

# EDUCATION CURRIC, TCHG, & LRNG (EDUB)

## **EDUB 7000 Contemporary Perspectives and Practices in Arts Education 3 cr**

A study of current and emerging perspectives and practices in arts education with an emphasis on recent theory and research as it relates to arts teaching and learning for social justice

## **EDUB 7002 Curriculum Leadership through Community Art 3 cr**

An exploration of curriculum leadership as a socially responsible problem-solving process and the role of community art in advancing democratic and holistic values in a variety of educational environments. Students will reflect upon related historic and contemporary curriculum movements, how these inform social change, and the implications for leadership that promotes democracy and social justice.

## **EDUB 7010 Seminar in Art Education 1 3 cr**

An examination of the major historical, philosophical, psychological and socio-cultural foundations of art education. The study of major developments in each of these areas will form a basis for understanding current theory and practice.

## **EDUB 7020 Seminar in Art Education 2 3 cr**

The study of the methodology, content and problems of art education research, curriculum development and practice. Students will explore research methodology and curriculum design through individualized projects related to classroom practice.

## **EDUB 7030 The Arts in Education 3 cr**

An examination of the role of the arts in general education. Emphasis will be placed on knowledge of the role of perception, aesthetic valuing and cognition in arts education, and application of this understanding and knowledge to educational practice.

## **EDUB 7040 Seminar in Educational Drama 3 cr**

A critical examination of the literature and current research in educational drama. Consideration will be given to the philosophy, theory, and practice of drama in the classroom, and the evaluation of programs.

## **EDUB 7050 Seminar in Educational Theatre 3 cr**

A critical examination of the literature and current research in educational theatre. Consideration will be given to the philosophy, theory, and practice of theatre in the school setting, and to the evaluation of programs.

## **EDUB 7060 Seminar and Practicum in Clinical Diagnosis and Remediation 6 cr**

A thorough study of the etiology, diagnosis, and treatment of complex reading disabilities; practical experience under supervision in diagnosing reading problems and in prescribing, treating, interpreting, and reporting findings.

**PR/CR: A minimum grade of C is required unless otherwise indicated.**

Prerequisite: EDUB 5400 (C+).

## **EDUB 7070 Classical Research in Reading 3 cr**

A critical review, analysis, and synthesis of classical research studies in the psychology, psycholinguistics, sociology, and pedagogy of reading. Students may not hold credit for EDUB 7071.

**Equiv To:** EDUB 7071

## **EDUB 7090 Seminar in Reading Processes 3 cr**

A critical examination of theories and models of reading; a thorough study of the reading processes in relation to language, vision, hearing, neurological development, cognition and motivation.

## **EDUB 7100 Language and Literacy Curriculum Inquiry in the Early Years 3 cr**

A study of language and literacy curriculum in the early years of schooling. Participants will identify and examine issues and problems arising out of theory, research, and curriculum practices in early years classrooms. Participants will have the opportunity to develop and pursue a curriculum project in accordance with their professional research interests.

## **EDUB 7110 Research in Language and Literacy Development 3 cr**

An exploration of language and literacy development issues of professional interest to teachers. Participants will critically analyze language/literacy development theories, published research, and classroom observations. Opportunities will be created for participants to conduct their own language/literacy development inquiry in an educational setting. May not be held with EDUB 7111.

**Equiv To:** EDUB 7111

## **EDUB 7120 Curricular Issues in English Language Arts Education 3 cr**

This course will address a number of problematic issues in the development and implementation of school-based instruction in English language arts through critically considering the relationship of current theory, research and pedagogy.

## **EDUB 7130 Becoming Writers: Power, Place and Pedagogy in Teaching Writing 6 cr**

This course invites participants to engage in becoming stronger writers and more effective teachers, advocates, and researchers of writing. The course is designed with the premise that to become better teachers of writing (at any level), teachers must become writers themselves. This is an intensive and experiential course that affords opportunities to write; participate in writing groups; delve into professional literature in writing craft, research, theory and pedagogy; interact with guest speakers; explore thematic and social justice inquiries in writing, and design and lead a teaching demonstration. The course is open to all, regardless of prior writing experience. May not be held with EDUB 7142 or the former EDUB 7340 when titled "Writing Workshop: Writing for/as Human Rights" or the former EDUB 7350 when titled "Curriculum Development: Writing for/as Human Rights".

**Mutually Exclusive:** EDUB 7142, EDUB 7340, EDUB 7350

## **EDUB 7142 Topics in Curriculum, Teaching, and Learning 3 cr**

An advanced study of practices, ideas, and theories in curriculum, teaching and/or learning. The specific topics will vary to reflect changing priorities, trends, and interests in the field of curriculum studies. Students can earn multiple credits for this course only when the topic subtitle is different.

## **EDUB 7150 Seminar in Reading and Response to Literature 3 cr**

This course is designed to familiarize students with the historical and philosophical trends in reading and response to literature; it will survey major developmental reading and literary response trends, examine the epistemological assumptions associated with those developments and explore the developing thought in how students process written texts, in particular, literary texts. The course will also examine curricular implications in reading and literary response.

**EDUB 7160 Language Teacher as Researcher 3 cr**

The purpose of this course is to investigate the characteristic parameters of teachers as researchers in the context of their own classroom. Three fundamental principles provide a curricular perspective to guide the participants: voice, conversation, and community. With this perspective, the language teacher engages in classroom inquiry with the goal of understanding language and teaching through the learners as curricular informants. May not be held with EDUB 7161.

**Equiv To:** EDUB 7161

**EDUB 7180 Research in Written Composition 3 cr**

A critical analysis of research and research methods in written composition process and pedagogy. Consideration will be given to classic studies, historical development, current trends and research, and evaluation procedures as they apply to the study and teaching of writing. May not be held with EDUB 7181.

**Equiv To:** EDUB 7181

**EDUB 7190 Research in Language for Learning 3 cr**

A critical study of the research literature in how language can support learning in all areas of schooling. The course will focus on the role of language in supporting learning in all subject areas and will specifically investigate the research about the role of talking, reading, and writing as tools for learning. May not be held with EDUB 7191.

**Equiv To:** EDUB 7191

**EDUB 7210 Seminar in E.S.L. Theory and Practice 3 cr**

Opportunity will be given to examine critically the major theories and methodologies used in E.S.L. instruction and research.

**EDUB 7212 Critical Applied Linguistics in a Global Context 3 cr**

We will examine the role of English comparatively and internationally in a variety of educational systems and regimes, relating the micro-relations of applied linguistics to the macro relations of society, exploring the roles of critical theory in language teaching and learning, and developing self-reflexivity as scholars in second language education.

**EDUB 7214 Proseminar in Second Language Education 3 cr**

This course addresses approaches, resources, orientations, frameworks, and skills needed to succeed in the Second Language Education graduate program, including the role and nature of language education research, theoretical traditions, and professional development. May not be held with EDUB 7142 when titled "Proseminar in Second Language Education".

**EDUB 7220 Research Issues and Application in TESL (Teaching English as a Second Language) 3 cr**

This course focuses on a survey of ESL and language development research issues, procedures, and findings. This research review will serve as the basis for students to plan individual research and conduct a pilot study.

**EDUB 7290 Curriculum Research in Early Years: Young Children and Social Semiotics 3 cr**

An investigation of the social nature of learning and children's use of semiotic systems (language, art, music, dance, drama, and mathematics) as ways of knowing in the Early Years (K-4) classroom. Participants will conceive, organize, and conduct a research project that allows them to develop an understanding of children's use of one or more semiotic systems within a curriculum context.

**EDUB 7330 Inquiry in Curriculum and Instruction 3 cr**

An examination of the issues involved in critiquing and synthesizing inquiry in curriculum and instruction studies in the humanities and social sciences. The course will also introduce students to the variety of ways in which inquiry may be conducted in instructional settings and will focus on how the research on curriculum and instruction can be validly synthesized across studies.

**EDUB 7416 Teaching and Learning in Post-Secondary Education 3 cr**

An in-depth study of teaching and learning in post-secondary education contexts grounded in current theoretical, research and pedagogical literatures.

**EDUB 7420 Study of Teaching 3 cr**

Views of teaching, paradigms, and methodologies for studying teaching and carrying out inquiries into teaching. May not be held with EDUB 7421.

**Equiv To:** EDUB 7421

**EDUB 7450 Seminar in Educational Technology 3 cr**

A review of current research in educational technology and a critical appraisal of recent technology in instructional development.

**EDUB 7460 Information Technology and Education 3 cr**

A theoretic study of information media and environments, their educational and societal impact, and their educational application.

**EDUB 7470 Seminar in Mathematics Education 3 cr**

An analysis of methods and materials in mathematics education, a review of research, and a critical appraisal of current curriculum development.

**EDUB 7490 Theories of Teaching and Learning Mathematics 3 cr**

An examination of theories of teaching and learning mathematics in K-12 and post-secondary settings including the roles of curriculum and assessment in these theories.

**EDUB 7492 Recent Advances in Mathematics Education and Science Education 3 cr**

An examination of recent advances in theory, research, policy and practice in mathematics education and science education in settings within schools and beyond. Social, cultural, ethical, human rights and sustainability dimensions of recent advances in mathematics education and science education will be considered. Opportunities to explore commonalities and intersections between mathematics education and science education as well as recent advances unique to either mathematics education or science education will be provided.

**EDUB 7494 Processes and Practices in Teaching and Learning Science 3 cr**

An analysis of science education instructional and learning perspectives encountered in current research and curriculum in this area. Emphasis will be given to current research in science instruction such as (but not exclusive to) argumentation, problem-based and project-based learning, technological design and problem solving, scientific inquiry in the laboratory, assessment and sustainability.

**EDUB 7500 Seminar in Science Education: Philosophical and Theoretical Foundations 3 cr**

An analysis of science education foundations, from epistemological and theoretical perspectives encountered in current research and historical and contemporary curriculum developments in this area. Emphasis will be given to Nature of Science (NOS), and discussions about the normative and cultural aspects of mainstream (Western) science grounded in current research and theory in science education.

**EDUB 7510 Educational Problems and Advanced Methods in Health and/or Physical Education 3 cr**

An examination of the relationship of research to educational practice in the teaching of health and/or physical education.

**EDUB 7520 Contemporary Curricula in Health and/or Physical Education 3 cr**

An examination of principles and content of health and/or physical education curricula and programs. Logistical and social-political factors associated with implementation will be examined.

**EDUB 7530 Curriculum Development and Implementation in Language and Literacy 3 cr**

A study of historical antecedents - issues, theory and research - in relation to both the reading and writing curriculum contrasted with current structuralist, poststructuralist and deconstructivist views of knowledge construction with emphasis on discourse synthesis, individual cognitive processes and social influences on literacy learning. Not to be held with EDUB 7531.

**PR/CR: A minimum grade of C is required unless otherwise indicated.**

Prerequisite: A minimum of 3 credit hours of reading courses (C+).

**Equiv To:** EDUB 7531

**EDUB 7540 Final Seminar in Curriculum, Teaching and Learning 3 cr**

Seminar and workshop on processes and products in writing and defending an M.Ed. final inquiry paper. Both qualitative and quantitative research models will be acknowledged. Not to be held with EDUB 7541.

**PR/CR: A minimum grade of C is required unless otherwise indicated.**

Prerequisite: Minimum 24 credit hours completed in a comprehensive M.Ed. Program (C+).

**Equiv To:** EDUB 7541

**EDUB 7542 Contemporary Approaches to Curriculum Theorizing 3 cr**

An overview of current approaches to curriculum theorizing including decolonial/post-colonial, queer, ecological, aesthetic, and feminist perspectives.

**EDUB 7544 Teacher Professional Development 3 cr**

The course explores selected aspects of teacher professional development and critically considers the various contexts, discourses, and approaches of teacher learning and professional development. May not be held with EDUB 7142 or EDUB 7340 when titled "Teacher Professional Development".

**EDUB 7546 Curriculum Leadership 3 cr**

This course explores the meaning of curriculum leadership, related historic and contemporary curriculum movements, how these inform and relate to social change, and the implications for leadership that promotes democracy and social justice. May not be held with EDUB 7142 when titled "Curriculum Leadership".

**EDUB 7548 Critical Perspectives of Identities of Children and Youth 3 cr**

This course will explore historical, reconceptualist and postmodern theories of children and childhood. Students will critically consider the ways in which children and youth have been constructed over time; including the historical, political and epistemological influences and implications of these constructions, and the educational, political and methodological effects of particular constructions of identity.

**EDUB 7550 Curriculum: Historical Perspectives and Contemporary Implications 3 cr**

Historical Developments of curriculum as a field of study and inquiry, including the philosophical, social, political, and cultural contexts of curriculum.

**EDUB 7552 Critical Theory in Education 3 cr**

A course tracing the theoretical lineage of critical theory, including the historical context and reception of authors associated with the Frankfurt School; and an exploration of the ways in which critical theory has changed over time, its application in education and pedagogy, and contemporary education contexts, practices, and theories. May not be held with EDUB 7142 when titled "Critical Theory in Education".

**EDUB 7560 Theory and Practice of Curriculum Design and Development 3 cr**

An examination of the theory and practice of the design, development, implementation and evaluation of curricula for K-12 and adult/post-secondary levels.

**EDUB 7580 Social, Cultural, and Political Theories in Second Language Acquisition 3 cr**

Examination of historical and contemporary theories, research, and issues regarding social, cultural, and political approaches to the study of additional language learning and teaching.

**EDUB 7590 Internationalization of Technical and Vocational Education and Training 3 cr**

An exploration and critical evaluation of basic assumptions underlying the theories and values of globalization and the internationalization of technical and vocational education and training (TVET). Emphasis will be placed on the examination of how these theories and values influence institutions, programs, policies and practices in TVET.

**EDUB 7600 Action Research in Education 3 cr**

The study of the theory and practice of action and participatory action research in education including models, principles and practices, criteria for assessing quality, ethics, and modes of representation.

**PR/CR: A minimum grade of C is required unless otherwise indicated.**

Prerequisite: EDUA 7830 (C+).

**EDUB 7602 Narrative Inquiry in Educational Research 3 cr**

This course is organized to enhance participants' practical and theoretical understandings of narrative inquiry as a research methodology through work around weekly readings, class activities and unfolding inquiry. May not be held with EDUA 7860 when titled "Narrative Inquiry in Educational Research".

**PR/CR: A minimum grade of C is required unless otherwise indicated.**

Prerequisite: EDUA 7830 (C+).

**EDUB 7700 Contemplative, Holistic, and Integrative Education: The Self 3 cr**

This course provides opportunities to study historical and contemporary theories and accompanying practices of self-awareness, self-knowledge, and self-development within and across the fields of contemplative, holistic, and integrative education.

**EDUB 7710 Contemplative, Holistic, and Integrative Education: The Social, Cultural, and Ecological 3 cr**

This course provides opportunities to study how historical and contemporary theories and accompanying practices of contemplative, holistic, and integrative education impact social, cultural, and ecological life.

**EDUB 7720 Approaches to Contemplative, Holistic, and Integrative Curriculum and Pedagogy 3 cr**

This course provides opportunities to study historical and contemporary approaches to curriculum, teaching and learning within and across the fields of contemplative, holistic, and integrative approaches to education.

**EDUB 7730 Being an Educator in Contemplative, Holistic, and Integrative Education 3 cr**

This course provides opportunities to study historical and contemporary approaches to being an educator within and across the fields of contemplative, holistic, and integrative approaches to education.

**EDUB 7740 Recent Topics in Research in Contemplative, Holistic, and Integrative Education 3 cr**

This course provides opportunities for advanced studies in contemplative, holistic, and integrative education. The specific topics will vary to reflect changing and emerging priorities, trends, and interests in the field of studies. Students can earn multiple credits for this course only when the topic subtitle is different.

**EDUB 7750 Seminar in Studies in Contemplative, Holistic, and Integrative Education 3 cr**

This seminar course provides opportunities to study selected theories in and approaches to contemplative, holistic, and integrative education. The course will provide an overview of and provocations for thinking about contemplative, holistic, and integrative approaches to education through relevant readings, seminar discussions, and inquiry.

**EDUB 7900 Critical Examination of Reconciliation in and through Education 3 cr**

In this course, participants will critically examine the historical, social, cultural, political, and ethical contexts for (re-)conciliation in Canada, and the role that education can and should play in this journey. Participants will engage with a range of theories to understand those contexts, the role of education in (re-)conciliation, and participants' implication in such endeavours. May not be held with EDUB 5220 or EDUB 7142 when titled "Critical Examination of Reconciliation in and through Education".

**EDUB 7910 Seminar in Indigenous (First Nations, Métis, Inuit) Education 3 cr**

This seminar course provides opportunities to study different theories in and approaches to Indigenous (First Nations, Métis, Inuit) education.

**EDUB 7930 First Nations, Metis, and Inuit Ways of Knowing in/for Curriculum, Teaching and Learning 3 cr**

This course will examine Indigenous (First Nations/Metis/Inuit) knowledge, heritage, consciousness, and traditions and their use in education. Students will have the opportunity to study traditions, knowledges, practices and other cultural activities, and their potential incorporation into and/or confluence with curriculum, teaching, and learning. May not be held with EDUB 7142 where the title is "Indigenous Ways of Knowing in/for Curriculum, Teaching and Learning".

**EDUB 7950 Indigenous Storytelling, Narrative and Storywork as Pedagogy 3 cr**

An exploration of Indigenous (First Nations, Metis, and Inuit) storytelling, narratives, and storywork in/as Indigenous pedagogy within curriculum, teaching and learning. The relationships between oral and written traditions, and the use of Indigenous literary-texts within a range of topic areas will be reviewed. May not be held with EDUB 7142 where the title is "Indigenous Storytelling, Narrative and Storywork as Pedagogy".