

Curriculum, Teaching and Learning

ACE | Arts, Community, and Education

The Master of Education in Arts, Community, and Education follows a social and environmental justice agenda, where students will explore contemporary theories and practices in arts education, such as critical and aesthetic philosophies, arts-based research, community arts and the role of cultural institutions in shaping society. Students will consider art education as a social, cultural and historical process as individual and community transformation, whether the student chooses to work in formal or informal art education settings.

Critical Perspectives in Curriculum, Teaching and Pedagogy

Critical Perspectives in Curriculum, Teaching and Pedagogy focuses on these core questions: What is the purpose of education? What do we mean by curriculum, teaching, and pedagogy; and, who decides? Understandings of curriculum expand beyond provincial curriculum documents and include the ways in which curriculum is imagined, intellectualized, politicized, enacted, and experienced. Students will explore scholarship and research in curriculum theory, curriculum and pedagogical discourses, teacher identity, teacher education, and teacher leadership. While grounded in curriculum theory, students can explore specific disciplines (e.g. social studies) and/or professional contexts (e.g. teaching or administration).

Indigenous (First Nations/Métis/Inuit) Perspectives in Curriculum, Teaching and Learning

Students in this concentration will study Indigenous (First Nations, Métis, and Inuit) ways of knowing and knowledge across curricular areas/disciplines. This specialization will offer students opportunities to explore Indigenous (First Nations, Métis, and Inuit) education as a field of study and practice, including decolonizing curriculum theory, curricula, and methodologies.

Language and Literacy

The Language and Literacy concentration brings together literacies research, theory, and practice encompassing multiple forms of meaning-making (e.g., print, audio-visual, embodied, material) and their potentialities for thinking, learning, designing, relating, and becoming across diverse sociocultural, national, technological, and ecological contexts, from K-12 to adult education. As reflexive and equity-oriented practitioner-researchers within diverse communities, L&L graduate students develop a rich repertoire of theoretical and pedagogical perspectives, practices, and experience to critically engage with/in the evolving landscape of language and literacies education.

Second Language Education

The Master of Education in Second Language Education (SLE) concentration addresses research, language learning, and pedagogical issues in teaching English as a second language and teaching English as a foreign language, in pre-Kindergarten to Grade 12 through adult teaching contexts. The MEd in SLE also offers students the opportunity to explore the theoretical foundations of curriculum in education in a cohort of approximately 30 graduate students. Our students have taught in a wide variety of international, national, and local contexts, and the MEd in SLE program is designed to provide challenging and stimulating frames of reference for SLE practice. With the support of a program advisor

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(faculty member), graduate students in SLE will plan and complete a program of coursework in SLE, research methodologies, and curriculum, capped by a thesis or comprehensive examination option. The thesis or comprehensive option is intended to address the unique goals and interests of each graduate student.

Studies in Contemplative, Holistic, and Integrative Education

Studies in Contemplative, Holistic, and Integrative Education (SCHIE) explores what it means to be human, including but not limited to physical, emotional, cognitive, social, ecological, ethical, creative, spiritual, and contemplative aspects. SCHIE draws on wisdoms of diverse cultural traditions, multidisciplinary perspectives, and integrative practices from different times and places for these current times; and integrates studies of the whole person, curriculum, teaching, and learning by collaboratively exploring holistic, experiential, and transformative education for a flourishing life in a flourishing society.

Studies in Mathematics Education and Science Education (Studies in MESE)

Students will explore theories, research, policies and practices in mathematics education and science education as well as various intersections in these disciplines. Mathematics education and/or science education will be examined in K-12 settings, post-secondary contexts and settings beyond schools. Students will engage with multiple ways of knowing including Indigenous ways of knowing and consider social, cultural, ethical, human and more-than-human justice, and sustainability dimensions of mathematics education and/or science education to advance equity, diversity and inclusion in the field