EDUCATION

Facilities

The Faculty of Education is housed on the West Campus in Duncan McArthur Hall. The facility contains extensive resources to support its academic programs.

The newly-renovated Queen's Education Library is a three-floor facility that provides online and print support for both classroom practice and educational research. The third floor of the library is home to a Research Collection that includes scholarly monographs, an Ontario Historic Textbook collection, a Historic Ontario Ministry of Education documents collection, print copies of graduate theses and projects (pre-2010), and print journals that we have decided to retain on site. The Library is a welcoming space that provides graduate students with both individual study carrels, areas for collaborative work, and informal seating with views over Lake Ontario. The online collections at Queen's University Library are substantial and include over 2000 online journals in the field and strong ebook holdings. The Queen's Library subscribes to the major research databases in Education, including Education Source and ERIC on the EBSCOhost platform, ProQuest Dissertations and Theses Global, Web of Science, and many other disciplinary and multidisciplinary databases that support interdisciplinary study. Two specialist Education Librarians support the work of graduate students in education, with additional services provided by our Research Data Management and Open Scholarship Services teams. Graduate-level instruction ranges from one-on-one consultations to group workshops on research tools (EndNote, Covidence) and search strategies. Teaching venues include a classroom equipped with 18 computers and a Teaching Corner for larger classes in the Main Library Room. The teaching spaces are both equipped with projection and sound capacities. The Queen's University Library supports researchers across the entire research life cycle, from assisting with the development of a research question, to the writing of a literature review, the completion of a data management plan, the analysis of data, the dissemination of research results, and the preservation of data and scholarship. We welcome our graduate community to visit our curated print collections and to read more about our services on the Queen's University Library Education Research Guide (https://guides.library.queensu.ca/education-research/overview/).

IT Support Services works in collaboration with central IT Services to support staff, faculty and students by providing training, technical support and workshops.

McArthur Hall also has its own gymnasium for teaching as well as for recreation, laboratories, a drama and art studio, and a technological education wing. In addition, the Faculty is proud of its graduate student facility that was designed to promote an active, engaged community, and enhance quality of life for students. It includes personal and collaborative work areas, specially designed furniture and lighting, a conference room, coffee bar, computers, and printing facilities.

Fields of Study

Students are not required to choose a specific field of study but will work with a program advisor to develop a program that meets their professional goals and research interests.

Financial Assistance

Only students who are registered as full-time for the session are eligible for fellowships and other support. Several graduate assistantships are available in the Faculty of Education. In addition to Queen's awards full-time students should be aware of the following sources of financial assistance:

- Ontario Graduate Scholarship (OGS) Program
- Social Sciences and Humanities Research Council of Canada (SSHRC)

Programs of Study
Doctor of Philosophy (Ph.D.)

The program of study leading to the Ph.D. in Education is designed to educate researchers and professionals to address critical educational issues within and beyond the traditional formal school systems; to educate these researchers and professionals from an integrated and interdisciplinary perspective through participation in on-going research programs; and to provide these researchers and professionals with the scholarly, methodological, and critical knowledge and skills to conduct original research in education.

Admission requirements

Admission to the Doctor of Philosophy in Education program is based upon completion of a Master's degree in Education or equivalent advanced-level credential with first class standing (A- or 80% or higher) at a recognized university. Professional experience in education or a related field is an asset.

Applicants are required to submit a brief research proposal (one to two pages maximum), and to contact one or two potential academic supervisors to obtain confirmation that

he/she is willing to supervise their work if they apply for and receive an offer of admission.

Applicants whose native languages do not include English must obtain a passing score in one of the accepted tests of English language proficiency. Information can be found in the General Regulations of the School of Graduate Studies and Postdoctoral Affairs here: International Students (https://www.queensu.ca/grad-postdoc/grad-studies/international-students/).

Promotion from the M.Ed. program in the Faculty of Education at Queen's University to the Ph.D. in Education program may be considered under exceptional circumstances. If you are interested in this option, you are encouraged to contact the Faculty's Associate Dean of Graduate Studies. Additional information about this option can be found in the General Regulations of the School of Graduate Studies and Postdoctoral Affairs here: Academic Qualifications for Admission (https://www.queensu.ca/academic-calendar/graduate-studies/admission-registration/).

Master of Education (M.Ed.)

The Master of Education program is designed to develop in its graduates leadership abilities that emerge from critical enquiry including critical reflection, and research and development activity.

Each student is assigned to a program advisor whose responsibilities include developing with the student a program of study that coheres with the student's professional goals and with the program's aims.

The program consists of a minimum credit value of ten half courses. Students select one of two program patterns (see Structure of Graduate Degree Programs (https://queensu-ca-public.courseleaf.com/graduate-studies/general-regulations/)). A student's registration must be approved by the assigned Program Advisor, the Associate Dean of Graduate Studies, and the School of Graduate Studies and Postdoctoral Affairs.

Admission Requirements

To be considered for admission to the Master of Education program, applicants must provide evidence of:

1. Professional experience, a B.Ed. degree or its equivalent, and a minimum of a B- average in a Bachelor's degree or its equivalent.
   or
2. Two years professional or industrial experience, and a minimum of a B- average in a Bachelor's Honours degree or its equivalent.
   or

3. A B.Ed. degree, and a minimum of a mid-B average in a Bachelor's degree or its equivalent.
4. Applicants whose native languages do not include English must obtain a passing score in one of the accepted tests of English language proficiency. Information can be found in the General Regulations of the School of Graduate Studies here: International Students (https://www.queensu.ca/grad-postdoc/grad-studies/international-students/).

Special Admissions Requirements

Each year, up to five full-time students will be admitted who have demonstrated exceptional ability to undertake research. These applicants need not have professional teaching experience, nor a B.Ed. degree, but must possess a record of high academic achievement in an Honours degree or its equivalent, and must present courses that constitute preparation for research in education. Prior to admission, applicants in this category must develop a program of study, in Pattern I (thesis route), with a member of Graduate Faculty. The program of study may require more than the normal ten half courses, and may include courses from other programs of the Faculty of Education. The program of study must be approved by the Graduate Studies and Research Committee of the Faculty of Education before the application can be approved. Persons who are uncertain if they are eligible for admission to the M.Ed. program are encouraged to contact the Graduate Studies Office at the Faculty of Education.

Dual Master of Education Degree Program

South China Normal University (SCNU) students will first attend one year of the Master of Education program at SCNU and then one year of the Master of Education program at Queen's. Queen's students will first attend one year of the Master of Education program at Queen's and then one year of the Master of Education program at SCNU. For the third year, SCNU and Queen's students will choose to complete their studies (internship course and thesis) either at SCNU or Queen's. The Dual Master's Degree Program is divided into stages, and is to be completed in three (3) years for both SCNU and Queen's students.

SCNU students who participate in the Dual Master's Degree Program must be enrolled on a full-time basis, for the duration of the program, in the Master of Education program at SCNU; they will also be enrolled as full-time students in the Master of Education program at Queen's for the academic period they spend at Queen's and until completion of all degree requirements.

Queen's students who participate in the Dual Master's Degree Program must be enrolled on a full-time basis, for

the duration of the program, in the Master of Education program at Queen's; they will also be enrolled in the Master of Education program at SCNU for the academic period they spend at SCNU and until completion of all degree requirements. Queen's students must apply for and receive full time, off campus status to cover the duration of any term or terms spent on location at SCNU.

Students participating in the Dual Master's Degree Program who successfully complete all degree requirements of the Master of Education, Queen's University and the Master of Education, South China Normal University will receive two degrees, one from each participating university.

Admission Requirements

Each institution will nominate candidates for participation in the Dual Master's Degree Program. In addition to the requirement that the candidate must meet the admissions criteria of the home institution, the following criteria must be met for a student to qualify for nomination to the Dual Master's Degree Program:

1. Candidates applying to Queen's as the host institution must meet the admission requirements of the Queen's Master of Education program, including English language proficiency requirements.
2. Candidates applying to SCNU as the host institution must meet the admission requirements for the Master of Education program; the Chinese language requirement is waived for Queen's students.

Students will be nominated based on academic merit, past work and extracurricular experiences, as well as a demonstration of strong motivation to participate in the program.

Additional Regulations

Dual Master's Degree students will be responsible for completing the required immigration procedures needed to pursue studies and the internship course in the country of the host institution. The host institution will provide the necessary information about immigration requirements in the host country, along with admission documents to enable the dual degree-seeking student to apply for permission to study and complete the internship course in the host country.

Faculty

Dean
Luce-Kapler, R.

Associate Dean of Graduate Studies
Morcom, L.

Associate Dean, Research and Strategic Initiatives

Cooper, A.

Professor
Bruno-Jofré, R.[1], Cheng, L., Christou, T., DeLuca, C., Kutsyuruba, B., Luce-Kapler, R., Myers, M.J.

Associate Professor
Beach, P., Berg, D., Bolden, B., Chahine, S., Chin, P., Cooper, A., MacEachren, E., Morcom, L., Pyper, J., Reeve, R., Shurr, J.

Assistant Professor
Ahn, C., Airton, L., Butler, A., Kukkonen, T., Matheson, I., McGregor, H., Pillay, T., Searle, M., Timmons, K.[2]

Adjunct Associate
Johnston, A., Martin, A.K.

Professor Emeritus
Colgan, L., Hutchinson, N., Kirby, J.R., Lewis, M.A., O'Farrell, L., Rees, R., Russell, T., Shulha, L., Smithrim, K., Upitis, R.B., Welch, M., Wilson, R.

Cross-Appointed
Bakhurst, D., Brulé, E., Côté, J., Green, M., Stockley, D., Taylor, P.D., Zevin, B.

1 - On Leave January 2024-June 2024

2 – On Leave July 2023–June 2024

Programs of Study

Applications to these programs are made in accordance with the general regulations of the School of Graduate Studies and Postdoctoral Affairs.

- Education - Doctor of Philosophy (https://queensu-ca-public.courseleaf.com/graduate-studies/programs-study/education/education-phd/)
- Education - Graduate Diploma in Education (https://queensu-ca-public.courseleaf.com/graduate-studies/programs-study/education/education-graduate-diploma-professional-inquiry/)
- Education - Master of Education (https://queensu-ca-public.courseleaf.com/graduate-studies/programs-study/education/education-med/)
- Education- Professional Master of Education (https://queensu-ca-public.courseleaf.com/graduate-studies/programs-study/education/education-professional-master/)
- World Indigenous Studies in Education - Master of Education (https://queensu-ca-public.courseleaf.com/graduate-studies/programs-study/education/world-indigenous-studies-education-med/)

Courses

The actual courses offered each term will be determined by student demand and the availability of faculty. Most courses will take the form of seminars and individual studies for a total of 36 hours. During the fall and winter terms courses normally require three hours per week. The 36 hours for each course are scheduled over four weeks during the summer term period.

With the exception of EDUC 898, 899 and 999, all courses are 3.0 credit units.

EDUC 800 Curriculum Design and Implementation
Explores the theory and practice of curriculum design. Theoretical bases and practical implications of different models of curriculum innovation in relation to curriculum policies and educational change will be examined. Applicable to both school and professional-based learning environments. Not offered 2023-24.

EDUC 801 Special Topics in Curriculum and Instruction
Topics vary from term to term. They include: the curriculum in such areas as Reading, Science, Mathematics, Counselling, Adult Education, English, Social Studies, Health Sciences, Aesthetic Education, Experiential Education, Language Education, etc. Not offered 2023-24.

EDUC 802 Understanding Curriculum
Explores theories and philosophies that have shaped the field of curriculum across contexts. Focusses on understanding social, political, and cultural aspects of the complex, shifting, and interconnected relationship between curriculum and pedagogy. Deepens awareness of curriculum understanding by including diverse perspectives from dominant and non-dominant traditions. Fall; C. Ahn.
Equivalent: EDUC 873
Exclusion: EDUC 873

EDUC 803 Contemporary Curriculum Theory
This course is designed to extend knowledge of curriculum theory and criticism. By construing curriculum as a tension between individuals and society, the course considers the impact of contemporary thought on central curriculum concepts like knowledge, subject matter, assessment, teaching, and learning. Summer; H. McGregor.

EDUC 804 Creativity in Educational Research and Practice
 In this course students explore how to theorize, support and research creativity in educational contexts. Topics include models of the creative process, theories of creativity, teaching for creativity, motivating creativity, assessing creativity, and conceptualizing creativity research. Course activities will involve leading seminars, responding to key texts and debates, engaging in creative work, and analyzing creative thinking and processes. (3.0 credit units). Not offered 2023-24.

EDUC 805 Foundations of Scholarly Work
This course introduces students to the foundational skills of scholarly work. There will be a practical emphasis on academic writing development, argumentation, grantsmanship, and engagement within a scholarly community. This course will also explore the foundational structures and components of academic texts including journal articles, grant applications, conference proposals, books, chapters, etc. Grading will be a pass/fail basis for this course. Fall/Winter; I. Matheson.

EDUC 806 Scholarly Writing and Dissemination
In this course students will explore scholarly writing, publication, and dissemination practices within Education. Throughout, students will engage in short and long writing activities designed to form a habit of strong writing. Students will be encouraged to experiment with different forms of scholarly writing with the goal of disseminating and writing publishable work. Students should have established foundational scholarly skills and be prepared to publicly disseminate content (i.e., findings or arguments). Fall; A. Cooper.

EDUC 809 Assessment of Student Growth and Achievement
This course will address basic practices, procedures, and reporting of student assessment as these apply to students, classrooms and schools. Principles of sound teacher-made and standardized assessments of student growth and achievement will be the major topics studied. Not offered 2023-24.

EDUC 810 Topics in Literacy Education
This study of the current state of literacy education will include the following topics: definitions and philosophies of literacy in English pedagogy, social and cultural influences, literary theories, writing and reading pedagogies, practices of interpretation, current trends in literacy research, issues of assessment, and influences of media and technology on literacy. Winter; P. Beach.

EDUC 811 Second/Foreign Language Education
Current theories in Second/Foreign Language Education will be examined. Topics will include French as a Second Language, French Immersion, English as a Second Language, Foreign Languages, and the difference between acquisition and instruction. Summer; M. Myers.
EXCLUSION: EDUC 829

EDUC 812 Adult Education
An introduction to adult education as a field of study and practice that fosters collaborative and learner-directed

inquiry in the field of adult education. The course will focus on understanding how adults learn, developing and implementing effective curricula for adult learners, and helping adult educators reflect on the adult education process. It is suitable for all educators who want to learn more about adult learning issues, practices and concepts by applying adult learning theories to their own learning and teaching lives. Not offered 2023-24.

EDUC 813 Improving the Art of Teaching

Explores the art of teaching from scholarly and pedagogical perspectives. Literature includes teacher knowledge and thinking, strategies for improving professional development, and processes of change in school settings. The course will involve the use of approaches such as pattern, design, story, metaphor, rhythm, and mystery as strategies to enhance teaching and learning. Not offered 2023-24.

EDUC 815 Learning as Transformation

Transformative learning is the self-directed process by which we change the assumptions, beliefs, values or perspectives shaping our actions. The goal of this course is to help educators understand and promote transformative learning in our everyday lives and classrooms. The course approach will model its topic: we will use self-directed and transformative learning strategies in class sessions, and decisions about content and process will be the shared responsibility of the group and facilitator. Fall; E. MacEachren.

EDUC 820 Psychological Foundations of Learning

An introduction to diverse historical and contemporary perspectives on human learning and cognition. Topics may include cognitive processes, motivation, situated cognition, and the application of educational psychology through a critical lens. Not offered 2023-24.

EDUC 821 Development of Language and Literacy

An examination of current theories of literacy development in multiple forms and the related instructional approaches. Literacy is defined broadly; topics vary from year to year and may include the cognitive development of writing, digital literacy, and visual literacy. Not offered 2023-24.

EDUC 822 Inclusion of Exceptional Learners

An examination of the learning characteristics of children, adolescents, and adults with a range of exceptionalities, including giftedness, intellectual/developmental disabilities, behavioural disorders, communicational, physical, multiple, and learning disabilities. A major focus of this course will be on how we can successfully include individuals with exceptionalities in our classrooms and in our society. Winter; D. Berg.

EDUC 823 Psychology of Reading

An examination of current theories of reading processes and their implications for teaching reading and student learning from reading. One or more topics are covered in greater depth; topics vary from year to year and may include comprehension and study strategies, reading disabilities, the measurement of reading abilities, and word recognition skills. Not offered 2023-24.

EDUC 824 Psychology of Exceptionalities A

An examination of the concept of exceptionality, current understanding on the causes of exceptionalities, and instructional approaches. Topics may include cognitive and behavioural functioning, assessment, diagnosis and remediation, social cognition, and motivation. Fall; J. Shurr.

EDUC 825 Self-regulation and Executive Functions

This course applies theoretical perspectives to the study of executive functioning and self-regulation. Executive function topics include: theoretical models of executive functions, executive function development across the lifespan; the relations among executive functions, achievement, and behaviour; influences of individual differences and environmental contexts (e.g., classrooms) on self-regulation and executive functions. Students will consider implications of research on self-regulated learning in a variety of contexts. Self-regulation topics focus on: basic regulatory processes, cognitive, social and developmental dimensions of self-regulation, and self-regulation challenges. Not offered 2023-24.

EDUC 826 Motivation in Education

A review of theories of motivation and their practical applications within educational and other applied settings. The course will focus on current principles of motivation and include topics such as psychodynamics, attribution theory, goal theory, goal orientations, competences, interest, intrinsic/extrinsic motivation and biocultural factors. Not offered 2023-24.

EDUC 827 Measurement in Learning

This course focuses on the principles of instrument development, use, and analyses for the measurement of educational outcomes and constructs. Course topics will include survey and test development, factor analysis, reliability and validity. Not offered 2023-24.

EDUC 828 Topics in Program Evaluation

Determining the merit of educational programs requires that there be a fit between the needs and intentions of the program and the theoretical foundation guiding the evaluation. Students in this course will examine competing theoretical models of evaluation and be able to argue for their uses in particular program contexts. Not offered 2023-24.

EDUC 829 Social Cognition
A seminar course reviewing current research and theories of social cognition as applied to education. Topics will include situated cognition, self-regulation, and motivation. Not offered 2023-24.

EDUC 830 Advanced Topics in Psychology of Learning and Cognition
An advanced course for treatment of current research interests of graduate faculty and students in Psychology of Learning and Cognition. Topics will vary from term to term. This course is designed for students who have a strong background in Psychology of Learning and Cognition. Not offered 2023-24.

EDUC 833 Language and Learning
An examination of current theories and practices focusing on the role of language in learning. This course will focus on the study of language acquisition and development and their implications for education through topics such as syntax, lexicology, morphology, phonology, discourse analysis and pragmatics. Not offered 2023-24.

EDUC 840 Educational Assessment
Current theories and practices in generating and interpreting student assessment data are changing the way we measure achievement and learning. Using such data obtained from classrooms, schools, school boards, provincial, national and internal assessment programs, this course explores the use and impact of these evolving theories and practices. Not offered 2023-24.

EDUC 841 Perspectives on Program Evaluation
Expanding purposes and contexts for program evaluation draw on multiple theoretical frameworks and methodologies. Exploring evaluation decision making from these multiple perspectives provides insights into the scope, limitations and future territory of evaluation use. Not offered 2023-24.

EDUC 842 Teaching and Learning in Mathematics, Science and Technology
This course will investigate theories of cognition and research on teacher practice as related to mathematics, science and technology. It will include an examination of assessment practices, use of Information and Communication Technology (ICT) in teaching and learning, and translation of curriculum policy into practice. Winter; N. Radakovic.

EDUC 843 An Introduction to Evaluation as Community-Engaged Scholarship
This course provides a foundation for enacting program evaluation as a strategy for community-engaged scholarship with application across diverse disciplines (e.g., education, health, community development, policing, community-university partnerships) and forms of engagement.

The course is framed as a hybrid learning experience entitled, *QEval,* where students will develop a theoretical and conceptual foundation for undertaking community-engaged evaluation in response to community issues and priorities. (3.0 credit units). Summer; M. Searle.

EDUC 850 Critical Theories in Educational Contexts
This course introduces students to critical theories in educational contexts and examines and critiques the organization of power around cultural difference, race, class, ethnicity and other social/cultural markers. Teaching practices and policies that contribute to positive social change will also be explored. Fall; A. Butler.

EDUC 851 Issues in Cultural and Global Studies in Education
A seminar course that introduces students to critical social theories, current approaches to cultural analysis, theories of identity, sub-cultural positionings, to the practice and implications of social/cultural theories and global issues. Not offered 2023-24.

EDUC 852 History and Philosophy of Education
This course focuses on the historical and contemporary shaping of education through worldviews embedded in context. It explores and critiques the ways in which history and philosophy have been used to design and justify various educational approaches and structures. Not offered 2023-24.

EDUC 853 Advanced Studies in History and Philosophy of Education
The course will discuss a variety of topics in education policy from the perspectives of philosophy and history of education. Various schools of thought, both philosophical and historical, will be considered in discussing policies. Not offered 2023-24.

EDUC 854 Issues in Culture and Technology Studies in Education
A seminar course that introduces student to current critical thinking on technology, imagined within the largest possible framework as the human built world, and as such, as a cultural and social endeavour. Not offered 2023-24.

EDUC 855 Culture, Power and Knowledge: Looking to Possibility
Seminar participants will study issues pertinent to understanding the relationship between schooling and popular culture. Using the theories and methodologies of postmodernism/poststructuralism, particular attention will be paid to the relationship between culture as a social artifact and its expressions within the practices of education in the new Millennium. Not offered 2023-24.

EDUC 856 Advanced Topics in Cultural and Policy Studies

An advanced seminar course in critical social theories, current approaches to cultural analysis, theories of identity and sub-cultural positioning, and the theories and processes of developing, implementing, analyzing and evaluating policy. Not offered 2023-24.

EDUC 857 Social Inequity in Education: A Global Perspective
This seminar course examines educational inequality in Canada and internationally by reviewing theoretical frameworks and evidence on a range of social processes resulting in unequal distributions of individual resources. Throughout the seminar, inequalities in both outcomes and opportunities will be considered with attention to the consequences of inequalities for intergenerational social mobility. Alternate approaches for understanding the emergence, persistence, and mitigation of educational inequalities will be examined in relation to gender, race, social class, sexuality, and disability. Not offered 2023-24.

EDUC 858 Teaching in the Anthropocene
In this course students explore what and how to teach as they encounter intersecting crises associated with climate change. Topics include eco-anxiety, the opportunities and problems of conceptualizing ourselves as living in the "Anthropocene," the historical and cultural roots of human/more-than-human relationships, Indigenous perspectives on ecological relationality, pedagogical approaches in environmental education, activism, and hope. Course activities include thinking with theory, project development, and action planning. (3.0 credit units). Not offered 2023-24.

EDUC 859 Decolonizing and Indigenous Research
An examination of the history, ethics, and methodologies of Indigenous education research, taught through an Indigenous lens. Topics include positionality; dominant and Indigenous paradigms; the history of research in Indigenous contexts; Indigenous ontologies, epistemologies, and axiologies; critical theories and intersectionality; integrational, anti-colonial, and Indigenous theoretical frameworks; Ethical relationality and Indigenous research ethics; culturally appropriate data collection methods; quantitative, digital, and archival work in Indigenous contexts; and Indigenous knowledge mobilization. (3.0 credit units).

EDUC 860 Organizational Studies in Education
This course examines the established, emerging, and competing paradigms that shape educational organizations. Students will explore key concepts and theories of organization and of organizational behaviour and critique current organizational forms and practices from multiple perspectives. Additionally, students will consider the impact and outcomes of organizational forms and practices in education for diverse populations. Course topics may include organizational frames, leadership, governance, power, conflict resolution, equity, diversity, and inclusion, and sustainability. Not offered 2023-24.
Equivalent: EDUC 876
Exception: EDUC 876

EDUC 861 Policy Studies in Education
This course will introduce students to a critical study of policy in general and of policies in education in particular. The intention of this course is to develop in students a critical awareness of the social construction of policy, of intended and contingent impacts of policy, and of the components constituting the policy cycle. The process of policy-making will be explored using various perspectives and understandings of the phases of policy development, implementation, and evaluation. Not offered 2023-24.

EDUC 862 Educational Leadership
This course focuses on the historical and contemporary shaping of education through worldviews embedded in context. It explores and critiques the ways in which history and philosophy have been used to design and justify various educational approaches and structures. Fall; B. Kutsyuruba.

EDUC 863 Seminar in Policy Studies
A seminar course that introduces students to theoretical underpinnings of policy studies and a more in-depth understanding of the processes and challenges of developing, implementing, analyzing and evaluating policy from different perspectives. The course will examine the construction and deconstruction of educational policy through the lenses of various theoretical frameworks. This course will develop students' insight, knowledge and skills in multiple uses of policy within the historical, social, and political contexts through the discussion of specific policy issues and case studies of policy in practice. Not offered 2023-24.

EDUC 864 Knowledge Mobilization and Translation
There is an oft-cited gap between research, policy and practice. A new field of inquiry called knowledge mobilization (KMb) in education and knowledge translation (KT) in other sectors seek to address these gaps by integrating research and data use at multiple levels of the system to improve knowledge uptake. KMb and KT involve collaboration among diverse stakeholders including (but not limited to) researchers, intermediary organizations, practitioners, policymakers and community members. This course will focus on theory, research, and practical strategies related to KMb/KT across sectors. Not offered 2023-24.

EDUC 871 Indigenous Languages Revitalization
The focus of this course is on Indigenous languages and language revitalization. We will also discuss Indigenous Englishes and English literacy. Assessment will be based

on participation, as well as two submitted assignments: an abstract and a final project. Fall; J. Davis.

EDUC 872 Educational Research in Indigenous Contexts

An introduction to educational inquiry that focuses on the principal Western approaches and on the design and implementation of research appropriate for Indigenous contexts. Topics may include oral traditions, narrative research, archival research, Indigenous epistemologies, decolonization of research methodology, and ethical concerns about intellectual property. The course provides initial preparation for thesis and project work and introduces students to the tools and conventions of educational inquiry: for example, library searches, use of primary and secondary sources, ethical review considerations, writing graduate assignments. Summer; TBA.
Equivalent: EDUC 890
Exclusion: EDUC 890

EDUC 873 Indigenous Pedagogy & Practice

The course will focus on Indigenous worldviews and philosophies in the development of curriculum and instructional practice, including traditional conceptions of curriculum. Students will engage in theoretical and practical inquiry by exploring a range of research. Students will examine curriculum transformation in response to the Truth and Reconciliation Commission's Calls to Action. Not offered 2023-24.
Equivalent: EDUC 802
Exclusion: EDUC 802

EDUC 874 Special Topics in Indigenous Education

Topics vary from term to term and may include: science education, place-based learning and teaching, revitalizing Indigenous language, current issues facing Indigenous educators worldwide, adult learning, culture and cognition and Indigenous philosophy. Winter; J. Davis

EDUC 875 Qualitative Inquiry: Orality in Indigenous Thought

Prepares students to undertake research using qualitative approaches appropriate to Indigenous contexts, such as narrative studies based in oral traditions, and their impact on Indigenous thought, participant observation, and ethnography. Summer; TBA.

EDUC 876 Government Policies within an Indigenous Context

Will prepare students to examine current government policies in relation to Indigenous populations and communities within Canada. This course will explore how policies have been initiated, developed and implemented, taking into consideration their relevance to Indigenous education. Students will also learn to analyse the extent to which Indigenous worldviews have been reflected at different stages of the policy cycle. Not offered 2023-24.
Equivalent: EDUC 860
Exclusion: EDUC 860

EDUC 877 Teaching & Assessing Students with Special Needs in Indigenous Contexts

An examination of current theories on the contextual and individual factors contributing to special needs and how these theories can inform teaching which appropriately addresses special needs in Indigenous contexts. Summer; TBA.

EDUC 878 Master's Internship

A research-informed internship in a context that enables learning through experience, under the guidance of an approved mentor, about issues germane to World Indigenous Studies in Education. The Internship will be evaluated by a member of the Graduate Faculty approved by the Associate Dean of Graduate Studies, Faculty of Education.

EDUC 879 International Indigenous Issues

This course focuses on both historic and emerging Indigenous political, economic and social issues from an international perspective. Students will learn to analyse the similarities and differences between various Indigenous nations globally and the situations they confront. This course will also explore various Indigenous responses to global issues, and ongoing efforts to resolve these issues. Summer; TBA.

EDUC 880 Educational Internship

This internship entails an authentic work experience opportunity for student experiential learning at the graduate level. The internship involves students in research, teaching, and/or professional contexts that provide practical learning related to the student's program of study. The internship will be supervised by the internship host in conjunction with a designated faculty member, normally the student's supervisor. The internship will be approved by the Associate Dean of Graduate Studies, Faculty of Education and evaluated by the designated faculty member supervisor and internship host. The duration of an internship is normally one term (four months). Internships can be paid or unpaid. Securing an internship is the responsibility of the student. This course is mandatory for those students enrolled in the dual degree program. The grading will be Pass/Fail.

EDUC 881 Educational Internship II

This internship entails an authentic work experience opportunity for student experiential learning at the graduate level. The internship involves students in research, teaching, and/or professional contexts that provide practical learning related to the student's program of study. The internship

will be supervised by the internship host in conjunction with a designated faculty member, normally the student's supervisor. The internship will be approved by the Associate Dean of Graduate Studies and Research, Faculty of Education and evaluated by the designated faculty member supervisor and internship host. The duration of an internship is normally one term (four months). Internships can be paid or unpaid. Securing an internship is the responsibility of the student. The grading will be Pass/Fail.

EDUC 882 Individual Study I
A study selected by the student under the guidance of a member of the graduate faculty. Normally, this half course will take the form of a closely supervised reading course in the area of the instructor's expertise.

EDUC 883 Individual Study II
A study selected by the student under the guidance of a member of the graduate faculty. Normally, this half course will take the form of a closely supervised reading course in the area of the instructor's expertise.

EDUC 884 Individual Study III
A study selected by the student under the guidance of a member of the graduate faculty. Normally, this course will take the form of a closely supervised reading course in the area of the instructor's expertise.

EDUC 887 Advanced Special Topics in Education I
Topics vary from term to term, and reflect current research interests of the graduate faculty. (3.0 credit units)

EDUC 888 Advanced Special Topics in Education II
Topics vary from term to term, and reflect current research interests of the graduate faculty.

EDUC 889 Advanced Special Topics in Education III
Topics vary from term to term and reflect current research interests of the graduate faculty.

EDUC 890 Introduction to Educational Research
An introduction to educational inquiry and its principal approaches. The course involves students in activities associated with educational inquiry, and is an initial preparation for thesis and project work. Because the course is introductory, it exposes students to the tools and conventions of educational inquiry: for example, library searches, use of primary and secondary sources, writing graduate assignments. Fall; M. Searle.
Equivalent: EDUC 872
Exclusion: EDUC 872

EDUC 892 Topics in Quantitative Research
Prepares students to undertake quantitative research in education. Basic methodological problems, statistical design and reasoning are among the topics addressed. Winter; S. Chahine.
PREREQUISITE: EDUC 890 or permission of instructor.

EDUC 893 Mixed Methods as a Research Methodology and Method
Prepares students to undertake research using Mixed Methods as a research methodology and mixed methods as research methods. This course provides graduate students with an introduction to some of the research philosophies and paradigms underlying Mixed Methods, associated study designs, appropriate analytic strategies, and ways to make inferences and conclusions for a Mixed Methods research practice.
PREREQUISITE: EDUC 890 or permission of instructor; EDUC 895 and/or EDUC 892 are recommended.

EDUC 895 Topics in Qualitative Research
Prepares students to undertake research using qualitative approaches such as case studies, participant observation, document analysis, and ethnography. Winter; L. Airton.
PREREQUISITE: EDUC 890 or permission of instructor.

EDUC 898 Master's Project
An investigation under the guidance of a Project Supervisor terminating in a written report or essay, under the current degree requirements having the equivalence of two half courses. The project is evaluated by the Project Supervisor and one other member of the graduate faculty approved by the Associate Dean of Graduate Studies. (Refer to Graduate Studies in Education: A Handbook.)

EDUC 899 Master's Thesis
A research endeavour under the guidance of a Thesis Supervisor, under the current degree requirements having the equivalence of four half courses. The thesis is completed and examined in accordance with the regulations of the School of Graduate Studies and Postdoctoral Affairs.

EDUC 900 Doctoral Seminar
This is a required course for all doctoral student taken over the fall and winter terms in their first year of study. Faculty and students will present seminars of an interdisciplinary nature. Students registered in the course will be required to present one of the seminars. Grading will be pass/fail. This course is designed to explore the various research paradigms, methods of research, and the problems related to research design. Fall/Winter; T. Pillay

EDUC 999 Ph.D. Thesis

The following courses are the courses offered jointly under the Graduate Diploma in Education

(GDE) and the Professional Master of Education (PME). All courses are 3.0 credit units.

GDE 800 Self-Regulated Inquiry and Learning
Provides opportunities for exploration of current theories of self-regulated learning. Self-regulated learning requires autonomous management of learning through effective goal setting, resource allocation, valid self-assessment, and goal revision. Offered jointly with PME 800.
EXCLUSION: PME 800

GDE 801 Cultivating Creativity
This course will enable educators across disciplines and contexts to infuse their practice with creativity-nurturing approaches, structures, and dispositions. Educators will engage in projects that exercise their creativity while exploring theoretical understandings of creativity and of how it can be motivated, supported, and assessed. Offered jointly with PME 801.
EXCLUSION: PME 801

GDE 803 Organizational Leadership
This course provides an overview of theories of leadership and an evolution of the practices of leadership within organizations in general, and educational institutions in particular. Participants will examine the social and cultural construction of leadership, will gain an understanding of the range of roles and responsibilities that a leader has within an organization; will apply effectively selected leadership skills and processes; and will develop conceptual frameworks to understand behaviours within the organization. Offered jointly with PME 803.
EXCLUSION: PME 803

GDE 810 Integrated Planning, Instruction, and Assessment
This course will enable students to inquire into the interconnected structures of planning, instruction, and assessment through an understanding of curricular frameworks. Students will understand the complexities of their intended work environments and apply that understanding to analyze planning, instruction, and assessment to a specific context of practice. Offered jointly with PME 810.
EXCLUSION: PME 810

GDE 811 Innovation in Teaching and Learning
This course will help students develop a foundational understanding of innovation in the workplace grounded in exploration of historical, sociological, and philosophical contexts and frameworks. Students will explore case studies and develop a plan of action rooted in the particular needs of their workplace. Offered jointly with PME 811.
EXCLUSION: PME 811

GDE 813 Knowledge Translation and Mobilization
Knowledge translation (KT) and mobilization (KMb) includes efforts to strengthen connections between research, policy and practice in public service sectors. This course looks at the theory, science and practice of KT/ KMb in order to enable practitioners to find, share, assess and apply evidence in their particular professional setting. Offered jointly with PME 813.
EXCLUSION: PME 813

GDE 814 Problem-Based Learning
Problem-Based Learning (PBL) is an approach to learning, instruction, and problem solving that naturally incorporates issues relevant and pertinent to those involved. This course approaches PBL as a professional learning model, and as a way to embed problem solving in a structured, collaborative, and evidence-based manner in one's professional practice. Real-world issues will be used to facilitate the learning of PBL, and learning with PBL, to encourage the improvement of the cognitive, interpersonal, and intrapersonal aspects of 21st Century competencies. Offered jointly with PME 814. Not offered 2023-24.
EXCLUSION: PME 814

GDE 815 Digital Literacy
This course will introduce participants to what it means to implement critical digital literacy skills in their professional and everyday lives. The course will explore emerging digital technologies, how to use the tools effectively, and consider the implications of what it means to be digitally literate in our current context. Offered jointly with PME 815.
EXCLUSION: PME 815

GDE 820 Indigenous Leadership and Knowledge
The primary expected outcome of this course is an understanding of Indigenous approaches to education, leadership, and knowledge from the perspective of Culture-Based Education. Students are encouraged to engage in peer-to-peer learning to expand upon their own awareness and challenge preconceptions. Because of this, this course is encouraged for students from all backgrounds with varying levels of cultural awareness. Offered jointly with PME 820.
EXCLUSION: PME 820

GDE 821 Policy and Models in Canadian Indigenous Education
This course examines the history of Indigenous education policy and models for Indigenous education in Canada. It begins with an examination of Indigenous approaches to education prior to and at contact, then goes on to discuss colonial approaches, including the Residential school system. Following this, it will examine post-colonial policy and education across provinces and Indigenous peoples. Offered jointly with PME 821.

GDE 822 Languages and Language Teaching
This course examines the diversity and current status of the Indigenous Languages of the Americas, including their distribution, status, structure, use, and connection to culture. Students will then gain an overview of language teaching methodologies and an examination of the selection of appropriate methodologies for Indigenous language teaching and language programming. Offered jointly with PME 822.
EXCLUSION: PME 822

GDE 826 Using Classroom and Large-Scale Assessment Data
This increasing emphasis on school accountability and improvement places demands on teachers and administrators to be able to interpret the meaning of assessment results. These data often form the foundation for setting priorities and setting targets. Given this importance of these activities it is critical that data users be able to identify the strengths and limitations of these data in supporting decision-making. Offered jointly with PME 826.
EXCLUSION: PME 826

GDE 827 Planning and Implementing Classroom Assessment
The assessment of learning and achievement is a global phenomenon. Over the last 2 decades there has been considerable research demonstrating how well conceived assessment can be a powerful force both in supporting learning, and as a mechanism for individual empowerment. Yet, no matter how clearly assessment policies are defined, how concisely strategies for implementing assessment are described, and how many sample instruments are available for adoption or adaptation, the planning and implementing of assessment in classrooms continues to be a complex "wicked problem". Offered jointly with PME 827.
EXCLUSION: PME 827

GDE 828 Conducting Quality Program Evaluations
Educators plan and implement programs as a way to address the needs of students and their communities. These needs may be rooted in learning, recreation, behaviour, school culture and health and well-being to name a few. Typically, classroom and school based programs are spearheaded by individual champions or working groups. Their focus is typically on program activities and the challenge of implementation. Rarely do they have the time or resources to learn, in any systematic way, how their programs are working or how they might be improved. This is an issue especially when decisions have to be made about whether programs should be supported, expanded, continued or allowed to end. Offered jointly with PME 828.

EXCLUSION: PME 828

GDE 831 Innovative Curriculum Planning
COURSE DESCRIPTION: Leaders in classroom practice are innovative curriculum planners. A review of the historical and philosophical roots of innovation in education will lead to an exploration of contemporary curriculum and instructional innovations such as those that now promote curriculum integration, learning in depth, and environmental inquiry. Students will have opportunities to practice innovative curriculum planning paying close attention to how the curriculum is intended to shape learning. Offered jointly with PME 831.
EXCLUSION: PME 831

GDE 832 The Connected Classroom
Leaders in classroom practice help learners make strong connections to the world outside the classroom. This course examines the foundations of why, when and how to enlarge the context for learning and explores avenues that yield integrated and authentic learning experiences. Examples of connectedness are found in classrooms that connect to students' experiences at home, integrate opportunities for informal education, encourage the involvement of community members, foster community service, and cultivate relevant and appropriate uses of the internet. The focus of learning will be on how to trigger, facilitate and enrich learning through outreach activities. Offered jointly with PME 832.
EXCLUSION: PME 832

GDE 833 Supporting Innovative Thinking
Leaders in classroom practice are concerned with the quality of both their own and their students' thinking. This course provides guided opportunities to investigate and implement newer frameworks for practice, especially those intended to support students in becoming independent and innovative thinkers. Decisions about how learning is structured and managed and how students participate and interact will be considered in light of their potential to propel students' thinking forward, deeper and in more creative directions. Offered jointly with PME 833.
EXCLUSION: PME 833

GDE 841 Critical Foundations of Literacy
This course provides an overview of the history of literacy instruction and currently accepted theories of literacy development. Participants will develop conceptual frameworks to understand literacy from cognitive and sociocultural perspectives and will gain an understanding of the how these different perspectives condition the range of roles and responsibilities of an instructional leader of literacy education. Offered jointly with PME 841.

EXCLUSION: PME 841

GDE 842 Literacy Development

This course introduces students to the components of literacy, including phonological awareness, decoding, reading comprehension, vocabulary and reading fluency and others. Participants will gain an understanding of how these components interact to contribute to literacy development in a range of readers. Offered jointly with PME 842.
EXCLUSION: PME 842

GDE 843 Effective Intervention

This course builds on GDE 842 (Literacy Development) to acquaint participants with research-based interventions and effective programming for a variety of literacy outcomes. Participants will gain an understanding of how these interventions meet the learning needs of typical and exceptional learners and how success of these interventions is measured. Offered jointly with PME 843.
EXCLUSION: PME 843

GDE 851 Creating Connection in Culturally Diverse Schools

This course explores teaching and leadership in multi-ethnic schools and other cultural community settings. Various leadership strategies will be discussed with the aim of fostering greater transparency, accessibility, and equity among students, staff, stakeholders, and the community at large. Offered jointly with PME 851.
EXCLUSION: PME 851

GDE 852 International Education in a Globalized World

This course provides an introduction to globalization theories, and an exploration of the latest trends, prospects, and challenges of international education in the 21st century. Historical and current conceptualizations of the role and purpose of international education will be explored. Offered jointly with PME 852.
EXCLUSION: PME 852

GDE 853 The Business of International Education

This course reviews core areas of the corporate side of the international education industry, including history, business growth, marketing, procurement strategy, contract management, policy analysis, and risk management. The implications of global systems-thinking will be examined, in addition to cross-cultural effects on communication and strategic alliance building. Offered jointly with PME 853.
EXCLUSION: PME 853

GDE 861 Change Management in Educational Organizations

This course offers a critical study of change management in educational organizations, exploring ideas of transition, restructuring, systemic development, progress, and equity.

Participants will consider how to work towards student, institution, and community success and well-being. Offered jointly with PME 861.
EXCLUSION: PME 861

GDE 862 Finance and Budgeting in Public Service Sectors

This course introduces students to educational finance and explores how funding reflects values of educational systems. It explores different approaches to budgeting used in organizations (line-item; percentage add-on; zero-based; planning, programming, and evaluation systems; performance-based; school site; outcome-focused; and student-based budgeting) and will include a range of practical activities such as budgeting for different areas (such as human resources, instruction, student activities, infrastructure, transportation). Participants will use evidence-based decision-making to analyze funding decisions within formal spaces such as schools, and informal spaces such as community organizations.
Offered jointly with PME 862.
EXCLUSION: PME 862

GDE 863 Equity-Focused School Leadership

This course explores the impacts of policy and politics on educational administration, with particular focus on both internal and external influences on schools. Focal points include decision-making, legislation, unions, public opinion, and the media. Course modules will include topics such as Equity-Focused School Leadership, and How to build Equity-Focused Systems. Offered jointly with PME 863.
EXCLUSION: PME 863

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Offered jointly with GDE 862.
EXCLUSION: GDE 862

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EXCLUSION: GDE 863

PME 878 Experiential Practice in Education
This opportunity for experiential learning entails an authentic work/teaching opportunity for students enrolled in the Professional Masters of Education program. The course gives students the opportunity to initiate their own practical learning experience that connects their previous course-based learning to practical contexts through teaching, action-based inquiry, or professional experiences related to their chosen concentration of study. The course will be supervised and work evaluated by an instructor, and will include the opportunity for collaborative peer feedback and discussion as students proceed through setting up and implementing their chosen projects. The duration of this experiential learning course is ten weeks (fall and winter terms) or seven weeks (spring and summer terms). The grading will be Pass/Fail.

PME 894 Introduction to Educational Fieldwork
Students will explore the relationship between practice, literature, investigation, and the ethical responsibilities associated with pursuing deep understanding in practice. This course will help students identify and frame problems of practice, pursue questions using meaningful approaches, conceptualize data, and mobilize new knowledge.

PME 896 Capstone
This is a self-directed course that allows professionals to explore an aspect of their emerging leadership within the context of developing and completing a capstone project. The purpose of this project is to enable students to more deeply explore the current and relevant educational challenges and issues within their own practice and/or organization. Students enrolled in this course will work independently with an instructor who will help guide the completion of the capstone project, providing suggestions, direction, and clarity. This course is graded on a Pass/Fail basis.
EXCLUSION: PME 898