

## 2022-2023 Research Methods Courses (Summer 2023)

### **EDCP 538 941: Theory and Research in Environmental Education**

*Instructor:* Dr. Sandra Scott

*Summer Term:* Please consult with the department

*Day and Time:* Tuesday & Thursday 4:30 p.m. to 7:30 p.m. (Scarfe 1204)

The course will begin with an exploration of personal perspectives on the human-nature relationship. We will address the relevance of eco-philosophical literature to personal eco-philosophies and draw upon the research interest to derive knowledge claims within a blended qualitative/quantitative context. We will then explore conceptions of environmental education as ecological thought as we interweave research and practice. As a community, we will engage with Place through Eco-Pedagogy, acknowledging our lived experiences, ideally ways of Knowing Being, Doing, & Healing across sciences, languages, humanities, and the arts. The following questions will guide our stories: How might environmental science, aesthetics, ethics, and histories together with environmental action and community inform our research and practice? What might we include as elements of our own eco-philosophies? Finally, claims of bias and indoctrination often confront those who care for the Earth and follow a goal of socio-political action. Can initiatives, especially those treating controversial issues and advocating for informed and responsible action, be defensible on educational grounds? How might we approach environmental problems related to climate and nature emergency including biodiversity loss, ecosystem collapse, and mass extinction due to ecological devaluing and destruction that lead to crises such as Covid-19? Our work will be informed by deep ecology perspectives as we engage with and understand gifts of clean air, water, and soil, as human rights as well as Earth rights for the more-than-human world.

### **EDCP 508D 951: Review of Research in Curriculum & Pedagogy: Cross-Cultural Research in an Era of Climate Change and Global Inequities**

*Instructor:* Dr. Peter Cole

*Summer Term:* 2 (July 24, 2023 to August 4, 2023)

*Day and Time:* Monday to Friday 11:30 a.m. to 3:30 p.m. (Ponderosa Commons North-Oak Cedar House 1215)

The focus of this research methodology course is to guide students in the design of cross-cultural research in this era of climate change and accelerating global social inequities. This course explores the opportunities and challenges of conducting research across different worldviews, knowledge systems, languages and geographies. Students will critically reflect on how their own cultural worldviews, lived experiences and life narratives influence the shaping of their research projects as they work to articulate research method(ologie)s and research projects that promote equity, social justice and ecojustice in local and global contexts.

### **EDUC 500 951: Research Methodology**

*Instructor:* Dr. Shawn Forde

*Summer Term:* Please consult with the department

*Day and Time:* Monday to Friday 10:30 a.m. to 1:00 p.m. (Ponderosa Commons North-Oak Cedar House 1008)

This course provides an introduction to educational research methods, methodologies, and philosophies. Specifically, the course will: (1) Introduce students to philosophical questions and discussions relating to research and knowledge in educational contexts, (2) Familiarize students with a cross-section of methodologies and methods available for conducting research in education (e.g. arts-based, ethnographic, action research, experiments, surveys, discourse & historical analyses), (3) Familiarize students with resources available to them for the conduct of research, (4) Familiarize students with various rhetorical techniques for reading and writing research and provide an analysis of paradigmatic orientations to research as inquiry; and, (4) Familiarize students with ethical issues relating to research.

### **EDCP 539 941: Narrativity, Ecopedagogy and Indigeneity**

*Instructor:* Dr. Peter Cole

*Summer Term:* 1 (15 May-26 June)

*Day and Time:* Monday & Wednesday 4:30 p.m. to 7:30 p.m. (Scarfe 205)

The power of narratives will be explored as they intersect with ecopedagogical and Indigenous knowings and practices toward a multi-storied, compassionate, just and ecologically sustainable world. Engaging with the course readings, videos, activities and seminar discussions, this course offers students time and space to consider human, non-human and more-than-human worlds not simply as concepts, but as intra-actions of interdependency and reciprocity. Students will respond critically to the course readings and activities in written, oral and/or other means of their choosing as they create ecopedagogical narratives grounded in their own research interests, cultural knowings, histories, lived experiences, geographies and ecologies.

### **LLED565X: Qualitative Methods in Educational Research: Knowing, Doing and Being**

*Instructor:* Dr. Jennifer Jenson

*Summer Term:* 1

*Day and Time:* Fully online in May with M, T, W as synchronous meeting times from 4:30 p.m. to 7:30 p.m. Thursday is asynchronous.

This course is about the “doing” of qualitative research as a practical, ethically regulated engagement in “knowing, doing and being”. Investigating, interrogating and interpreting values, meanings and purposes unspoken and taken largely for granted in the course and conduct of everyday life is what distinguishes the study of human action from all other forms of inquiry. It is because questions of value, significance and agency form the core of such inquiry that, for qualitative researchers, epistemological and ethical



issues converge in the very idea of what it is to conduct educational research. To that end, we will look both at the centre, and at the edges of what counts as a “methodology” and thereby, “research”. Class activities will provide a guided apprenticeship into basic research practices, including observations, ethical review, fieldnotes, interviews, data interpretation, analysis, reporting and write-up. Students will read exemplary research studies and methodological approaches, and will propose and initiate a study of their own. Questions such as “What kind of story does this research tell?”, “Whose story is told, how, by whom, and for whose benefit?” and “How can qualitative research pursue ‘validity’?” will guide a comprehensive inquiry into contemporary qualitative research methodologies, methods and processes in education. We will also consider ways in which research practices are technologically reconfigured, and how this technological re-mediation impacts qualitative research methods and practices.

### **ECED 565B: Review of Innovative Research Methodologies in Early and Primary Education**

*Instructor:* Dr. Iris Berger

*Summer Term:* 1 (May-June)

*Day and Time:* Monday-Wednesday 4:30 p.m. to 7:30 p.m.

This course is designed to broaden graduate students’ knowledge and experience diverse research methodologies emerging in the 21st century applied to work with children in the early and primary years. In addition, the course engages students in thinking how research methodologies are linked to current theoretical, cultural, social, ethical and political understandings of childhood(s) Topics covered, but are not limited to, decolonizing and anti-racist methodologies, trans/queer research methods, art-based approaches, post-human, affective and embodied ways of knowing, relational and place-based pedagogies.

This is an in-person course. Class time encompasses lectures, class discussions, in-class writing exercises, field experiences, and the application of knowledge through assignments. The course includes presentations and dialogue with guest scholars/researchers who are using innovative research methodologies. The course instructor will facilitate class discussions on course readings and guest scholars/researchers’ presentations. Students will regularly respond to course readings (in writing or by using other modalities), complete an in-depth study of innovative research methodologies, and compose and present a research project proposal that applies an innovative research methodology for work with children studied in class. Students are expected to critically and reflectively read the research literature, generate questions, and actively participate in class discussions and activities. Overall, the course aims at fostering an innovative and forward-thinking research culture that honors complex and diverse forms of knowing among graduate students.

**EDST 508A 941: Review of Research in Educational Studies: Photographic Research Methods**

*Instructor:* Dr. Amy Metcalfe

*Summer Term:* 1 (15 May-22 June)

*Day and Time:* Monday & Wednesday 1:00 p.m. to 4:00 p.m. (Hybrid)

This research methods course focuses on the methods and methodology of photography within the research context. The course will examine the process of collecting/creating photographs, methods for coding and analyzing photographic/digital data, and techniques for reporting findings that concern photographic materials in research. Theoretical explorations of the nature of imagery and visuality from cultural studies, Indigenous studies, sociology, anthropology, philosophy, the visual arts and art history will be addressed as foundations for research questions that concern photographs and the use of photographic research methods. While there are no pre-requisites for this course, it is expected that students will be familiar with qualitative research and inquiry methods (such as through EDUC 500, EDST 571, or EDST 545). The course will be Hybrid (mix of in person, asynchronous & synchronous)

**EDST 572 941: Research, Writing, and Representation**

*Instructor:* Dr. Samuel D. Rocha

*Summer Term:* 1 (15 May-22 June)

*Day and Time:* Tuesday & Thursday 4:30 p.m. to 7:30 p.m. (In-person)

*Focus or Content:* Readings, discussion, and lectures about authorship, academic writing, English composition, and the arts of writing.

*Goals, Objectives or Learning Outcomes:* A better understanding of the craft of writing as writers, improvement of editorial skills, and a deeper appreciation for the complexity of the task of writing and its politics.

*Assignments or Assessment Process:* An auto-author interview and weekly flashpoint writings

**EDST 595 951: Philosophical Research in Education**

*Instructor:* Dr. Samuel D. Rocha

*Summer Term:* 2 (4-21 July)

*Day and Time:* Monday to Friday, 1:30 p.m. to 4:00 p.m. (In-person)

*Focus or Content:* A survey of contemporary research in philosophy of education.

*Goals, Objectives or Learning Outcomes:* An understanding and appreciation of contemporary issues and debates in philosophy of education.

*Assignments or Assessment Process:* A term paper

**EDST 508A 951: Review of Research in Educational Studies - BCPVPA/ UBC Foundations for New School Leaders (formerly the Short Course)**

*Instructor:* Dr. Mark Edwards

*Summer Term:* 26 June-7 July

*Day and Time:* Monday to Thursday 8:00 a.m. to 6:00 p.m. (In-person)

(Monday, June 26th, 4:30 – 7:30 pm – Seminar 1 / Tuesday, June 28th, 4:30 – 7:30 pm – Seminar 2 / Monday, July 3 – Friday, July 7th – all day / Check with instructor for precise times.)

*Please contact the department or instructor for the course description.*

**EDUC 500 921: Research Methodology in Education**

*Instructor:* Dr. Handel Wright

*Summer Term:* 1 (15 May-22 June)

*Day and Time:* Monday & Wednesday 4:30 p.m. to 7:30 p.m. (In-person)

*Please contact the department or instructor for the course description.*

**EPSE 483: Reading and Interpreting Research in Education**

*Instructor:* TBD

*Summer Term:* TBD

*Day and Time:* TBD

This course is an introductory research methods course for MEd students who are being trained as consumers rather than producers of educational research. Therefore, the course focuses on developing skills for locating, understanding, interpreting and critiquing education research. The course provides an overview of research design and process, introduces the concepts and skills involved in understanding and analyzing research in education, and provides an overview of basic, general knowledge of various research methodologies. Objectives of the course include the following:

- develop library search skills and knowledge about resources for locating research articles and reports
- understand the relationship between research questions, designs and methodologies
- understand different research designs and methods such as correlational, experimental, ethnographic
- understand and interpret statistical data and findings
- understand and critique research methodologies and analyses
- develop skills to analyze and critique articles
- understand and apply concepts of validity and validity evidence in understanding and critiquing research reports

Prerequisites: No prerequisites

**EPSE 482: Introduction to Statistics for Research in Education**

*Instructor:* TBD

*Summer Term:* TBD

*Day and Time:* TBD

This course provides an overview of descriptive and inferential statistics commonly used in educational and psychological research.

Students successfully completing this course should be able to comprehend the assumptions, limitations, and uses of statistical methods; compute and interpret descriptive and selected inferential statistics; comprehend research that reports frequencies, means, t-tests, F-tests, and nonparametric tests; engage in statistical thinking; and develop a positive attitude towards the use of statistical methods.

The key concepts include data displays, descriptive statistics, variance, standardized distributions, sampling, probability distributions, sampling error, hypothesis testing, t and F-tests for comparing independent and dependent means, comparing proportions, correlation, and simple linear regression.

Prerequisites: Grade 12 algebra/math. A college level course in mathematics or statistics will be a definite advantage.