BA EDUCATIONAL STUDIES COURSE LISTING

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COURSE DESCRIPTIONS (New and Unmodified)

[New] ***ED/EDST 1000 3.00 What is Education For?*** While we often assume that we have answered the question of 'what is education for' this course seeks to reconsider the many contested desires, values and aims of education. Drawing on classical and contemporary philosophy and theory we will explore how education is concerned with cultivating 'the human' and the possibility of a common world. To wonder again about 'what education is for' – in an existential, political and ethical sense – we will ask about the nature of authority, power and freedom, about what justifies and bounds our interactions in education, and about the possibility of fostering the 'philosophical soul.'

[New] ***ED/EDST 1100 3.00 Situated Learning and Education*** Situated theories of learning are introduced in this course and contrasted with other theories of learning. Situated learning theories also are critically examined in relation to the kinds of educational experiences that flow from the manner in which learning is framed, who or what the "teacher" is in any one instance of learning, how the "learner" is positioned, and the role of the interpersonal dynamics such as affect and power. The implications of situated theories of learning are considered in relation to the provisioning of educational experiences in a variety of contexts, with particular reference to a life-long learning perspective.

[New] ***ED/EDST 1200 3.00 Place and Learning.*** Physical spaces invite certain types of engagements with the world while precluding others. This course explores the role of physical spaces in learning with specific reference to emotion, curiosity and relationality. Drawing on scholarship from a range of disciplines including geography, architecture, design, environmental studies and education, the course: a) reviews the history of thinking about the design of "instructional space" in schools, museums, galleries and other spaces intended to support learning; investigate the learning potential of other spaces, natural (wilderness, desert, etc.) and human-made (malls, streetcorners, etc.); b) considers the conditions that inhibit and inspire learning; and c) explores the implications for individual learning, public education, and civic engagement.

ED/EDUC 2200 3.00 Issues in Indigenous Education. This course explores wide-ranging issues in Indigenous education. It is grounded in Indigenous understandings and practices of education. It explores the ongoing impact of colonization, promotes decolonizing approaches by challenging deficit thinking and presents successful educational models with the possibility of practitioners integrating aspects of these methods into personal practice.

ED/EDUC 2300 3.00 Pedagogy of the Land. This course explores Indigenous understandings of the land as the first teacher. Participants experience and analyze the significance of the specific spaces where teaching and learning take place. Indigenous epistemologies, storying and decolonizing methodologies guide and inform the work.

ED/EDUC 2400 3.00 Education as Communication. This course focuses on the nature of communication in pluralistic societies, that is, in societal contexts characterized by linguistic and cultural diversity. Emphasis is on the social uses of speaking and writing and interpreting what is being communicated in school and classroom settings. Course content and organization are premised on a developmental and sociolinguistic viewpoint toward communication that recognizes the interdependence of language with cultural and social structures. Issues of bilingual and multilingual learners will be addressed.

[New] ***ED/EDST 2450 3.00 Multilingualism and multiculturalism in educational contexts***. This course explores cultural diversity and linguistic pluralism in super-diverse societies; examines social history and cultural identity against language policy, pedagogy, and social practice; and considers how education in multicultural societies can be redesigned for successful, cooperative learning outcomes.

[New] ***ED/EDST 2500 3.00 Cultural Representations of Education***. This course examines representations of education, as they exist in literary and visual forms. Novels, films, exhibitions, photography, and memorials are among the types of representations that may be examined in the course. The course considers how cultural representations of pedagogy affect contemporary ideas about teaching and

learning. Social institutions and popular culture have the capacity to create, not just reflect, knowledge. A central assumption of the course is that cultural representations impact the ways that educators understand themselves and their work. The course raises questions about the significance of cultural depictions, their historical and social formation, and their value for theorizing multiple learning environments.

ED/EDUC 2700 3.00 Teaching Internationally and Interculturally. This course engages students in a comparative and international exploration of cultural traditions and beliefs, as well as their reflection on schooling and teaching practices. Throughout the course, students will examine diverse cultural and educational contexts in Canada and around the world in relation to imperialism, globalization, and internationalization, and raise questions about critical issues such as social class, race, ethnicity and gender. Students will be encouraged to develop an understanding of education in political, social, economic, linguistic, and cultural contexts around the world and search for effective pedagogical practices for teaching students of diverse cultural, class, racial, ethnic, and language backgrounds both locally and internationally.

ED/EDUC 2720 3.00 Teaching English in International Contexts. This course addresses key dimensions of teaching English in international contexts. It examines theoretical and practical aspects of teaching English, including feedback and assessment, learner profiles, student agency, and e-learning approaches in environments where English is not the majority language.

[New] **ED/EDST 3100 3.00 Recreation and Education** This course explores the role of recreational activities, particularly sports in the schooling and educational lives, interests, aspirations and achievements of youth in contemporary society. Consideration is given to the social, cultural and political benefits and costs associated with participation in recreational activities noting how policies and programs make possible access and opportunities for participation in recreational activities in schools and community facilities. Further topics include how engagement in recreational or extra-curricular activities supports school engagement and high educational attainment, contributes to good health, teaches discipline, builds confidence, facilitates cultural experiences, and/or exchanges, and enables cultural and social integration.

[New] **ED/EDST 3200 3.00 Apprenticeship Learning and Learning Communities.** From the early British Guild system to our current high technology, postmodern society, the "apprenticeship" is central to learning in workplace communities of practice. In this course, apprenticeship learning is considered in relation to exemplary forms of acquiring knowledge/skills, the primacy of pragmatic knowledge/skills, the social distribution of knowledge/skills, and the flexible and changing nature of knowledge and skills. This course also examines this symbiotic relationship between "experts," apprentices, and learning communities in private, governmental and social enterprises. Consideration is given to knowledge/skills distribution and social justice issues that arise in hierarchical multiethnic and mixed gender work environments.

ED/EDUC 3300 3.00 Urban Education. This course focuses on the theory and practice of schooling in settings characterized by diversity related to socio-economic status, ethnicity, race, culture and citizenship. It examines historical and socio-political contexts of education and explores their impact on conceptions of learning, curriculum and pedagogy with specific application for working in urban school environments.

[New] **ED/EDST 3400 3.00 Policy and Public Educational Institutions .** This course explores the interaction in education among political authorities, public agencies, and community groups. It examines the influence that non-government organizations, such as parent groups, business and labour associations, and social movements have in the world of schooling and post-secondary education.

ED/EDUC 3500 3.00 Inclusive Education . An introduction to the policy and practice of inclusive education is presented in this course. Students will have an opportunity to select a focus for inquiry and explore inclusive education in a broad sense.

ED/EDUC 3600 3.00 Literacy and Culture. This course investigates how children become literate and addresses issues of second language learning and culture in literacy development. It will pursue successful practices for literacy development while exploring issues of diversity.

ED/EDUC 3610 3.00 New Media Literacies and Culture. This course will explore new media technologies and literacies prevalent in contemporary popular culture and of increasing importance in education. An array of new media technologies and emergent literacies will be explored to consider their pedagogical, curricular, and socio-cultural implications.

ED/EDUC 3650 3.00 The Psychoanalysis of Teaching and Learning. This course analyzes the emotional world of the teacher's learning and considers aspects of the psychology of teaching. It overviews psychoanalytic theory and provides a vocabulary for understanding self and other, all with a focus on interpreting emotional life in education.

ED/EDUC 3700 3.00 Educating for a Sustainable Future: A Multidisciplinary Approach. This course provides an introduction to the theory and practice of education for sustainability. It traces the approach from its origins in outdoor and environmental education to its contemporary expression as an interdisciplinary approach that explores the relation between education and social, economic, and environmental issues.

ED/EDUC 3710 3.00 Global Issues and Education. This course provides analyses of the process of globalization and its impact on life in Canada and abroad including its impact on education. Students will explore how global issues can be incorporated into curriculum thinking about teaching and learning.

ED/EDUC 3720 3.00 Philosophical Inquiry into Critical Thinking and Curriculum. This course investigates philosophical inquiry, critical thinking, and curriculum. It explores questions about how the mind works, the nature of critical thought, and implications of these for curriculum and instruction. Relevant philosophical and theoretical traditions and perspectives will be considered.

ED/EDUC 3730 3.00 Education and Human Rights. This course provides an analysis of human rights law as it intersects with education and schooling in Ontario.

ED/EDUC 3750 3.00 Educational Assessment. This course considers the conceptual and ethical issues in educational assessment; the process of developing, evaluating and using assessment procedures; the interpretation, communication and use of assessment results; and the role of gender, ethnic, cultural and linguistic diversity in educational assessment.

ED/EDUC 3760 3.00 Early and Family Literacy. This course will examine young children's literacy development both before and during the first years of schooling. The role of families in this development will also be examined. Issues related to diversity will be incorporated.

ED/EDUC 3770 3.00 Teaching and Learning with Digital Technology. This course provides an introduction to the theory and practice of teaching and learning with digital technologies. Topics include applied learning theories and the use of Web-based tools, productivity and document sharing tools, graphics software, educational games, and mobile devices.

[New] *ED/EDST 3800 3.00 Research Methods in Educational Studies.* This course introduces students to the research methodologies associated with educational studies. Both qualitative and quantitative research methods will be introduced.

ED/EDUC 3900 3.00 Studies in Popular Culture. This course considers recent debates on the uses of various forms of popular culture in educational research and pedagogical practice. The course will draw upon mainstream and independent films, contemporary fiction, graphic novels and comics, and popular forms

of music, as well as research in cultural studies.

ED/EDUC 3910 3.00 Reflecting on and Interpreting the International Educational Experience. This course is
designed specifically for York University students whose undergraduate program has includes an
international education experience. A wide range of theories in international and intercultural education,
cross cultural psychology, internationalization, globalization and post-colonial studies will provide a
critical analytical framework to promote student reflection and interpretation of their international
experiences. Thus, international experience is a prerequisite for this elective course. It will encourage
students to integrate experiential learning into the theory and practice of their respective academic
disciplines.

[New] ***ED/EDST 3999 3.00 Experience, Inquire, Contribute (EIC): Learning in Context.*** This course offers students
opportunities to engage in learning about educational studies in context. Portfolios of students' academic
work in educational studies are created and used as a point of departure for fieldwork experiences
settings engaged in educational work. The experiences may be of three types: a) simply engaging in the
varied experiences the setting offers, b) conducting an inquiry project, or c) making a contribution to the
educational studies work (e.g., collaborating on policy, curricular or marketing documents; teaching,
collaborating on specific site projects). An analytical report commenting on the learning in context is the
culminating activity of the course.

[New] ***ED/EDST 4000 3.00 Community Organizations and Education.*** In this research course students conduct a
small-scale study exploring how community organizations carry out their educational functions in
increasingly changing, culturally diverse, inequitable contexts. Drawing upon disciplinary
conceptualizations of community in fields such as psychology, critical psychology, sociology, education,
social work , students are introduced to a broad discussion of *community* and how ideas of community
can inform the work of community organizations. Multiple understandings of community—as theory, as
place, as method, as identity, as ideology, as policy and practice— are used to review and rethink the
work of community organizations as community resources providing education for the learning needs,
interests and aspirations of community members. Students examine, in reference to their own research
study, the place of community organizations as constituents of change

[New] ***ED/EDST 4010 3.o0 Educating for Activism***. This course engages students in possibilities of social activism
and change across multiple educational sites. The course draws on histories of social movements and
their educational significance. Theories of oppression, social justice and actor networks are the basis for
to support student experience and interest in working for change in communities and public sites of
education. Focus is given to the role of pedagogy in compelling and supporting social change in agents
and communities. To discuss the complex dynamics of activism, students analyze a range of
representations depicting social movements including those found in films, narratives and empirical
accounts.

[New] ***ED/EDST 4020 3.00 The Politics Of Social Transformation: Studies Of Great And Not-So-Great Educators.***
This course presents a side of education that involves the history, politics, and controversies of individual
educators dedicated to social transformation. It draws from the perspectives of social psychology, and
theories of development and social change to analyze biographies, novels, films, and historical research
for insight into great and not so great experiments in public pedagogy and cultural life. The course
considers the appeals and pitfalls of authoritarian, charismatic, accidental, and non-authoritarian leaders
and their judgments, strategies, and problems addressed. The course is designed to create a method for
analyzing contradictory motives, historical processes at work, and the effects of influencing the minds and
hearts of others. Three questions frame our study: how does one judge the efficacy of the appeals of
ideals, values, and strategies of experiments in education? How do great and not so great educators
communicate their work and goals? What factors and beliefs make an educator great or not so great?

[New] ***ED/EDST 4040 3.00 The Nature and Responsibility of Professional Practice.*** This course offers students an opportunity to consider the nature and responsibilities of professional practice. An introductory review of the central theoretical trends and debates within the field will be offered identifying competing theories and approaches. The relationship between professional knowledge and professional responsibility will be critically analyzed from a range of sociological theoretical perspectives that explain and critique the power and behavior of professions in society. The interaction between knowledge production, academic intellectual inquiry, professionalization and professional practice will be examined. A critical sociological understanding of the processes of professional education and the ways theoretical approaches understand the relations among professional responsibility, professional culture and the workings of and relationship between professions and society will be explored. Issues of diversity and equity facing professions will be raised and analyzed in terms of power relations within and between professions and society. Students will be invited to envision alternative models of professional responsibility.

[New] ***ED/EDST 4100 3.00 Theories, Strategies, and Challenges of Group Work.*** This course examines the development of groups: how a group comes to think together, communicate the nature of their experience, tolerate conflict and difference, create common efforts, solve interpersonal dilemmas, accept or refuse members, experiment with new ideas, and become influenced by their goals and projects. Both leaderless and leader oriented groups are discussed. A relational approach to group life is used to consider theories of group psychology, cultural differences, the nature of authority, and conflicts with self/other influence. Readings and media are oriented by case studies of group work in: hospitals, community programs serving vulnerable populations, the making of films, and public pedagogical sites such as museums and youth training programs.

[New] ***ED/EDST 4200 3.00 Creating Curriculum.*** The nature of curriculum and how to develop it in relation to the unique demands of specific contexts are the central concerns of this course. Working with theories in the field of curriculum studies, this course considers the nature of educational experience both broadly and in a range of contexts, including NGOs, the private sector, the cultural sector, and the health sector. Creating curriculum is here understood as the development of a set of experiences and object relations that frame both formal and informal pedagogical experiences outside of school settings, addressing how such frameworks shape the relations between people, practices, objects of inquiry, and knowledge. Areas of study include public pedagogy, museum education, community-based education, embodiment and learning, experiential education, arts-based education, and adult education.

[New] ***ED/EDST 4300 3.00 Policy and Practice.*** This course introduces students to various perspectives on how policy is made and enacted in public and private institutions at local, provincial, federal, and global levels. It examines relationships between policies and how the same policy leads to varied (and often unequal) effects for different groups. Finally, the course highlights how individuals and groups can influence policy processes.

[New] ***ED/EDST 4500 3.00 Ethics and Educating in Community and Work Contexts.*** This course provides students with an overview of the evolving field of moral educational leadership and introduces them to multiple ethical frames for interpreting case studies from community and professional settings. In reviewing, assessing and discussing real world examples, the relationship between the stance of educators who do not teach in schools and the local demands of their work is examined. Key questions include the following: how do we recognize a social good in teaching and learning? How do we distinguish the duties of educators and students? How does an educator weigh competing obligations? What is responsibility, and does it constrain or enable practice? What is a moral educator?

[New] ***ED/EDST 4999 3.00 Experience, Inquire, Contribute (EIC): Learning in Context.*** This course offers students opportunities to engage in learning about educational studies in context. Portfolios of students' academic work in educational studies are created and used as a point of departure for fieldwork experiences settings engaged in educational work. The experiences may be of three types: a) simply engaging in the varied experiences the setting offers, b) conducting an inquiry project, or c) making a contribution to the

educational studies work (e.g., collaborating on policy, curricular or marketing documents; teaching, collaborating on specific site projects). The course culminates with a conference in which portfolios are presented.