

ECNT — CONTINUING EDUCATION

Department of Educational Foundations

ECNT 810.3 — 1/2(3L) Learning for Life Practice and Theory in Adult Education

Introduces graduate students from various backgrounds to the scope and aims of modern adult education in all its diversity. The content is significantly shaped by recent studies in Canadian adult education practice and theory and these developments are viewed from international perspectives. **Note(s):** Offered on-line.

ECNT 875.3 — 1/2(2S) Adult Learning and Development

Draws on research and theory in several social sciences to provide an understanding of the changing needs and capacities of adults for learning throughout the life span; optimal learning environments for adults; teacher-learner interaction in adult education; social facilitation of learning.

ECNT 878.3 — 1/2(2S) Comparative Continuing Education

Provides participants with international perspective on the field of adult education and lifelong learning including critical analysis of "development" issues. Explores ethical issues that may arise for the individual practitioner in international contexts. Selected theorists are studied to give a broad overview of current research and practice in the field.

ECNT 885.3 — 1/2(2P) Application of Learning Principles in Practice of Adult Education

Requires participants to undertake the role of facilitator in arranging a learning experience for an adult group, using a variety of adult education procedures. The role of the project will be primarily to help the students gain increased understanding of themselves in facilitating adult learning. **Prerequisite(s):** ECNT 875; or permission of the instructor.

ECNT 891.3 — 1&2(2S) Trends and Issues in Continuing Education

Some currently important aspects of the field of adult education are reviewed and analyzed.

ECNT 892.3 — 1/2(100S) Workplace Learning

Provides a hands-on workplace learning experience in adult and continuing education. The learning experience is

monitored throughout by a faculty advisor and a field-based supervisor. Placements are made with organizations that best suit students' academic interests and career aspirations.

Restriction(s): Admission to graduate program in Educational Foundations.

ECNT 897.3 — 1/2(2S) Research Methods in Continuing Education

The first part provides background and experiences in the conduct of literary-humanistic historical research in education. The second part deals with the conduct of empirical social science research in education.

ECNT 898.3 — 1/2(R) Special Topics

These courses are offered occasionally by visiting faculty and in other special situations. Students interested in these courses should contact the department for more information.

ECNT 899.6 — 1&2(R) Special Topics

Offered occasionally in special situations. Students interested in these courses should contact the department for more information.

EFDT — EDUCATIONAL FOUNDATIONS

Department of Educational Foundations

EFDT 831.3 — 1/2(3S) Existentialism and Education

Highlights critical issues raised by existentialists which, in turn, serve as the starting point for thinking about the individual and education.

EFDT 832.3 — 1/2(3S) Phenomenology and Education

Inquiry into the value for education of phenomenological theory and methodology. Major works of selected phenomenologies are examined.

EFDT 836.3 — 1/2(3S) Contemporary Education in Theory and Practice

A critical analysis of contemporary educational practice in the light of recent literature on educational theory.

EFDT 837.3 — 1/2(3S) Educational Philosophies and Curriculum

Deals with the philosophical foundations of curriculum theory and clarifies the basis from which educational programs can be

analysed. Contemporary philosophical issues related to the curriculum and school programs are examined. The writings of selected educational philosophers are studied.

EFDT 851.3 — 1/2(3S) International Education and Modernization

Focuses on educational issues in development and modernization, and the role of education in international understanding and cooperation.

EFDT 854.3 — International Study Tour

Pre-departure readings and seminars introduce students to the culture of the designated country and to the history and structure of its education system. Lectures, seminars, observation, and journals are used to develop an analysis of the relationships between cultural tradition, economic and political structures, and education.

EFDT 860.3 — 1/2(3S) Seminar in Anthropology and Education

Investigation of selected problems in anthropology and education.

EFDT 870.3 — 1/2(3S) Interdisciplinary Seminar in Foundations of Education

A consideration of important educational issues from the anthropological, comparative, historical, philosophical and sociological points of view and the possible implications for a comprehensive theory of education.

EFDT 872.3 — 1/2(3S) Experience of Women in Canadian Education

Through historical and contemporary sources, students study a range of women's educational experience with the goal of understanding how women of various socio-cultural groups are marginalized in Canadian society. Using feminist and auto/biographical scholarship, we analyze how gender structures formal and informal education, and trace efforts to achieve equality for women through education. **Prerequisite(s):** Admission to graduate program in Education or permission of the instructor.

EFDT 873.3 — 1/2(3S) Feminist Thought and Implications for Canadian Education

Focuses on Western feminist thought from the early modern period to the present, especially the concern for women's relation to education. Through study of selected theorists, students consider many sites of

inequality for women and current implications for Canadian education. **Prerequisite(s):** Admission to graduate program in Education or permission of the instructor.

EFDT 874.3 — (3S) School Plus and Education for Justice Compassion and Diversity

Explores frameworks for developing educational theory and practice committed to justice, compassion, and diversity; assists students in formulating principles for educational analysis and proposals; and examines key assumptions and concepts in relation to transformative education.

EFDT 880.3 — 1/2(3S) Process Philosophy Ecological Education for Regeneration

Utilizes process thought as a theoretical approach to ecological education; analyzes ideas such as integral development, emergence, and transformation in ecological education; and investigates critical pedagogies, educational policy and leadership, and curriculum development.

EFDT 881.3 — 1(3S) Education Wisdom Nature

Traces the concept of wisdom from earliest times through a decline in interest during the Enlightenment to its present-day resurgence among feminist theologians, deep ecologists, and First Nations peoples. Conceptions of wisdom and their emotional and cognitive preconditions are explored. Educational implications are considered.

EFDT 885.3 — 1/2(3S) Investigations in Culture and Environment

Course participants will individually and collectively engage in inquiry into various fields and discourses of culture and environment, drawing implications for their own life and work contexts.

EFDT 898.3 — 1/2(R) Individual Reading

Provides students with an opportunity to study in areas of their own interest. Under the direction of a staff advisor, they plan and follow a reading program and prepare a major paper. **Note:** Students may take up to 12 credit units of individual reading in their graduate program.

EFDT 899.6 — 1&2(R) Readings Course

Provides students with an opportunity to study in areas of their own interest. Under

the direction of a staff advisor, they plan and follow a reading program and prepare a major paper.

Note: Students may take up to 12 credit units of individual reading in their graduate program.

**EFDT 992.0 —
Project**

A compulsory course for those registered for the project Master's route. The project must be evaluated by a committee of the department.

**EFDT 994 —
Research**

Students undertaking research leading to a Master's thesis must register in this course each term until the thesis is completed (applies to thesis work done extramurally as well as intramurally).

**EFDT 996 —
Research**

Students writing a Ph.D. thesis must register in this course each term until the thesis is completed (applies to thesis work done extramurally as well as intramurally).

**EIND — INDIAN AND
NORTHERN EDUCATION**

Department of Educational Foundations

**EIND 810.3 — 1/2(3L)
History of Indian and Native Education
in Western and Northern Canada**

A review and examination of educational practices of Indian and Inuit people of Western and Northern Canada both before and after the arrival of Europeans. The course outlines the involvement in schooling of the Hudson's Bay Company, missionaries and governments. Contemporary developments in education for Indian, Metis and Inuit people are discussed.

**EIND 851.3 — 1(3S)
Decolonizing Aboriginal Education**

Intended to address colonization and imperialism among Aboriginal peoples, focusing specifically on the role education has played in achieving cognitive imperialism, critique the tenets of cognitive imperialism in English language, and education policy, politics, and practice, and evaluate international options for restoring Aboriginal communities.

**EIND 852.3 — 1/2(3S)
Theory and Practice of Anti-Racist
Education**

Examines the historical, economic and political processes and practices of racialization, and the ways in which these processes and their effects become

entrenched in our social and educational institutions. Theories and practices of integrative anti-racist education will be explored, including its applications in a variety of work places.

**EIND 855.3 — 1/2(2L-1P)
Cross Cultural Research Methodology**

A methodology course dealing with the adaptation of various research approaches to the study of variables across cultures. Students are expected to become involved in the design and conduct of a cross-cultural research study.

**EIND 871.3 — 2(3S)
Aboriginal Languages and Linguistic
Diversity in Education**

This seminar explores the state of Indigenous languages, the interrelated threats to linguistic diversity, and its foreseeable consequences for Indigenous knowledge, heritage, identity, human rights, and social justice. It critically examines post-colonial educational programming aimed at recovering, sustaining, and developing Indigenous languages.

Prerequisite(s): Admission to Graduate Studies and Research.

**EIND 898.3 — 1/2(R)
Individual Reading Course**

Students select a specific area of interest within the field of Indian and Northern education. In consultation with a faculty advisor, the student delineates the subject of study, research methodology, bibliography and working arrangements. A completed report or mini-project is evaluated by a committee of faculty within the program in consultation with the student.

Note: Students may take up to 12 credit units of individual reading in their graduate program.

**EIND 899.6 — 1&2(R)
Readings Course**

Students select a specific area of interest within the field of Aboriginal/post-colonial/anti-racist education. In consultation with a faculty advisor, the student delineates the subject of study, research methodology, bibliography and working arrangements. A completed report or mini-project is evaluated by a committee of faculty within the program in consultation with the student.