THE UNIVERSITY OF BRITISH COLUMBIA
Department of Educational Studies
Faculty of Education

Course Information

Prefix & number	Title
EDST 601	First Year Doctoral Seminar

Instructor	Prerequisites or restrictions (if any)
Kelly & Stack	Restricted to EdD 2021 Cohort

Focus or Content

This seminar is intended to begin conversations about education, educational practice, about knowledge and the relationship between theory and practice, and improvement of practice that will continue throughout the program. Part of the discussions will concern the scholarly traditions—and the debates between and among those traditions—that deal with conceptions of educational practice and theory. Participants will be encouraged to use the scholarly debates to examine their own educational practices—and use their educational practices to question the scholarly traditions.

Goals, Objectives or Learning Outcomes

Aims
• To explore the value of a cohort model for the EdD through collaborative learning
• To explore the idea of going from practice to theory and back to practice
• To explore some key questions woven throughout your doctoral studies

This course grapples with the questions:
1. What is education?
2. How can we make sense of educational practice?
and begins conversations about three other fundamental EdD questions:
3. How might we judge “improvement” of educational practice?
4. How can we study educational practice?
5. How has what we have studied influenced our ability to critique and improve our own practice?

Assignments or Assessment Process

EDST 601 is intended to be, in some sense, a dialogue among class participants and the authors of the selected readings; varied and conflicting perspectives are represented in the course materials. Classes will involve whole-class and small group discussion as well as group work. The writing assignments are intended to assist students in developing your ideas about the course questions and in connecting those ideas to your practices as educational leaders.
EDST 601 is a pass/fail course.

Assignments:
1. What is good writing? (class presentation)
2. List the various judgments you make in a 20-minute segment of a typical day in your professional practice. (500 words maximum)
3. An educational portrait (1,000 words maximum)
4. An analysis of educational practice (2,000 words maximum)

Notes/Other