

# COURSE DESCRIPTIONS FOR M.ED. IN EDUCATION STUDIES

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## REQUIRED COURSES

### **EDUC-5010H: Interdisciplinary Critical Approaches to Educational Theory**

This mandatory course will introduce students to salient educational theories that have shaped and continue to shape education. The course emphasizes interdisciplinary approaches associated with the history, sociology, and philosophy of education to help students understand and critically assess theories of education.

### **EDUC-5020H: Introduction to Educational Research Methods**

This mandatory course examines various research orientations and approaches. The course will provide an overview of topics related to the design, conduct, critical interpretation, and evaluation of research, including related technical and ethical considerations. Special emphasis will be placed on research and methods related to education.

### **EDUC-5030H: Independent Advanced Research Course (Research project and Thesis stream only)**

This mandatory course for project and thesis students is an individualized and constructed syllabus, designed by the student and approved by the instructor, in response to the student's research interests. The course is specifically designed for students to develop their project or thesis.

### **EDUC-5040H: Course Steam Synthesis (Course stream only)**

This is a final synthesis course for course only students to integrate and assimilate theoretical and practical concepts and constructs encountered in core and elective courses. Students will apply the knowledge they have acquired and demonstrate their ability to access, review and critically analyze research and educative issues.

### **EDUC-5050H: Research Project**

A study combining scholarly reflection and practice-based modes of investigation. Equal to a thesis in academic quality but more limited in scope and/or originality, the report will typically be 30-50 pages in length. Your supervisor will assign a grade together with a second reader, both normally from the core faculty.

## APPROVED ELECTIVE COURSES

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**Not all courses will be available every year. Please consult the M.Ed. course timetable for information on courses that will be offered for the upcoming academic year. As the program is further developed, additional course listings will be added. Please see the M.Ed. Website, <https://www.trentu.ca/education/masters/>, for up to date course listings.**

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### **EDUC-5110H: Curriculum Theory**

This course surveys major theories of curriculum that have influenced education in Canada. An outline of the techniques employed in curriculum development, including sources of influence and control, specification of outcomes, selection and coordination of activities, strategies, resources and

evaluation, and critical reconceptualist approaches are explored related to educational contexts.

### **EDUC-5120H: Evaluation of Curriculum & Instruction: A Critical Approach**

This course examines current issues in curriculum evaluation and instruction. Students will be asked to consider multiple perspectives as they critically examine the evaluation of curriculum and instruction uses a variety of lenses, rather than as subject matter or methods alone.

### **EDUC-5130H: Early Childhood Curricula-Reconceptualist Perspectives**

This course engages educators and professionals working with young children (ages 3 – 8) in critically examining current curricula and policy related to early childhood education. Students will explore diverse understandings of the early years learning in ways that develop pedagogies that are responsive to children's identities and socio-cultural/political contexts.

### **EDUC 5210H: Critical Narrative Inquiry: Stories and Transformation**

This course introduces students to narrative as a disciplined form of inquiry. Storying and narrative are presented as ways of making sense of experience and of connecting practice with theory. Central constructs explored during the course are voice, perspective, collaboration and transformation of experience.

### **EDUC-5220H: Multiliteracies and Identities**

This course critically explores how literacy curricula has both facilitated and constrained student's identities. Literacy instruction is examined in relation to the ways it has capitalized on and/or neglected what students bring with them to school and how literacy instruction can extend and narrow identity options made available to them.

### **EDUC-5240H: STEAM**

This course investigates how Science, Technology, Environmental Education, Engineering, the Arts and Mathematics (STEAM) can be used to develop a pedagogy of problem solving that reconceptualizes challenges we face individually and collectively. A variety of conceptual and critical lenses will be applied to issues of STEAM subjects and careers.

### **EDUC-5250H: Bridging Research and Practice in Mathematics Education**

In this course, students will examine how theories and practices in mathematics education intersect, complement and/or contradict one another. Research into the teaching of fractions, algebra and spatial reasoning will serve as salient content areas for deconstructing the challenges of research-practice gaps.

### **EDUC-5310H: Leadership, Literacy and Inclusion**

Students examine leadership as it relates to literacy and inclusion. The course focuses on the development of professionals who lead in creating inclusive environments. Participants will explore aspects of literacy and inclusion and ways of furthering their ability to be leaders in their fields.

### **EDUC-5410H: Educational and Administrative Law**

This course focuses on constitutional, statutory, and case law as applied to education in Canada and

in particular Ontario. Students will examine a wide range of topics including intentional wrong and defenses, the various aspects of negligence and its defenses, occupier's liability, employer's liability, administrative law, and Charter rights.

#### **EDUC-5420H: Issues In Post-Secondary Education**

This course will examine issues related to post-secondary education in Canada. This will include: administrative governance, structures and functions in Canadian universities and colleges; the historical development of public post-secondary education in Canada; major issues affecting PSE and future directions. The course will include case studies in higher education administration.

#### **EDUC-5510H: Gender, Sexuality and Education**

Students consider how gender and sexuality influence contexts of learning, broadly defined. Topics include the role of body, identity, community, curriculum, and policy in how students, educators, and community members experience education. Several theoretical lenses are introduced, such as feminist and queer pedagogies, anti-racist education, critical disability and transgender studies.

#### **EDUC-5610H: Indigenous Education**

Indigenous ontology, epistemology, and pedagogy in teaching to and about Indigenous people are explored as well as infusion of Indigenous knowledge in public education and culture-based education in First Nation communities. Further topics include educational policy, decolonization, Indigeneity, student success, culturally relevant instructional methods, teacher capacity, and community partnership.

#### **EDUC-5710H: Community Learning: Relationships, Creativity, Action**

Students will have the opportunity to investigate community as a structure that shapes teaching and learning, within and beyond traditional classrooms. We will explore connections between identity, belonging, and contribution in diverse community configurations, based on affiliations such as geography, ethnicity, sexuality, and technology.

#### **EDUC-57200H: Eco-justice Education**

This course will survey major theories of eco-justice education. Through an analysis and critique of modernism, socio-linguistic, eco-feminist, indigenous, science and technological, and local-global perspectives, eco-justice education involves a cultural analysis of the social and ecological crises and the identification of diverse cultural eco-justice methods in relation to educational contexts.

#### **EDUC-5730H: Education and Mental Health**

Students examine how mental health knowledge, values, practices and policies operate within learning environments. Building on a foundation of critical (dis)ability studies, the curriculum explores the various perspectives describing and understanding mental health, mental health diagnoses, and interventions, including assessment, treatment, and resistance within individual, group, family, and community contexts.

#### **EDUC-5740H: Race Ethnicity and Education**

Students will have the opportunity to explore how pedagogical curriculum and policy are shaped by cultural values. The colonial Canadian context, immersed in multicultural ideals, will be highlighted,

as well as the utilization of anti-racist education as a theoretical framework.

**EDUC-5910H: Independent Reading Course**

This course enables students to pursue topics of particular interest which are not presented in existing courses. It allows concentrated, integrated study on a topic or problem that is specifically relevant to a student’s approved program. It enables the student and instructor the opportunity to explore shared interests.

## EXAMPLES OF INDEPENDENT READING AND RESEARCH COURSES TAKEN

Advanced Autobiographical Method	Multiliteracies and Identities
Community and Sport	Narrative and Student Activism
Early Mathematics: Foundations	Post-Secondary Educational Administration
Equity & Mathematics Education	Post-Secondary Leadership
Indigenous Autonomy: Education	Refugee Adaptation Strategies
Indigenous Science Education	Refugee Integration Metrics
Interdisciplinary Global Pedagogy	Refugees and Newcomers Education
Issues in Environmental Education	Universities and communities