

**DEPARTMENT OF EDUCATION**

(514) 848-2424 ext. 2030

FOR INFORMATION ON THE PROGRAM BOOKLET PLEASE VISIT OUR WEBSITE AT  
<http://doe.concordia.ca/downloads>

Dear Applicant:

PLEASE NOTE THE FOLLOWING DEADLINES FOR SUBMITTING YOUR APPLICATION  
AND ALL DOCUMENTS:

**FALL ----- JANUARY 15**

**WINTER ----- SEPTEMBER 15**

**WINTER - NO ADMISSION FOR INTERNATIONAL STUDENTS**

**SUMMER ----- JANUARY 15**

**SUMMER - NO ADMISSION FOR INTERNATIONAL STUDENTS**

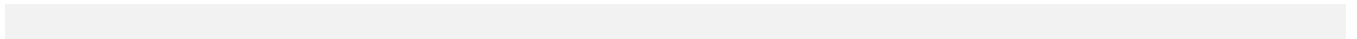
**PLEASE NOTE THAT IF YOU ARE APPLYING FOR GRADUATE FELLOWSHIP AWARD  
THE DEADLINE DATE IS DECEMBER 15<sup>TH</sup>.**

Thank you for your enquiry concerning the graduate program in Educational Studies.  
Enclosed are details of the program and application forms. Students can be admitted to the  
program beginning in September, January, or June (Special Summer Session). You are  
strongly urged to submit a completed application at least two months in advance of the start of  
a term.

If you have any questions, please do not hesitate to contact us.

Graduate Program Director,  
M.A. in Educational Studies

Encl.



***MASTER OF / MAGISTERIATE IN ARTS***

***EDUCATIONAL STUDIES***

***Program Guide***

***Concordia University***

## MASTER OF / MAGISTERIATE IN ARTS IN EDUCATIONAL STUDIES

### ***Graduate Calendar Entry***

The M.A. Program in Educational Studies reflects the multi-disciplinary nature and evolution of education as an academic, intellectual, and professional field of study. The program therefore approaches broad issues in education as they connect with the domains of adult education, anthropology, history, philosophy, political education, social psychology and sociology. The program also includes a concentration in adult education. The emphasis is on the application of fundamental and theoretical concerns to practical issues and problems in education. Please see p. 18 for specific topic areas of study.

### ***Admission Requirements***

For entry into the program, a first degree with a minimum GPA of 3.0 (B average) is required with an appropriate concentration in a field of study relevant to Educational Studies. The applicant should also have a minimum of two years professional activity in education or an undergraduate record which includes at least three courses in education, each with a grade of B or better. The program is open to both full-time and part-time students without preference.

For Permanent Residents whose first language is not English or French a test of English language proficiency is required. Students must provide proof that they achieved the level of Concordia's ENG 212 course. (Testing is available on a weekly basis through the Concordia University English Department.) For information on the test please contact the Department. This requirement will be waived for foreign students completing their undergraduate degrees at a university where English is the language of instruction.

For International Students whose first language is not English or French, the student must provide an official TOEFL score (minimum score required IS 600 (or 250 if the test is computer-based with a writing score of 5.0 minimum. This requirement will be waived for foreign students completing their undergraduate degrees at a university where English is the language of instruction.

## ***Requirements for the Degree***

Students who complete the 45 credit M.A. in Educational Studies do so either with **Option A** (non-thesis/directed study/essay) or with **Option B** (thesis). In either **Option A** or **Option B** students may complete a concentration in Adult Education. Initially, most students are accepted into **Option A**. The procedure for transferring to **Option B** is outlined below.

1.     **Credits.**               A fully-qualified candidate must complete a minimum of 45 credits.
2.     **Residence.**           The minimum residence requirement is one year (3 terms) of full-time study, or the equivalent in part-time study.
3.     **Courses.**             These vary according to the non-thesis option (Option A) and the thesis option (Option B).

The degree requirements (45 credits) can be met by the successful completion of extended course work and ESTU 692 (**Option A: non-thesis/Directed Study**) or of course work and a thesis (ESTU 690) in an approved area (**Option B**).

In either case the essay or thesis topic must be approved by the M.A. Educational Studies Committee.

The choice to transfer from **Option A** (non-thesis/directed study/essay) to **Option B** (thesis) is normally determined in consultation with the student's advisor.

- Students who want to transfer to the thesis option must submit a thesis proposal to an Educational studies Examining committee (their advisor plus two faculty members).
- The committee meets with the student to review the proposal to determine if it is acceptable as a thesis.
- If the student is accepted into **Option B** (thesis) the student's advisor then completes the paper work to formally request to the School of Graduate studies that the student be transferred to **Option B** (the thesis option).

### ***Adult Education Concentration***

In either **Option A** or **Option B** students may complete a concentration in Adult Education. In either case students must take ESTU 670 (3 credits). In addition, three of their topics courses must be chosen from the Adult Education Topics courses (ESTU 671-677)

## **Option A - Directed Study Master of Arts without Thesis**

Students must complete the following in consultation with their academic advisor:

- 1) Four core courses (minimum of 12 credits)
- 2) Seven 3-credit courses (minimum of 21 credits)
- 3) ESTU 692: Directed Study [with Extended Essay or Research Project] (12 credits)

Note: Those students who take the Department of Education six-credit methods of inquiry course will be considered to have completed three core credits and three topic credits.

### ***Directed Study Guidelines***

The Directed Study accounts for 12 credits. It is therefore equivalent to more than half the total credit hours required of thesis students. With this in mind, students should note the requirements.

### ***Research Outline and Examining Committee Membership***

The student will be responsible for preparing a two-page outline of the proposed topic detailing the problem to be examined, its relevance to educational studies, its major ideas and the literature to be explored. The proposed research must focus on a topic appropriate to the student's academic background and training, chosen in consultation with the student's advisor.

If the topic and outline are accepted, an Examining Committee will be formed consisting of the student's advisor and two other faculty members. The student then meets with the Examining Committee to discuss the direction of the proposed research study.

### ***Format***

The Directed Study consists of an extended essay of approximately 10,000 words. The essay, which should contain a full bibliography, must display a familiarity with the literature pertinent to the field. In a sense, it can be regarded as tantamount to a critical assessment, introductory exposé of a research area, or essential "background" chapters invariably included in any significant scholarly work.

### ***Deadline and Defence of Directed Study***

It is expected that the student will complete the directed study essay within six months of the acceptance of the topic area and outline. Students submitting the Directed Study will normally be required to present themselves at an oral examination. The Examining Committee may request revisions either before or during an oral defence. In the case where revisions are required, the student has three months to complete the Examining Committee's requirements. If this deadline is not met, or in the event that the Examining Committee finds the revised essay unacceptable, the student will have failed. A second failure results in dismissal from the program. The student must submit a copy of their directed study to the department.

***Course selections must prepare students for their Directed Study with Extended Essay or Research Project. Students should choose courses in consultation with their advisor.***

**COURSE CHECKLIST - OPTION A**  
**NON-THESIS (DIRECTED STUDY WITH EXTENDED ESSAY OR RESEARCH PROJECT)**

STUDENTS IN THE NON-THESIS OPTION WILL TAKE A TOTAL OF 33 CREDITS PLUS  
ESTU 692: DIRECTED STUDY WITH EXTENDED ESSAY OR RESEARCH PROJECT (12 CREDITS).

**ADVISOR:** \_\_\_\_\_

**Concentration in Adult Education:** As part of the required core course outlined below, students must take **ESTU 670** (3 credits) and **three** 3-credit courses chosen from adult education topic courses (i.e. **ESTU 671-677** below).

**COURSE SELECTION:** Please ensure that course selection is appropriate to the directed study topic.

**CORE COURSES:** IN CONSULTATION WITH THEIR ACADEMIC ADVISOR, NON-THESIS STUDENTS MUST NORMALLY TAKE **FOUR** CORE COURSES.

|                |                |                |
|----------------|----------------|----------------|
| ESTU 601 _____ | ESTU 611 _____ | ESTU 612 _____ |
| ESTU 613 _____ | ESTU 614 _____ | ESTU 615 _____ |
| ESTU 635 _____ | ESTU 644 _____ | ESTU 670 _____ |

**TOPIC COURSES:**

|                |                |                |                |
|----------------|----------------|----------------|----------------|
| ESTU 602 _____ | ESTU 632 _____ | ESTU 650 _____ | ESTU 676 _____ |
| ESTU 603 _____ | ESTU 633 _____ | ESTU 653 _____ | ESTU 677 _____ |
| ESTU 604 _____ | ESTU 640 _____ | ESTU 671 _____ |                |
| ESTU 606 _____ | ESTU 642 _____ | ESTU 672 _____ |                |
| ESTU 608 _____ | ESTU 643 _____ | ESTU 673 _____ |                |
| ESTU 620 _____ | ESTU 645 _____ | ESTU 674 _____ |                |
| ESTU 631 _____ | ESTU 648 _____ | ESTU 675 _____ |                |

**READING COURSES:** ESTU 680 \_\_\_\_\_  
ESTU 681 \_\_\_\_\_  
ESTU 682 \_\_\_\_\_

**DIRECTED STUDY WITH EXTENDED ESSAY OR RESEARCH PROJECT:** ESTU 692

## **Option B**

### **Master of Arts with Thesis**

Students must complete the following in consultation with their academic advisor:

- 1) 2 core courses (minimum of 6 credits)
- 2) six 3-credit courses (minimum of 18 credits)
- 3) ESTU 690: Thesis & Tutorial (21 credits)

Note: Those students who take the Department of Education six-credit methods of inquiry course will be considered to have completed three core credits and three topic credits.

### ***Transferring from Option A to Option B***

The student must be successful within the program

The student should maintain B grades or better in all courses

Students should know that an advisor is assigned to them at the beginning of the program for registration purposes and that they are allowed to switch advisor at any time provided that the other advisor agrees to supervising the student.

Once the above steps have been made all students should do the following with **NO** exceptions

- Students should provide a written proposal to their advisor
- The advisor should then distribute the proposal to a committee to look at
- A decision is then made by all committee members to accept the proposal or not. If it is accepted then the switch is made to change option on a student request form A which requires the advisor and student signature

### ***Thesis Guidelines***

A major requirement for the M.A. in Educational Studies thesis option is the completion of a thesis, which embodies the result of original research conducted by the candidate in an appropriate area of interest.

### ***Thesis Format***

The thesis format is clearly outlined in the [Thesis Guide](#) provided by the School of Graduate Studies. These are available at 2135 Mackay, Room 105.

## ***Thesis Proposal***

The student and his/her advisor will discuss the proposed area of research. When the advisor is satisfied that there is a suitable and workable proposal, an outline (approximately five pages), will be submitted to the Educational Studies Program Committee. This committee forms a Thesis Examining Committee consisting of the student's advisor and at least two other faculty members. The Thesis Examining Committee will meet with the student to discuss the focus, scope, and direction of the research proposal. It is the responsibility of both the thesis supervisor and the student to convene the Committee as required to maintain effective communication.

A Thesis Proposal must include the following:

- a clearly defined research topic, including a rationale for the study
- a review of the pertinent literature in the area of interest and an appropriate bibliography
- a brief description of how the study will be conducted

## ***Thesis Defence***

The completed thesis (minimum 3 copies) is submitted to the School of Graduate Studies - Thesis Office to approve the format. The Graduate Office forwards the copies to the Thesis Examining Committee. A formal hearing is scheduled and the Committee recommends the thesis to be accepted, accepted with minor modifications, accepted with major modifications or rejected.

**Course selections must prepare students for their thesis. Students should choose courses in consultation with their advisor.**

|                                                            |
|------------------------------------------------------------|
| <b>COURSE CHECKLIST - OPTION B<br/>THESIS AND TUTORIAL</b> |
|------------------------------------------------------------|

STUDENTS IN THE THESIS OPTION WILL TAKE A TOTAL OF 24 CREDITS PLUS  
ESTU 690: Thesis and Tutorial (21 credits).

**ADVISOR:** \_\_\_\_\_

**Concentration in Adult Education:** As part of the required core course outlined below, students must take **ESTU 670** (3 credits) and **three** 3-credit courses chosen from adult education topic courses (i.e. **ESTU 671-677** below).

**COURSE SELECTION: PLEASE ENSURE THAT COURSE SELECTION IS  
APPROPRIATE TO THE THESIS.**

**CORE COURSES:** IN CONSULTATION WITH THEIR ACADEMIC ADVISOR, THESIS STUDENTS  
MUST NORMALLY TAKE **TWO** CORE COURSES.

ESTU 601 \_\_\_\_\_  
ESTU 613 \_\_\_\_\_  
ESTU 635 \_\_\_\_\_

ESTU 611 \_\_\_\_\_  
ESTU 614 \_\_\_\_\_  
ESTU 644 \_\_\_\_\_

ESTU 612 \_\_\_\_\_  
ESTU 615 \_\_\_\_\_  
ESTU 670 \_\_\_\_\_

**TOPIC COURSES:**

ESTU 602 \_\_\_\_\_  
ESTU 603 \_\_\_\_\_  
ESTU 604 \_\_\_\_\_  
ESTU 606 \_\_\_\_\_  
ESTU 608 \_\_\_\_\_  
ESTU 620 \_\_\_\_\_  
ESTU 631 \_\_\_\_\_

ESTU 632 \_\_\_\_\_  
ESTU 633 \_\_\_\_\_  
ESTU 640 \_\_\_\_\_  
ESTU 642 \_\_\_\_\_  
ESTU 643 \_\_\_\_\_  
ESTU 645 \_\_\_\_\_  
ESTU 648 \_\_\_\_\_

ESTU 650 \_\_\_\_\_  
ESTU 653 \_\_\_\_\_  
ESTU 671 \_\_\_\_\_  
ESTU 672 \_\_\_\_\_  
ESTU 673 \_\_\_\_\_  
ESTU 674 \_\_\_\_\_  
ESTU 675 \_\_\_\_\_

ESTU 676 \_\_\_\_\_  
ESTU 677 \_\_\_\_\_

**READING COURSES:** ESTU 680 \_\_\_\_\_  
ESTU 681 \_\_\_\_\_  
ESTU 682 \_\_\_\_\_

**THESIS AND TUTORIAL:** ESTU 690 \_\_\_\_\_

## ***Reading Courses***

A reading course is a one-term course worth 3 credits, which has a work load equivalent to that of any other one-term course. Conferences with the course supervisor will be regular, and normally the course will be completed within its term. It will be graded in the usual way, on the basis of written and possibly oral submissions.

Reading courses should not be used for work normally anticipated under ESTU 690 (thesis and tutorial), or ESTU 692 (directed study). They are intended to serve for supervised reading and study normally on a topic not covered in any of the graduate courses offered at the University and available to the student.

## ***Registration Procedure for a Reading Course***

The conception and initial organisation of the reading course is the responsibility of the student who should:

- a) discuss the need with his/her advisor
- b) present his/her advisor with a typewritten outline for the course including:
  - i) rationale
  - ii) literature to be covered
  - iii) nature and number of written and other forms of presentations to the course instructor
- c) together with his/her advisor decide on a suitable instructor, seek the latter's agreement to supervise, and finalise the outline
- d) submit the finalised outline signed by the student, his/her advisor, and the course instructor to the Graduate Program Director for final authorisation prior to course registration
- e) proceed with course registration after approval

## ***Thesis and Directed Study Examinations***

The thesis (ESTU 690) and the directed study (ESTU 692) are graded differently than courses. The final grades for these components are: ESTU 690 -- ACCEPTED, ACCEPTED WITH MINOR MODIFICATIONS, ACCEPTED WITH MAJOR MODIFICATIONS, OR REJECTED and for ESTU 692 -- PASS OR FAIL.

## ***EDUCATIONAL STUDIES COURSE LISTING***

Specific topic areas of study include: Issues of Difference: Gender, Class and Race; politics and education; class, culture and education; educational problems in historical and philosophical perspectives; minority status and learning; literacy; inter-cultural and cross-cultural education; school and society; curriculum, popular culture and education, and comparative & intercultural education.

Courses listed indicate the full range of offerings. They are offered subject to the availability of faculty, and (with the exception of a minimum of six core courses) not all in a given year. All are 3-credit (one-term) courses unless otherwise indicated.

### ***Core Courses***

|          |                                                   |
|----------|---------------------------------------------------|
| ESTU 601 | Educational Concepts and Research                 |
| ESTU 611 | Philosophical Perspectives in Education           |
| ESTU 612 | Historical Perspectives in Education              |
| ESTU 613 | Anthropological Concepts and Methods in Education |
| ESTU 614 | Social Psychological Foundations of Education     |
| ESTU 615 | Introduction to Research                          |
| ESTU 635 | Studies in Educational Change                     |
| ESTU 644 | School and Society                                |
| ESTU 670 | Adult Education in Quebec as a Field of Study     |

### ***Topic Courses***

|          |                                            |
|----------|--------------------------------------------|
| ESTU 602 | Educational Theory                         |
| ESTU 603 | Philosophy of the Curriculum               |
| ESTU 604 | Philosophy of Education                    |
| ESTU 606 | Study of a Philosopher of Education        |
| ESTU 608 | Selected Area of Education                 |
| ESTU 620 | History of Canadian Education              |
| ESTU 631 | Anthropology and Education I               |
| ESTU 632 | Anthropology and Education II              |
| ESTU 633 | History of Educational Ideas               |
| ESTU 640 | Sociology of Education I                   |
| ESTU 641 | Sociology of Education II                  |
| ESTU 642 | Selected Topics in Educational Problems    |
| ESTU 643 | The Education of Immigrants and Minorities |
| ESTU 645 | Curriculum Theory                          |
| ESTU 648 | Politics and Education                     |
| ESTU 650 | Social Psychology of Education             |
| ESTU 653 | Psychology of Education                    |
| ESTU 671 | Adults as Learners                         |
| ESTU 672 | Facilitating Adult Learning                |
| ESTU 673 | Administration of Adult Education Programs |
| ESTU 674 | Evaluating Adult Learning Projects         |
| ESTU 675 | Concepts and Values in Adult Education     |
| ESTU 676 | Adult Education I - Selected Topics        |
| ESTU 677 | Adult Education II - Selected Topics       |
| ESTU 680 | Reading Course                             |

ESTU 681 Reading Course  
ESTU 682 Reading Course

### ***Other***

ESTU 690 Thesis and Tutorial (21 credits)  
ESTU 692 Directed Study (12 credits)

***COURSE SELECTION: Please ensure that course selection is appropriate to the thesis/directed study topic.***

## **COURSE DESCRIPTIONS**

Graduate courses offered by the Educational Studies Program are divided between CORE and TOPIC levels. In addition, courses are offered in the Adult Education concentration.

Not all of the following courses are offered in any one year. Some may be offered in alternate years or may be taken as reading courses.

## **CORE COURSES**

### **601 EDUCATIONAL CONCEPTS AND RESEARCH**

Effective educational research requires careful reflection about both the concepts we are investigating and the concepts we are implicitly or explicitly using in our investigation. This course is concerned with ideas and procedures for clarifying and testing educational concepts. In the first part of the course, we will examine some general notions about educational language falling under such headings as slogans, metaphors, terms and distinctions; and, we will examine some ideas relevant to educational theory from the "new philosophy of science". In the second part of the course, students will participate in group projects investigating areas of educational research (to be selected by the instructor) currently in theoretical "flux".

### **611 PHILOSOPHY OF EDUCATION**

The main point of this course is to provide a forum for common inquiry and reflection upon issues that have deep significance for our lives as human beings, students, and educators. Some emphasis is placed on gaining an understanding of historically significant philosophical ideologies and their application to problems of teaching and education. However, the primary focus is on cultivating a desire and commitment to engage in philosophical thinking as it applies to matters of concern to teachers and teaching. The course is premised on a number of questions. These include but are not limited to: What is education? How do we understand education in its moral, ethical and spiritual dimensions? What role does education play or has the potential of playing in personal and social transformation? What is effective teaching and how can we cultivate the courage to teach effectively?

## **612 HISTORICAL PERSPECTIVES IN EDUCATION**

The course seeks to acquaint students with a broadly historical approach to a variety of significant educational issues. The emphasis will be placed on the examination of a number of critical components of modern educational thought and practice (comprising, for example, alternative schools of educational thought, politics and education, the changing curriculum, or the organisation of schooling) as seen and presented in historical perspective.

## **613 ANTHROPOLOGICAL CONCEPTS AND METHODS IN EDUCATION**

The course introduces the students to qualitative methods in educational research. The first purpose is to review studies of education, which utilise anthropological concepts and/or methods. The second purpose is to examine the three principal foci of qualitative research in the area: a) schools and their relations with the socio-cultural milieu in which they exist; b) the description and analysis of classroom processes; c) the study of individual pupils and educators. The third purpose is to assess the strengths and weaknesses of studies focusing on these areas. This includes describing and discussing some of the systematic methodological biases apparent in the literature and suggesting directions for future research.

## **614 SOCIAL PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

The course attempts to provide a basic understanding of the ways in which psychologists examine and analyse human behaviour, collect and interpret data, develop theories and form generalisations. It is not intended as a general survey course in the area of Educational Psychology. Several topics in an area will be studied in order to exemplify the methods and techniques employed in the psychological analysis of behaviour in educational settings.

## **615 INTRODUCTION TO RESEARCH**

This course is intended for all graduate students who wish to gain a fundamental understanding of research issues and methodologies in the fields of education and adult education. The course will provide students with the abilities needed to locate, understand, evaluate and synthesize primary sources in the research literature. A record objective is to develop an appreciation for the processes and methods employed in the various traditions of educational research.

## **635 STUDIES IN EDUCATIONAL CHANGE**

This course is concerned with the investigation and comparison of problems of education in the context of time and society. Concentrating on concrete "case studies" chosen from the 19th century and the contemporary period, it focuses on the principles on which systems of education are constructed, and their change or retention, in the broad socio-economic and ideological context.

## **644 SCHOOL AND SOCIETY**

This course is concerned with the family, the educational system, the economy and the polity, and with the relations between them. The main concern is with social institutions and the socialisation process with which they are involved. Particular emphasis will be placed on the social class differentials in the conditions of socialisation and educational opportunity, and on social class differentials in educational achievement.

## **670 ADULT EDUCATION IN QUEBEC AS A FIELD OF STUDY**

This course is designed as a survey, at an advanced level, of the theory and practice of adult education through an examination of the existing literature and provisions. Emphasis is placed on helping students gain knowledge, understanding and a critical perspective of the following: aims; history and philosophy; needs and characteristics of adult learners, functions and skills of adult education practitioners; settings, agencies and programme areas; and planning and evaluating in adult education.

Through a review of major concepts and approaches, students will be given an opportunity to engage in and focus on issues of personal and professional interest.

## **TOPIC COURSES**

Topic course descriptions are subject to change. The listing below is a sample of courses that have been offered in previous years.

### **603 THE PHILOSOPHY OF THE CURRICULUM**

This course aims to sensitise students to the nature and range of curricular problems, and to introduce the student to methods and paradigms for conceptualising and investigating such problems. Problems and issues will be located within the following broad areas: (1) objectives, which includes problems of identifying aims and needs and their curricular implication; (2) delivery systems, which includes problems of responding to needs and operationalizing objectives; and (3) assessment, which includes problems of evaluating curricular proposals, materials, and programs.

### **631A ANTHROPOLOGY AND EDUCATION I: Youth Culture**

This seminar explores the concept of "Youth Culture" throughout the life cycle and examines the educational influences and implications of related institutions and problems: Socio-cultural myths and educational/occupational attainment, changes in moral values (alcoholism, drug abuse, vandalism, etc.) sexism, racism, ageism, ethnic and gender differences, failed expectations, retraining, pop culture and mass media.

### **632A INTER-CULTURAL EDUCATION (FOR TEACHERS, CONSULTANTS AND KNOWLEDGE BROKERS)**

The seminar participants will review several approaches to inter-cultural education and related fields of study, as well as the programmatic applications and the critique of each approach. The seminar participants will then undertake the study of Canada and its educational links to the larger world. The project involves both group and individual efforts. The individual efforts will be aimed at the production of a practical educational tool to be used in an inter-cultural context.

## **632D SOCIO-CULTURAL PERSPECTIVES ON SCIENCE AND TECHNOLOGY EDUCATION**

This course examines science and technology education from a number of socio-cultural perspectives. The main emphasis is on the influence that cultural beliefs and contexts have on knowing and learning, with special regard to science and technology. The objective is to increase our own expertise to think clearly about the science/technology education policies, decisions and practices in our own society. The course contains both theoretical and practical components.

## **633A HISTORY OF EDUCATIONAL IDEAS I: Selected Authors On Education and "Modernity"**

The course is built around reading and discussion of several texts/authors, which have proved significant in the development of educational thought (and practice) relative to notions of modernity and the modern. The course does not envisage a fixed educational "canon" (texts and authors may change on future occasions when the course is offered), but it does focus on texts and authors whose significance transcends their particular milieu. The aim is to facilitate continuing conversations about problems in education - as it has developed, and as it continues to concern or perplex us today.

## **640B: ISSUES OF DIFFERENCE: GENDER, CLASS, AND RACE**

This course examines how feminist/critical theory and pedagogy provide a possibility for social change. The main focus is on how these perspectives attempt to address difference in gender, class, and race in educational practice.

## **641 SOCIOLOGY OF EDUCATION II: Popular Culture, Media & Education**

This course examines the relationship between popular culture, the media, and education. Readings will engage students in discussion, which will help them, understand popular culture, how it is created by, and effects, subordinate groups, and how it affects pedagogy.

## **642C SELECTED TOPICS IN EDUCATIONAL PROBLEMS: Literacy in Cross-Cultural Perspective**

This course will explore the topic of literacy, using a cross-cultural perspective to do so. The course seeks to develop an understanding of literacy as a social phenomenon -- the scope of its meaning, its forms, the myths surrounding it. Various types of literacy will be examined (basic literacy, scientific literacy, math literacy, cultural literacy, visual literacy) and various themes will be explored (literacy and "progress", literacy and national development, literacy and "liberation" of the masses, literacy and social context, the literacy "crisis").

## **642E SELECTED TOPICS IN EDUCATIONAL PROBLEMS:**

### **Democratic Education**

With the processes of globalization firmly entrenched, there are obvious tensions between the demands of global capital and the imperatives of education as a conduit for civic and democratic values. Taking this tension as its point of departure the course purports to engage with and investigate these tensions from multiple standpoints. In doing so it also purports to provide a forum for common inquiry and reflection upon issues that have deep significance for our lives as human beings, students, and educators in an age of globalization.

The course is premised on a number of questions. Salient among these are: How can we articulate the relationship between democracy and education in the era of globalization? How do contemporary definitions of democracy and citizenship engage with the notion of a democratic education? What role can education play in framing democratic citizenship identities?

The course is divided in three broad sections. In the first part we will engage with three influential articulations of democracy, education and democratic education. In the second part we will have a detailed look at some of the challenges to these articulations especially from a feminist perspective and finally we will look into and address the tensions between the demands of globalization and the imperatives of democratic education.

## **642F SELECTED TOPICS IN EDUCATIONAL PROBLEMS:**

### **Current Issues in Education**

This course purports to introduce students to a number of current issues in education that work inter-relatedly inside and outside of educational institutions. Although the range of issues will be wide and international the main focus of the course will be on issues affecting Canadian education. The main assumption that under-grounds this course is that we cannot be effective teachers/educators without being cognizant of the ways in which ethical, moral, social and cultural issues and mechanisms inform educational practices.

## **643 THE EDUCATION OF IMMIGRANTS AND MINORITIES**

The purpose of the course is to review and examine critically the sociological and anthropological literature related to the adaptation of immigrants and minorities and the role of education in this process, and, to compare national policies related to these issues. Canadian policies and issues related to the education of immigrants and minorities will be reviewed and examined in comparative perspective.

## **645 CURRICULUM THEORY**

This course aims to sensitise students to the nature and range of curricular problems, and to introduce the student to methods and paradigms for conceptualising and investigating such problems. Problems and issues will be located within the following broad areas: (1) objectives, which includes problems of identifying aims and needs and their curricular implications; (2) delivery systems, which includes problems of responding to needs and operationalizing objectives; and (3) assessment, which includes problems of evaluating curricular proposals, materials and programs.

## **653A PSYCHOLOGY OF EDUCATION:**

### **Minority Status and Learning**

This course will examine the relationship between membership in a minority group and educational outcomes for an individual. Topics examined will include: self-concept and esteem, development of prejudicial attitudes and their relationship to educational process, psychological testing in multicultural settings, bilingualism and multilingualism and their relationship with educational attainment, and psychological foundations of multicultural education.

## **653C PSYCHOLOGY OF EDUCATION:**

### **Cognition and Learning**

This course will examine cognitive and behavioural approaches to human learning. The implications for early education of current theory and research on information processing will be covered. Topics such as knowledge acquisition, memory, attention, problem solving, and cognitive versus associative theories of conditioning will be covered.

|                                        |
|----------------------------------------|
| <h2><b>ADULT EDUCATION TOPICS</b></h2> |
|----------------------------------------|

Through a review of major concepts and approaches, students will be given an opportunity to engage in and focus on issues of personal and professional interest.

## **671 ADULTS AS LEARNERS**

This course examines the unique physiological, psychological and sociological characteristics of adults, their influence on adult learning and development and their implications for educational intervention. Attention is given to changes, which occur at various stages of the adult life cycle and particularly to dimensions, which affect the adult's self-concept and orientation to learning, the motivations, needs and interests which cause adults to participate in educational activities.

## **672 FACILITATING ADULT LEARNING**

This course is designed to give adult educators an opportunity to practice and improve their skills in facilitating adult learning. Different models of educational processes and optimal conditions for promoting adult learning are examined; attention is given to small and large group methods and techniques, as well as to individualised learning formats.

## **673 ADMINISTRATION OF ADULT EDUCATION PROGRAMS**

This course is designed to develop a better understanding of the principles of organisation and administration as they relate to educational programmes for adults. The course also examines the main factors which influence the provision of these programmes along with the various skills necessary at all levels of the decision-making processes: accessing needs, budgeting, staffing and advertising.

## **674 EVALUATING ADULT LEARNING PROJECTS**

The purpose of this course is to assist participants in developing a clear working concept of various models of assessing the effectiveness of adult learning projects. The course emphasizes a systematic approach to evaluation, techniques for collecting information and providing feedback to programme operation and impact. Participants are given the opportunity to conduct an evaluation of an adult learning project.

## **675 CONCEPTS AND VALUES IN EDUCATION**

This seminar-style weekly class is intended as a forum for discussing some fundamental issues in adult education. The main objectives of the course are: to understand the defining principles of educational values and orientations; to compare and confront these views with our own values about teaching and learning; and to observe how our personal educational values, and those of others, define and shape our educational practice.

## **676B ADULT EDUCATION: REFLECTIVE PRACTICE**

Increasing competence requires that professionals reflect on their practice. Using the "reflection-in-action" epistemology of practice of Schon and the "theory-of-action" perspective of Argyris and Schon, this course explores the relationship between theory and practice, knowledge and action. It examines how individuals reason in order to act as they do, and identifies counterproductive features of reasoning for being effective and for learning.

## **676F ISSUES IN PROFESSIONAL DEVELOPMENT**

The fundamental goal of this course is to provide an occasion for the exploration of the issues surrounding the development and maintenance of competence in the context of individuals becoming professionals and groups becoming professions.

## **677 ADULT EDUCATION II:**

### **Designing Instruction for Adult Learners**

This course will examine the relationship of sound instructional design, characteristics of adult learners and learning theory. Decision points will be identified, and the relevant information sources will be investigated. Direct links to application will be made through the design of an actual instructional event or unit by each student.

## **677A TEACHING AND LEARNING STYLES**

This course will explore the origins and development of the notion of *cognitive styles* or *learning styles* in the psychological literature, from Witkin's Field Dependence Theory to Kolb's Experiential Learning Inventory. Various instruments, which claim to measure learning styles, will be discussed. We will also look at some assumptions and values underlying the way we view the different ways of apprehending reality. Is it fair to look at learning styles as objective (i.e. "scientific") differences in personality, or should we include in our analysis the social/historical development of "preferred" modes of learning?

## **677B ADULT EDUCATION I - SELECTED TOPICS:**

### **Tools For Self-Directed Learning**

One important approach for facilitating adult learning is to provide learners with tools and resources that they can use on their own. What are the needs of adults engaged in self-directed learning projects? How can adult educators assist learners with such “self-teaching” tasks as needs assessment, goal setting, strategy building, activity planning, and outcome evaluation? The course also focuses on the adult educator as a “knowledge broker”, who has gained some proficiency at locating and using resources for learning.

## **677E ADULT EDUCATION II - SELECTED TOPICS:**

### **Facilitating Adult Learning at a Distance Through Computer Conferencing**

The course objectives are: 1. To provide students with a basic understanding of some commonly used computer tools for the delivery of distance instruction: e-mail, the server-based discussion group (First Class®), the use of FTP and other file-retrieval protocols, the Web-site, etc. 2. To offer students a hands-on opportunity to experiment with these various tools in an educational context. 3. To stimulate reflection on the value and limitations of distance learning in general, and of computer-based instruction in particular. 4. To develop students' ability to creatively adapt available hardware and software resources to meet educational objectives.

## **FACULTY RESEARCH AND TEACHING INTERESTS**

### **ARSHAD-AYAZ, Adeela**

- International and Comparative Education
- Sociology of technology
- Social media and Education
- Critical Media Literacy
- Politics of Education
- Citizenship Education
- Impact of Neoliberal Globalization on education
- Women, Education and Development
- Transnational Multiculturalism/Anti-racist Education

### **AYAZ, Naseem** (Philosophy of Education)

- philosophy of education
- gender and education
- multicultural education
- peace education

### **BOUCHARD, Paul** (Adult Education)

- self-directed learning
- learning in organisational settings
- facilitating adult learning
- instructional design

### **CAMBRE, Carolina** (Qualitative Methods)

- image studies (semiotic)
- visual sociology
- polymedia literacies
- sociology of information
- policy analysis
- critical policy studies

### **CLEGHORN, Ailie** (Sociology of Education)

- language issues in education
- qualitative research in education
- educational policy and practice - Africa
- literacy and development
- comparative perspectives in teacher education

**HAMALIAN, Arpi** (Anthropology of Education)

- multicultural/intercultural education
- extension education and rural development
- comparative perspectives in education
- youth culture
- qualitative research methods - analysis of teaching methods and approaches

**WADDINGTON, David** (Philosophy of Education)

- video games and citizenship
- science and technology education
- intercultural citizenship
- philosophy of education
- technology and citizenship