



THE UNIVERSITY OF BRITISH COLUMBIA

**Department of Educational Studies**

Faculty of Education  
Education Centre at Ponderosa Commons  
6445 University Boulevard  
Vancouver B.C. V6T 1Z2  
CANADA

Tel: 604-822-5374  
Fax: 604-822-4244

Web: <http://www.edst.educ.ubc.ca>

**Department Meeting**

Thursday, December 16, 2021 from 12:30PM to 2:30PM PST

Zoom: Meeting ID: 673 3362 6669 Passcode: 216055

**AGENDA**

Welcoming & Land Acknowledgement

1. Agenda for the December 16, 2021 Meeting for Consideration
2. Minutes of November 18, 2021 Meeting – Draft for consideration (Appendix 1)
3. **Reports**
  - a. GAA Report (Catalina Bobadilla)
  - b. Education Library Report (Wendy Traas)
  - c. Operations report & Innovation budget: 2021-2022 (Shermila Salgadoe)
  - d. Undergraduate Programs Advisory Curriculum Committee (UPACC) (Jason Ellis)
  - e. Graduate Advisor (GA) – Graduate Curriculum Coordinator (GCC) Joint Report (Tom Sork & Claudia Ruitenber) (Appendix 2)
  - f. Deputy Head’s Report (Deirdre Kelly) (Appendix 3)
  - g. Head’s Report (André Mazawi): PAEI 1 Approved by AD Andres; Plans for PAEI 2.
4. **New Business**
  - a. MA Committee: Adjudication and Applications (Jason Ellis) (Attachment 4)
  - b. MA program website description rewrite (Jason Ellis) (Attachment 5).  
This proposed text is part of MA recruitment initiative targeting students “from groups experiencing historical and systemic marginalization on grounds enumerated under the B.C. Human Rights Code.”
  - c. “Revamping EDST’s Website” (Jude Walker & Robert VanWynsberghe)  
[With the participation of Carl Luke, EDST’s Web & Communications Director]

## 5. Announcements:

### (a) New Books:

Kari Grain (May 2022). [\*Critical Hope: How to Grapple With Complexity, Lead With Purpose, And Cultivate Transformative Social Change\*](#). 256 pp.  
North Atlantic Books

About *Critical Hope*:

Hope isn't something you have—it's something you *do*. Here, the 7 principles for practicing critical hope as a radical, subversive act.

Hope is transformational—but in moments of despair, or when you're up against profound injustice, it isn't enough on its own. Hope without action is, at best, naive. At its worst, it tricks you into giving up the power and agency you have to change systems that cause suffering.

Enter critical hope: a spark of passion, an abiding belief that transformation is not just possible, but vital. This is hope in action: a vibrant, engaged practice and commitment to honoring transformative potential across a vast spectrum of experience.

Here, Dr. Kari Grain, PhD, introduces critical hope: what it is, how it works, and why we each need it if we're to be a conduit of change in an unjust world. Inspired by her global research, teaching experiences, and education curriculum taught at the University of British Columbia, Grain argues that to cultivate critical hope (and combat despair), you need to show up with your whole self, in all its messy, passionate, vibrant complexity.

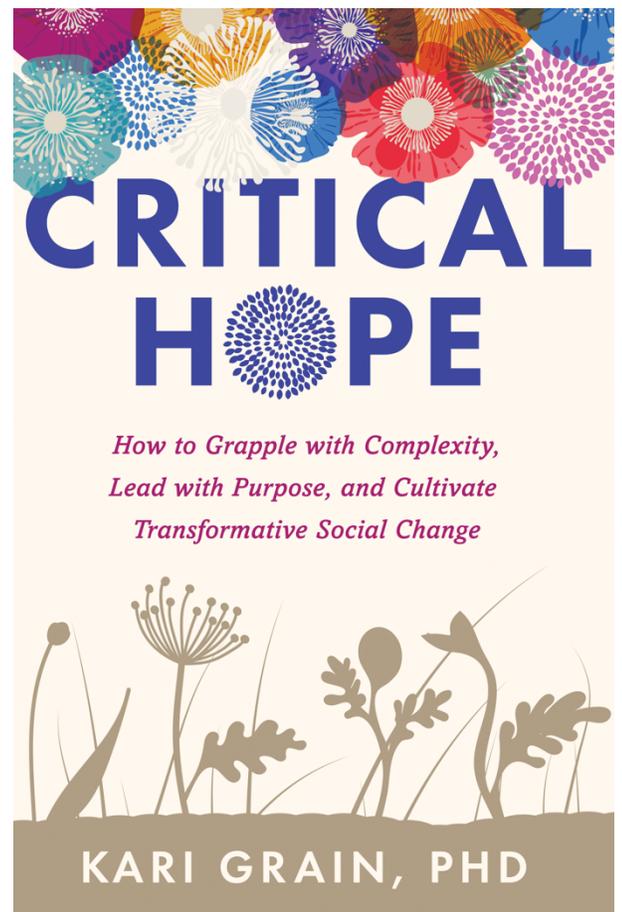
Grain introduces 7 principles for practicing critical hope, including:

- Hope is necessary, but hope alone is not enough
- Critical hope requires an education in

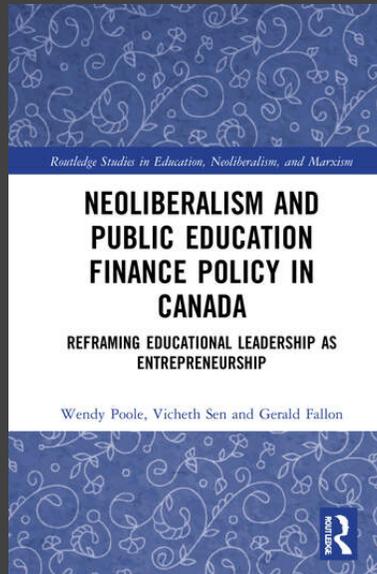
difficult knowledge and social justice

- Hopelessness is not a failure of the individual
- The job of a leader is to “unveil opportunities for hope – no matter what the obstacles may be”

*Critical Hope* interweaves the narratives of activists, leaders, survivors, and educators with vulnerable personal reflections and interdisciplinary research from education, neuroscience, and feminism. It's a timely exploration, a call to action, an ignition of hope and humility for anyone working to build a better world for us all.



Wendy Poole, Vicheth Sen and Gerald Fallon (December 2021). *Neoliberalism and Public Education Finance Policy in Canada: Reframing Educational Leadership as Entrepreneurship*.



December 2021: 158pp  
1 illustrations

Hb: 978-0-367-36002-3 | \$160.00  
eBook: 978-0-429-34318-6

#### TABLE OF CONTENTS:

- 1: Introduction: Neoliberalized Education Finance Policy and Entrepreneurial Educational Leadership
- 2: The History and Rationality of Neoliberalism and Its Impacts in/on Public Education
- 3: The Emergence of Market-Oriented Education Finance Policy in British Columbia
- 4: Localized Responses to the Market-Oriented Education Finance Policy
- 5: The Spatial Inequities of Market-Oriented Education Finance Policy
- 6: Negotiating Subjectivities: Responsibilization and the Political Agency of School District Administrators
- 7: Moving Toward Public Education and Educational Leadership for the Common Good

**20% Discount available with this flyer!**

## Neoliberalism and Public Education Finance Policy in Canada

Reframing Educational Leadership as Entrepreneurship

**Wendy Poole, Vicheth Sen and Gerald Fallon**

*Series: Routledge Studies in Education, Neoliberalism, and Marxism*

This book uses a multi-dimensional conceptual framework to demonstrate how neoliberal forces have been manifested through changes to K–12 public education finance policy in British Columbia, Canada between 2001–2015. Ultimately, the text makes powerful contributions by calling attention to detrimental processes of neoliberalization, marketization, and privatization of public education and the managerialization of educational leadership. This text will benefit researchers, academics, educators, and educational leaders with an interest in the politics of education policy and finance, school district leadership, international and comparative education, and the sociology of education.

**20% Discount Available - enter the code FLA22 at checkout\***

Hb: 978-0-367-36002-3 | \$128.00 **Discount Price**

*\* Offer cannot be used in conjunction with any other offer or discount and only applies to books purchased directly via our website.*

 **Routledge**  
Taylor & Francis Group

**For more information visit:**  
[www.routledge.com/9780367360023](http://www.routledge.com/9780367360023)

Constance Backhouse, Cynthia E. Milton, Margaret Kovach, & Adele Perry (Eds) (2021). [\*Royally Wronged: The Royal Society of Canada and Indigenous Peoples\*](#). McGill-Queen's University Press.

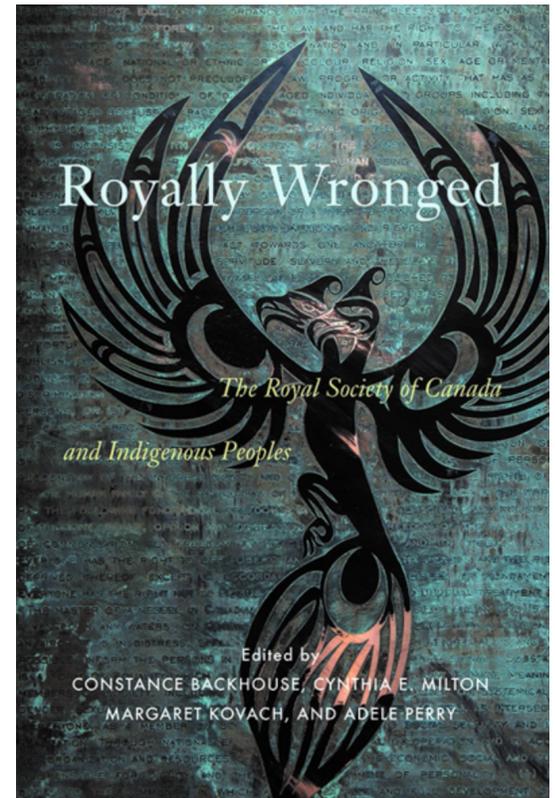
Probing Royal Society of Canada scholars' complicity in the marginalization of Indigenous knowledge and the destruction of Indigenous communities.

The Royal Society of Canada's mandate is to elect to its membership leading scholars in the arts, humanities, social sciences, and sciences, lending its seal of excellence to those who advance artistic and intellectual knowledge in Canada. Duncan Campbell Scott, one of the architects of the Indian residential school system in Canada, served as the society's president and dominated its activities; many other members - historically overwhelmingly white men - helped shape knowledge systems rooted in colonialism that have proven catastrophic for Indigenous communities.

Written primarily by current Royal Society of Canada members, these essays explore the historical contribution of the RSC and of Canadian scholars to the production of ideas and policies that shored up white settler privilege, underpinning the disastrous interaction between Indigenous peoples and white settlers. Historical essays focus on the period from the RSC's founding in 1882 to the mid-twentieth century; later chapters bring the discussion to the present, documenting the first steps taken to change damaging patterns and challenging the society and Canadian

scholars to make substantial strides toward a better future.

The highly educated in Canadian society were not just bystanders: they deployed their knowledge and skills to abet colonialism. This volume dives deep into the RSC's history to learn why academia has more often been an aid to colonialism than a force against it. *Royally Wronged* poses difficult questions about what is required - for individual academics, fields of study, and the RSC - to move meaningfully toward reconciliation.



Articles:

Elena Ignatovich & Pierre Walkter (2021). *Political Posters, the Soviet Enlightenment and the Construction of a Learning Society, 1917-1928*. *European Journal for Research on the Education and Learning of Adults*, [Pre-published](#), 2021, pp. 1-22.

[Abstract](#): “This paper explores the construction of a Soviet learning society represented in Soviet political posters during the first decade after the 1917 Socialist Revolution. The theoretical framework is based on studies of learning societies, lifelong education and learning, Soviet education, and the theory of multiple modernities. We employed a post-structuralist discourse analysis that allowed us to explore verbal and non-verbal poster elements to identify key domains in the construction of the Soviet learning society. Our study identified six main discursive visual and textual messages in political posters as educational devices in the development of the Socialist learning society. Findings show that learning was embedded in broader social, political, economic and cultural practices and took multiple forms. Political posters were motivators for learning, learning devices, means to communicate the Soviet party-state agenda, and part of the social-political and cultural curriculum of the learning society to come. Our study makes a contribution to scholarship on learning societies as these are constructed in socialist as well as capitalist societies.”

## 6. Forum Discussion:

Making Sense of Winter 1 (September-December 2021): Insights, take away lessons, and possibilities for Winter 2 – Open Discussion.

**Next Meeting:** January 20, 2022

**Department Meeting Minutes**  
**Thursday, November 18, 2021 at 12: 30 p.m. on Zoom**  
(Draft Submitted for Consideration at the December 16, 2021 EDST Meeting)

**Attendees:** André Mazawi (Chair), Deirdre Kelly, Ali Abdi, Vanessa Andreotti, Tom Sork, Carolina Palacios, Claudia Ruitenber, Gerald Fallon, Hartej Gill, Hongxia Shan, Jason Ellis, Jude Walker, Kari Grain, Mark Edwards, Michelle Stack, Robert VanWynsberghe, Sharon Stein, Shermila Salgadoe, Sharon Jarvis, Wendy Traas (Education Library), Tony Edwards, Fei Wang, Taylor Webb, Catalina Bobadilla (GAA), Shirley Hardman (Student Representative), Handle Wright, Laurel Forshaw, Roshni Kumari, Amy Parent, Mary Kostandy (Student Guest for section 4(e)).

**Recorder:** Olivia Vazifdar

Welcome note & Land Acknowledgment by André Mazawi.

1. **Approval of Agenda** – Approved
2. **Minutes of October 2021** – Approved
3. **Reports**
  - a. **GAA report (Catalina Bobadilla)**

- Catalina thanked Prof. Vanessa Andreotti, Prof. Sharon Stein and Prof. Cash Ahenakew on their presentation on research and activism.
- Results from the GAA survey: The survey was launched to see what student events they would like during the year: Preferred mode of attending events by students, online or hybrid or in-person; students voted most likely to attend social events, workshops and studying or co-working events. They are less likely to attend networking or professional development events. The most important factors when students choose to attend an event are their interest to the topic and ability to connect with peers.

Listed below are events students would like to see offered in the future:

- Data analysis
- Writing techniques and workshops



- Writing retreats
- How to practice reflexivity in research
- The role of positionality in research
- Job paths for EDST students; work opportunities outside academia
- How can PhD students manage time and efforts
- How to establish positive relationships with supervisors
- Timelines and steps in the PhD journey
- Information on approaching and applying for grants
- Practicing non binary thinking
- Careers in adult education
- Hearing about research underway or completed by EDST students
- How to organize a CV
- How to organize a dissertation
- Research tools/techniques/methods
- Know more about faculty members' research
- How to prepare well for a thesis defense

André thanked Catalina and the GAA team for their efforts in bringing the voice of students to bear on activity planning and in opening up opportunities for intellectual exchanges and commitment to cutting edge research.

**b. Education Library Report (Wendy Traas) – Report attached**

- Database Trial – *Policy Commons* will run until November 30, 2021. Feedback welcome.

**c. Operations report & Innovation budget (Shermila Salgadoe) – Report attached**

- A faculty member inquired about “DE” funds in the Innovation budget. Shermila clarified that “DE” stands for “Distance Education Courses”. These are ALE diploma courses and EDST 493 (higher education).
- A faculty member sort clarification on the actuals for both budgets. Shermila clarified that Operation budget is fixed and cannot be used for student funding, the residual amount goes back to the Dean’s office at the end of the fiscal year. Any changes to the Innovation budget needs to go through the Head’s Advisory Committee (HAC). Shermila added that the Operation budget may use \$45-48k. The Innovation budget may incur much less than its projected expenses. André pointed out that this topic is in the pipeline and will hopefully be open for discussion in the next few months.
- A faculty member sort clarification on the following budgets - Shermila explained that the figure under “Honoraria for Guest speakers (BEd)” in the Operation



Budget is for Teacher Education courses. “Honoraria for Guest speakers, Graduate Programs” in Innovation Budget is for Masters’ and PhD programs, excluding the EdD Program as they run their own budget. The same faculty member also asked for clarification on “Faculty initiated events for EDST students at (non-UBC) Conferences (for faculty without grants)” . Shermila explained that this budget line is for faculty members with no grants who would like to attend conferences and host UBC students.

**d. Undergraduate Programs Advisory Curriculum Committee (Jason Ellis)**

- UPACC is working on its Terms of Reference (TOR) and should have it ready by the new year for one of the department meetings.

**e. Graduate Advisor (GA) – Graduate Curriculum Coordinator (GCC) Joint Report (Claudia Ruitenber & Tom Sork) – Report attached.**

- Claudia is in the process of handing over the GA role to her successor, Hongxia Shan, who will take over from January 1st, 2022 onward.
- Tom went through his attached report.

**f. Deputy Head’s Report (Deirdre Kelly)**

- The Winter schedule is due on November 24 and not November 21, as mentioned in the report.
- Deirdre requested Program Coordinators and Committee Chairs to communicate with their respective faculty members regarding course scheduling. She invited faculty members to review the course schedule, suggesting that a draft course schedule will be posted ahead of time to give students the opportunity to plan ahead. Preliminary draft of the workloads are being prepared for each faculty member.

**g. Head’s Report (André Mazawi)**

Report as attached.



#### 4. New Business

(a) PAEI Equity-focused Educational Leadership in a Global Context: Revised advert (Mark Edwards).

- Education Associate Dean (Faculty Affairs) Lesley Andres provided guidance on the previously submitted EDST ad, as detailed in her attached letter. Mark Edwards moved that EDST approves the revised job ad. Tom seconded the motion. André mentioned that the major revisions are located in paragraphs 3 & 4 of the attached revised ad. The revised text of the ad was approved unanimously. It will be forwarded to the Associate Dean's office towards completing the needed approval towards initiating a search.

(b) Category 1 Curriculum Change: EDST 534 (3): Theory and Practice of Transformative Learning and Education by Jude Walker (Tom Sork)

- Tom moved that the Department approves this new course proposal for EDST 534. Deirdre Kelly, Mark Edwards, and Hongxia Shan all seconded the motion. In presenting her proposed course, Jude explained that this course was taught twice already. It has been developed based on a survey that was sent out taken by Adult Education students. Following discussion, the motion was voted unanimously by the department (no abstentions and no oppositions). André wished good luck to Jude and to Tom as they now move the proposal to the Faculty's Graduate Curriculum Advisory Committee for consideration.

(c) PhD Management and Admissions Committee's Decisions on a Part-Time PhD Option (Ali Abdi/Tom Sork)

- On behalf of Ali Abdi, Chair of the PhD Management and Admissions Committee, Tom (GCC & GPACC Chair) moved that the Department of Educational Studies accept the recommendation from the PhD admission and management committee *to not* establish a part-time PhD admission option at this point in time.

Tom clarified that the voting on the motion means, de facto, keeping the status quo. He added that the motion does not have any time element attached to it. In response to a question, Ali pointed out that no pilot option was considered by the PhD Committee. The vote results were as follows: In support of the motion not to offer a



part-time PhD option: 15; Opposed to the motion: 4; Abstentions: none. The motion is therefore carried.

(d) An Equity, Diversity, Indigeneity and Inclusion (EDII) Statement for EDST PhD Applicants (Ali Abdi/Tom Sork)

- On behalf of Ali Abdi, Chair of the PhD Management and Admissions Committee, Tom (GCC & GPACC Chair) moved that the Department of Educational Studies approves the attached statement on EDII, which would become part of the PhD application process. Tom explained that the statement will be embedded in the e-vision application form that all PhD applicants use when submitting their applications. As part of the discussion, one faculty member inquired how would the land acknowledgement be understood by international applicants who have not yet been exposed to the realities of the ethos of the Canadian understanding of land acknowledgment. Another faculty member pointed out that the statement's listing of different types of discrimination raises the fear that we might lose or leave behind a discrimination that is not registered in our consciousness because we don't see it for some arbitrary reason. Another faculty member voiced their discomfort with regard to talk about an applicant being invited to narrate their "background". On this very point, additional remarks from faculty were as follows: should the background be only focused on UBC contexts? Why not allow applicants to open it up to further professional careers beyond the UBC context? A faculty member added that a self-declare statement in relation to people with disability might work against these applicants. In response, Ali stated that this request originated from the previous Department Head, in discussion with the previous PhD Committee Chair, inviting the committee to consider the possibility of including the EDII to the application system. The vote results were as follows: In support of the motion of including the statement as part of the application protocol: 3; Opposed to the motion: 11; Abstaining: 7. The motion is therefore carried. The motion was not carried. Asked by André whether he would like to take the statement back to the PhD Committee and revise it along the comments provided, Ali indicated that he will not take this back to the committee for further discussion.



**(e) Announcements**

- A new publication:  
Shan, H., Zhang, T., Sork, T. J., & Wong, P. KH. (2021). Learning and knowledge ‘transfer’ as translation: A case study of a health partnership programme between Canada and China from the perspective of ANT. *Compare: A Journal of Comparative and International Education*. <https://doi.org/10.1080/03057925.2021.1987193>
- Dr. Laurel Forshaw: Congratulations for her Convocation at U of Toronto!
- The Diverse Careers Paths of Educational Studies Alumni: The Fall 2021 Newsletter (Mary Kostandy, Guest) – Mary reviewed the main objectives of this project and provided updates regarding the Fall 2021 Newsletter (attached). She also shared the link to the newsletter <https://edst.educ.ubc.ca/the-diverse-career-paths-of-educational-studies-alumni/>

**(f) Forum Discussion: UBC’s Indigenous Strategic Plan (Facilitated by Sharon Stein)**

Sharon introduced UBC’s Indigenous Strategic Plan (ISP) and its basic elements. The ISP has 8 goals and 43 accompanying actions for implementing them. Subsequently, meeting participants were divided into smaller groups to discuss the following 3 questions based on the poem composed by Cash Ahenakew (and used with his permission, as attached):

The questions for discussion:

- 1) To what extent do you think that EDST is prepared to adequately address the issues raised in the poem about the experiences of Indigenous peoples in academia (including faculty, staff, and students)?
- 2) To what extent you think that EDST is prepared to responsibly engage with current complexities and challenges related to settler-Indigenous engagements, communities and knowledge’s, including those that I mentioned above.
- 3) To what extent do you think an earnest engagement with the Indigenous Strategic Plan could be a generative means of assessing our current efforts to engage with Indigenous communities and knowledge? How could EDST’s engagement deepen EDST’s accountability to Indigenous communities and complexifying our current approaches to Indigenizing and decolonizing EDST and the University?

In conclusion, following the group discussions, André explained that this forum discussion marks a starting point we should follow-up on beyond the EDST monthly



meetings by creating spaces to take this discussion further. André encouraged people to read the 2 self-assessment tools which are part of the ISP and suggested the creation of an ad hoc group to engage the above-mentioned three questions as a standing EDST activity. Those interested are encouraged to email Sharon if they would like to part of the working group. Echoing the thoughts of Shirley Hardman (Student Representative), André pointed out that we are not the people of despair but of “radical hope”. Ideas to engage in such painful conversations, are important – particularly for us, as a department which is engaged in fostering the pedagogies that go into the schools and communities and shape how schooling looks like. Thank you to Sharon for taking the lead in facilitating this initiative and start this conversation.

There being no other business the meeting was adjourned at 2:40PM PST.



THE UNIVERSITY OF BRITISH COLUMBIA

**Department of Educational Studies**

Faculty of Education

**Joint Report  
of the  
Graduate Advisor and Graduate Curriculum Coordinator**

December 16, 2021

**From the Graduate Advisor—Claudia Ruitenber**

**From the Graduate Curriculum Coordinator—Tom Sork**

At the GPACC meeting on December 2, we:

- Expressed thanks to Claudia Ruitenber, Graduate Advisor, and Sharon Stein, HIED Coordinator, who will both be leaving GPACC the end of December. Joining GPACC in January will be Hongxia Shan, Graduate Advisor, and Amy Metcalfe, HIED Coordinator.
- Discussed the necessity and feasibility of setting up waitlists for graduate courses the management of which cannot currently be automated.
- Discussed the utility of Program of Study worksheets for students and advisors.
- Discussed how to best identify on websites faculty who are available and willing (or not) to supervise incoming students.
- Received an update on discussions underway to transition Educational Technology Support (ETS) to a new service model with greater flexibility to access only those supports needed for specific initiatives rather than “pre-packaged” supports.
- Received an update on discussions underway about developing a multi-year course scheduling and workload planning process for EDST.
- Discussed the need to review/re-think/re-imagine our graduate programs and courses in light of changing student/prospective student expectations, faculty experience with technology wrought by COVID-19, and other recent developments (including the Indigenous Strategic Plan, the final report of the Faculty’s Task Force on Race, Indigeneity and Social Justice, and UBC’s Inclusion Action Plan). Related to this was a proposal to schedule a session for faculty to share what they have learned about pedagogy during the COVID-induced “pivot” to online learning.
- Received word that Research Day has been tentatively scheduled for Friday, April 8, 2022.
- **No action items for the Department this month.**



THE UNIVERSITY OF BRITISH COLUMBIA

**Department of Educational Studies**

Faculty of Education

## **Deputy Head's Report to the EDST Department meeting, December 16, 2021**

**Deirdre Kelly (submitted on December 8, 2021)**

### Course & Faculty Workload Planning for 2022-23:

- Tentative versions of the Summer 2022 and Winter 2022-23 schedules have been posted to the EDST website.
- Faculty member's *Preliminary EDST Assignments* have been entered onto individual sheets and circulated on or around December 8, 2021. The more finalized *Confirmation of EDST Assignments* sheets will be circulated circa February 2022 for review and signatures.

### Formative Peer Review of Sessional Lecturers

The draft EDST Policy on Formative Peer Review of Sessional Lecturers was discussed at HAC on December 6, 2021. A revised version will be considered at January meetings of both UPACC and GPACC.

### Twelve-Month Lecturer in Teacher Education

The idea of creating a Full-Time Lecturer (12-month) position in Teacher Education has been broached and will be explored early in 2022.

### Multi-Year Planning

- André, Tom, and I continue to meet biweekly to discuss the rationale, feasibility, and timing of this. On November 17 and December 1, 2021, we also met with Carl Luk and Shermila to discuss how best to track course planning so that the system is compatible with the one required by Jennifer Stewart (TEO) as well as meets the needs of other anticipated users of our "master" Excel sheet.
- The newly created *Preliminary EDST Assignments* sheet contains notes for planning not only year 1 but also years 2 and 3 of the planning cycle. The *Confirmation of EDST Assignments* and *EDST Teaching Preferences Form* will also be revised to reflect the shift to 3-year planning.
- As a parallel to the input we get from faculty members via the *Teaching Preferences Form*, we think an annual graduate student survey will give us important information on student experiences and needs with regard to elective and methods courses they require as part of the graduate programs. Currently, we think that administering this survey in mid-April might be ideal. By that time in the academic year, new students will have a better sense of what they need.

## MA Committee Report on Applications and Adjudication

8 December 2021

J. Ellis

### Statistical summary

EDST received 28 complete MA applications for W1 2022 admission.

This represents a 33 per cent decline in the number of applications we received last year (42).

Breakdown by status:

- Canadian citizens or permanent residents: 6 (21 per cent)
- International: 22 (79 per cent)
  - International, by last university attended regardless of student country of origin
    - Bangladesh: 2
    - Canada: 1
    - China: 6
    - Ghana: 1
    - India: 2
    - Japan: 1
    - Turkey: 1
    - UK: 2
    - USA: 5
    - Uzbekistan: 1

Breakdown by concentration:

- ALE: 5 applications (18 per cent of total)
- EDAL: 4 (14 per cent)
- HIED: 5 (18 per cent)
- SCPE: 12 (43 per cent)
- General (no concentration): 2 (7 per cent)

### Adjudication

Each eligible committee member was assigned approximately 11 or 12 files to adjudicate. At least one reader on each file is from the program area (i.e. concentration) that the applicant requested.

Adjudications are due January 7<sup>th</sup>. The committee will meet between January 19<sup>th</sup>-21<sup>st</sup> (exact date TBD) to make an initial ranking and recommend at least a first round of offers.

The committee has approximately \$42,500 in funding from the innovation account and outstanding MA applicant award to distribute with admissions offers. This is in addition to other funding applicants may bring in, e.g. SSHRC Bombardier.

Faculty who are prospective supervisors will be contacted and at that time anyone who wishes to offer potential advisees funding from a research or other grant will be encouraged to do that.

[\[Draft 3A.\]](#)

*UBC Vancouver is situated in the traditional, ancestral and unceded territory of the xʷməθkʷəy̓əm (Musqueam).*

The MA degree in Educational Studies is for students who are interested in becoming educational researchers in diverse contexts.<sup>1</sup> The degree is **thesis-based** and you can complete it in [2-3 years](#), or over a longer period if studying part-time.

Faculty who teach and supervise students in the MA in Educational Studies come from many different traditions. These are represented in four concentrations. You will pick one of these concentrations as your own when you apply. Alternatively, you may select a general concentration:

- [Adult Learning and Education](#) (ALE)
- [Educational Leadership and Administration](#) (EDAL)
- [Higher Education](#) (HIED)
- [Society, Culture and Politics in Education](#) (SCPE)
- General

Come to our program to learn how to do the cutting edge-research that will help the next generation of educators and policymakers to create meaningful change.

\*\*\*

Faculty in the Department of Educational Studies are committed to equity, diversity, inclusion social justice, decolonization and Indigenization.

We especially encourage applications from prospective students belonging to any group experiencing historical and systemic marginalization on grounds enumerated under the [British Columbia Human Rights Code](#).

[Proposed award: *EDST Department Head's Award for Educational Equity*]

[Drop down box. Short videos about MA. Student first, faculty (program area)]

[Notes at bottom of the page:]

<sup>1</sup> The thesis-based MA degree is for students who wish to do original research of their own. The thesis-based MA degree is considered suitable preparation for graduates who wish to continue on to doctoral work in education (PhD and EdD).

The department's [M.Ed. degrees](#) are mainly course-based options for students who wish to learn about educational research at the graduate level. M.Ed. students do not write a thesis. [\[Hyperlink to diagram of MA program compared to M.Ed.\]](#)