been defined as navigating cultural differences or *mélanges*, as involving specific kinds of knowledge or *savoirs*, as developing the capacity for empathy, perspective taking, and adaptability, or as acquired dispositions for engaging with otherness. This course considers interculturality as a means of examining differences of understanding across multiple frames of reference that engage diverse beliefs, values, assumptions, and actions to construct meaning within varying relations of power. The principal aim of the course is to provide teachers and teacher educators with resources to investigate, interrogate, and productively integrate ways of interpreting intercultural processes in their classrooms and beyond. Course content attends to theoretical conceptions of culture and language, historical beginnings of intercultural research, critical and non-Western orientations, and discourse approaches to interculturality. Intercultural learning, teaching, and assessment are considered in classroom contexts, digital environments, and study abroad. In keeping with the critical orientation of the course, readings and discussions are supported with examples from the local context with an emphasis on Indigenous knowledge and ways of learning.



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

*Instructor:* Dr. Andreea Cervatiuc

*Term:* 2

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

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 prospective and current second/foreign language teachers.