

COURSE OUTLINE FOR EDST 601A 971

EdD SEMINAR

July 5 - July 23, 2021

9:00-12:00, Online

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Rationale

“The purpose of the [EdD] program is to engage students in the advanced study of educational leadership and policy in order that they can both critique and improve their own practice. It is this focus on practice—studying practice, trying to understand practice, being constructively critical of practice, improving one’s practice—that primarily distinguishes the program from more traditional doctoral programs whose aim is to prepare people for scholarship and the extension of knowledge.”

— The EDST EdD Website

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.

This year is our first year teaching this online, so we will all be experimenting with how to assist you in becoming a cohort that is currently online. Hopefully you will meet face to face soon. We welcome your ideas, and we hope you get to spend time outside of class getting to know each other.

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?

We hope that the reading, writing, and discussion activities in EDST 601 contribute to students' knowledge and understanding of these questions, which, in turn, will provide new and useful conceptual resources for their practices as educational leaders. The course is intended to move from broad discussions of education and its institutionalization in schooling to debates within particular traditions of conceptualizing educational practice to a close reading of several key texts.

The course assumes that while we can access only parts of our practices through study, we can affect those practices. We also expect that the course will assist students in beginning the conceptual work—and especially the task of generating critical arguments—integral to their EdD research.

SCHEDULE OF TOPICS, CORE READINGS, & DUE DATES		
1	Mon. July 5	Introduction & overview; Educated person exercise
2	Tues. July 6	Coulter & Wiens (2008); Lam (How to get into medical school, Part 1 & Part 2)
3	Wed. July 7	Biesta (2015); <i>Coded Bias</i> (2020) Meet cohort co-advisors: Amy Parent & Deirdre Kelly (11:30 a.m.)
4	Thurs. July 8	Fielding (2015); Stack (2021); <i>Indigenous Organic Agriculture</i> (2011)
	Fri. July 9	Possible time to interview each other for Educational Portrait assignment
5	Mon. July 12	Ahmed (2017) (read-around format) ** Assignments due: 20-min. Exercise; draft 1 of Educational Portrait **
6	Tues. July 13	Lam (Winston & Eli); Green (2009); Wang (2020)
7	Wed. July 14	Simpson (2017); Ahenakew & Naepi (2015); Kerr & Parent (2018); Montage (to be viewed during class time)
8	Thurs July 15	Debrief movie <i>Hannah Arendt</i> ; Minnich (2014); Lam (Contact tracing & Before light)
	Fri. July 16	Library session with Wendy Traas, 9:30-10:30 (plus activities TBD)
9	Mon. July 19	Bolderston (2019); <i>Crip Camp</i> (Film) ** Assignment due: draft 1 of Analysis of Educational Practice **
10	Tues. July 20	Barras et al. (2018); Elfert (2020); Kelly (2014); Guest: Maren Elfert
11	Wed. July 21	Debrief movie <i>Never Let Me Go</i> ; Fraser (2012) (read-around format)
12	Thurs July 22	Butterwick et al. (2012) (co-mentorship); wrap-up
	Fri. July 23	** Final drafts of all assignments due no later than 5p.m. **

Materials

Lam, V. (2005). *Bloodletting & miraculous cures*. (Toronto: Anchor Canada).
Other readings available online via UBC Canvas.

Requirements

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.

Please post to Canvas, labeling your document with your last name and the assignment and version number (e.g., Last Name # 2.2 = assignment 2, version 2). If at all possible, use file format doc or docx so we can use track changes feature of Word (avoid RTF or PDF file formats).

1. What is good writing?

Select an important piece of writing that contributes to your understanding of an issue in your educational practice and that influences initial thoughts about your research. Share the reasons for your selection with the class (15 minutes, maximum). Schedule of presentations will be developed on July 6.

2. List the various judgments you make in a 20-minute segment of a typical day in your professional practice. Bullet-point form is okay. (For an example in narrative form, see Stack, M., Coulter, D., Grosjean, G., Mazawi, A. & Smith, G. (2006). *Fostering tomorrow's educational leaders*. Vancouver, BC: The British Columbia Educational Leadership Council, pp.12-13 (available at http://edst.educ.ubc.ca/files/2013/07/slc.educ_ .ubc_ .ca-Stack.pdf)). Due Monday, July 12.

3. An educational portrait

You are to interview a classmate about his/her/their educational experience and schooling career. Ask them to tell you about their education beginning with their earliest memories. Encourage them to tell you stories about memorable events or critical incidents that have shaped their perspectives and habits of mind. From these stories, you are to construct a portrait to be distributed to classmates that embodies what you believe to be their conception of education, including the impact schools have had on them. Intended audience: classmates. Suggested maximum of 1,000 words. First draft due Monday, July 12.

4. An analysis of educational practice (e.g., assumptions about education, knowledge mobilization, etc.)

Using a public document (e.g., report, record, or plan) from your workplace,

analyze the conception of educational practice embedded in the paper. You will need to:

- Identify the focus of your analysis
- Select and justify the conceptual framework you intend to use for your analysis
- Apply that conceptual framework
- Generate conclusions and/or recommendations based on your analysis.

Intended audience: practitioners in your field with attention to academic norms. Suggested maximum of 2,000 words. First draft due Monday, July 19.

General Criteria for the Evaluation of Assignments:

Development of Argument

- develops coherent, defensible, and original argument or point of view
- includes different perspectives, including those from experience, and is appropriately appreciative and critical of these perspectives
- respects norms of scholarship and practice

Organization of Argument

- develops logical and coherent argument/point of view
- provides suitable evidence and/or examples

Language

- uses clear, concise, and compelling prose
- employs scholarly conventions
- develops original voice and style
- shows consideration of audience

N.B. EDST 601 is a pass/fail course. Work will normally be returned within two meeting days and may be resubmitted. Please see UBC Canvas, Syllabus, section titled *Additional Materials*, for an explanation of pass/fail in 601A and other relevant Department and University policies.

SCHEDULE OF COURSE MATERIAL & ASSIGNMENTS

Week 1: What is education?

Monday, July 5 - Thursday, July 8

The question “What is education?” is intended to prompt discussion about what educational leaders and policymakers do and why. We will explore education as learning what is needed for a good and worthwhile life, considering such dimensions as the epistemological (i.e., knowing, understanding the world), the ethical (engaging others), political (living with others), and spiritual (finding meaning). We will then reflect on efforts to institutionalize certain contingent answers as to what counts as education (e.g., schooling). We distinguish between formal education and non-formal and informal learning (although the lines blur) for two reasons: to extend our thinking beyond institutionalized learning; and to encourage graduate students-practitioners to reflect on how knowledge of their particular contexts can inform their doctoral studies.

July 6

Required readings:

Coulter, D. & Wiens, J.R. (2008). Prologue: Renewing the conversation. In D.L. Coulter & J.R. Wiens (Eds.), *Why do we educate? Renewing the conversation: The 107th yearbook of the National Society for the Study of Education, Volume 1* (pp. 5-20). Boston: Wiley-Blackwell.

Lam, V. (2005). How to get into medical school, Part I & Part II. In *Bloodletting & Miraculous Cures*. Toronto: Anchor Canada.

Optional reading:

Archibald, J., Q. Q. X. (2008). The journey begins. In *Indigenous storywork: Educating the heart, mind, body and spirit* (pp. 1-33). Vancouver: UBC Press.

Ma, Y. (2018). Chapter 4: Feeling the pebbles: Phronesis, philia and ren, in *Becoming a teacher does not come that easily: Aristotle, Confucius and education* (pp. 83-118). Vancouver, BC: University of British Columbia.

July 7

Watch this movie (available for streaming through UBC library) ahead of class:

Kantayya, S. (Director). (2020). *Coded bias* [Film]. USA: Netflix.

Required reading:

Biesta, G. (2015). What is education for? On good education, teacher judgement, and educational professionalism. *European Journal of Education*, 50(1), 75-87. doi: 10.1111/ejed.12109

Optional readings:

Manuel, A. (2015). Institutionalizing a people: Indian school, Indian jail. In *Unsettling Canada: A national wake-up call* (pp. 31-46). Toronto: Between the Lines.

Williamson, B. (2017). Introduction: Learning machines, digital data and the future of education. In *Big data in education: The digital future of learning policy and practice* (pp. 1-23). London: Sage.

July 8

Required readings:

Erenberg, N. (Writer and Director) (2011, December 20). *The great laws of nature: Indigenous organic agriculture documentary*.
<https://www.youtube.com/watch?v=vn1ym5r7pqq&t=10s>

Fielding, M. (2015). Why co-operative schools should oppose competition and what they might do instead. In T. Woodin (Ed.), *Co-operation, learning and co-operative values: Contemporary issues in education* (pp. 17-30). London: Routledge

Stack, M. (2021). Responding to the COVID-19 pandemic: University rankings or co-operatives as a strategy for developing an equitable and resilient post-secondary education sector? *International Review of Education*, Online first. doi: 10.1007/s11159-021-09891-0

Week 2: How to make sense of educational practice?

Monday, July 12 - Thursday, July 15

The question “How to make sense of educational practice?” sparks other questions, such as: How is knowledge developed? How are theory and practice related? And what kind of knowledge (and whose knowledge) is valued? The readings for this week address questions related to the epistemological, ethical, spiritual, and political dimensions of educational practice.

July 12

Required reading:

Ahmed, S. (2017). Feminism is sensational. In *Living a feminist life* (pp. 21-42). Durham, NC: Duke University Press.

Optional reading:

Kelly, D. M., & Currie, D. H. (2021). Teacher reflexivity when using pop culture in the classroom. *International Journal of Critical Media Literacy*, 2(2), 121-147. doi: 10.1163/25900110-02020001

July 13

Required readings:

Lam, V. (2005). Winston & Eli. In *Bloodletting & miraculous cures*. Toronto: Anchor Canada.

Green, B. (2009). Introduction: Understanding and researching professional practice. In B. Green (Ed.), *Understanding and researching professional practice* (pp. 1-18). Rotterdam: Sense Publishers.

Wang, F. (2020). Social justice leadership and *The Art of War*. *Critical Studies in Education*, 61(1), 86-100. doi: 10.1080/17508487.2017.1327877

July 14

Required readings:

Kerr, J., & Parent, A. (2018). The First Peoples Principles' of Learning in teacher education: Responding to the Truth and Reconciliation Commission's calls to action. *Canadian Journal of Native Education*, 40(1), 36-53.

Simpson, L. Betasamosake. (2017). Land as pedagogy. In *As we have always done: Indigenous freedom through radical resistance* (pp. 145-173). Minneapolis: University of Minnesota.

Ahenakew, C., & Naepi, S. (2015). The difficult task of turning walls into tables. In A. Macfarlane (Ed.), *Sociocultural realities: Exploring new horizons* (pp. 181-194). Christchurch, NZ: Canterbury University Press.

Note: we will watch this video during the live meeting:

Parent, A. (Producer). (2020, July 27). *Critical understandings of land and water: Unsettling place at SFU* [Video]. YouTube. Retrieved from <https://www.youtube.com/watch?v=WkflCqDPSq4>

Optional readings:

Ahenakew, C. R. (2017). Mapping and complicating conversations about Indigenous education. *Diaspora, Indigenous, and Minority Education*, 11(2), 80-91. Doi: 10.1080/15595692.2017.1278693

Abdi, A. A. (2013). Decolonizing educational and social development platforms in Africa. *African and Asian Studies*, 12, 64-82. Doi: 10.1163/15692108-12341251

July 15

Watch this movie (available for streaming through UBC library) ahead of class:

Von Tratta, M. (Director). (2013). *Hannah Arendt*. New York: Zeitgeist Films.

Required readings:

Minnich, E. (2014). The evil of banality: Arendt revisited. *Arts and Humanities in Higher Education*, 13(1-2), 158-179. doi: 10.1177/1474022213513543

Lam, V. (2005). Contact tracing & Before light. In *Bloodletting & miraculous cures*. Toronto: Anchor Canada.

Optional readings:

Arendt, H. (1964). Postscript. In *Eichmann in Jerusalem: A report on the banality of evil* (pp. 290-298). New York: Penguin.

Greene, M. (1978). Chap. 3: Wide-awakeness and the moral life. In *Landscapes of learning* (pp. 42-52). New York: Teachers College Press.

**Week 3: How can we study educational practice?
How might we critique and thereby improve our practice?
How might we judge the “improvement” of educational practice?**

Monday, July 19 - Thursday, July 23

One of the fundamental questions for educational leaders and policymakers is: “How do I improve my educational practice?” This begs the question of the values underpinning professional practices and how we might evaluate what constitutes good practice. The readings for this week highlight the importance of considering democracy, justice, and the politics of difference; contestations over public versus private; and the public as a space of appearance as well as discussion and debate. In a time when there is more concern about engaged/public scholarship, what are the possibilities of pursuing a professional doctorate, where the distinctive focus is on educational practice—studying practice, trying to understand practice, being constructively critical of practice, improving one’s practice?

In week 3, we only introduce some questions that are more fundamental to required courses that follow in the program. The question “How might we judge the ‘improvement’ of educational practice?” is central to EDST 593, while the two research courses (EDST 603, EDST 604) focus on the question “How can we study educational practices?” The question “How has what we have studied influenced our ability to critique and improve our own educational practices?” is addressed in EDST 577 as well as the two research courses (EDST 603, EDST 604).

July 19

Watch this movie (available for streaming through UBC library) ahead of class:

LeBrecht, J. & Newnham, N. (2020). *Crip Camp: A disability revolution*. Retrieved from <https://www.netflix.com/ca/title/81001496>

Required reading:

Bolderston, A. (2019). Chap. 4: Results. In *An autoethnographic lens on the identity work of lesbian and gay radiation therapists in practice* (pp. 90-130). EdD dissertation, University of British Columbia, Vancouver. Retrieved from <http://hdl.handle.net/2429/72319>

Optional reading:

Gale, T., & Molla, T. (2017). Deliberations on the deliberative professional: Thought-action provocations. In J. Lynch, J. Rowlands, T. Gale & A. Skourdoumbis (Eds.), *Practice theory and education: Diffractive readings in professional practice* (pp. 247-262). London: Routledge.

July 20

Required readings:

Barras, A., Selby, J. A., & Beaman, L. G. (2018). Rethinking Canadian discourses of “reasonable accommodation”. *Social Inclusion, 6*(2), 62-72. doi: 10.17645/si.v6i2.1443

Elfert, M. (2020). Revisiting the *Faure Report* and the *Delors Report*: Why was UNESCO’s utopian vision of lifelong learning an “unfailure”? In F. Finnegan & B. Grummell (Eds.), *Power and possibility: Adult education in a diverse and complex world* (pp. 17-25). Leiden and Boston: Brill / Sense.

Kelly, D. M. (2014). Alternative learning contexts and the goals of democracy in education. *Teachers College Record, 116*(14), 383-410.

July 21

Watch this movie (available for streaming through UBC library) ahead of class:

Macdonald, A. (producer) & Romanek, M. (Director) (2010). *Never let me go*. USA: DNA Films Film4.

Required reading:

Fraser, N. (2012). On justice: Lessons from Plato, Rawls and Ishiguro. *New Left Review, 74*, 41-51.

July 22

Required reading:

Butterwick, S., Cockell, J., McArthur-Blair, J., MacIver, S., & Rodrigues, J. (2012). Connectivity and collectivity in a doctoral cohort program: An academic memoir in five parts. *Alberta Journal of Educational Research, 57*(4), 1-14.

Optional reading:

McGuire, G., & Reger, J. (2003). Feminist co-mentoring: A model for academic professional development. *NWSA Journal, 15*(1), 54-72.