

加拿大溫哥華UBC教育學院
暑期研究生課程
2017年6月15日-7月13日
UBC Graduate Summer Program

加拿大溫哥華英屬哥倫比亞大學教育學院
Faculty of Education
University of British Columbia



英屬哥倫比亞大學（UBC）

英屬哥倫比亞大學（University of British Columbia）（以下簡稱UBC）是一所全球排名前40的綜合型大學，UBC在建校一百多年來在學術研究和前沿科技方面贏得了廣泛的國際聲譽。UBC位於加拿大溫哥華，這座城市連續數年在“世界十大最適合人類居住城市”中排名第一。作為加拿大最優秀的科研學府之一，UBC設有農業經濟學、動物學、森林資源管理、計算機學、營養學、石油勘探工程、地理學、藝術、英語、教育、歷史、德語研究等70多個專業，授予學士、雙學士、碩士及博士學位。



UBC 教育學院

UBC教育學院在2016世界大學QS排名中位列全球第9位，加拿大第1位。教育學院共設有五個專業方向：教育學原理系、課程與教學系、教育心理與特殊教育系、語言與文學教育系、運動與機能係。學院重點優勢學科包括教師教育、二語習得、課程研究、學習心理等研究領域，具有深厚的國際影響力。學院的國際交流工作以“分享、共贏”為宗旨，與全球優秀學府展開深度合作。



課程簡介

加拿大溫哥華英屬哥倫比亞大學教育學院將於2017年6月15日—7月13日舉辦第一屆暑期研究生課程。這一屆暑期課程探討國際範圍教育領域下的課程與教學前沿理論和實踐。豐富的課後體驗學習令學生有機會了解加拿大社會、教育與文化，提升英語綜合技能和跨文化交際能力。

第一屆暑期研究生課程包括2門課，由UBC教育學院課程與教學系教授主講，每門課約39學時，相當於3學分研究生主幹課程。授課形式包括講座、討論、小組學習、田野調查等。暑期課程不授予UBC學分，學生順利完成課程後，UBC同意學生所在院校進行學分認定。作為UBC-NTNU校際合作項目，UBC暑期研究生課程為學生到加拿大與世界知名學者、國際同伴交流學習提供平台。

課程一：課程與教學當代熱點問題

課程二：比較課程研究：課程理念與文化載體



課程學費與報名

暑期課程學費：新台幣13萬元整。學費包括：課程、教材、校園住宿、機場接送、醫療保險、文化活動、歡迎與畢業儀式等。

報名請聯繫：

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報名截止日期為: 2017年1月31日

具體課程內容、時間安排、校園住宿設施等信息請見英文介紹。

Course Introduction

Course 1 : Contemporary Debates and Issues in Curriculum and Pedagogy

Debates in curriculum and pedagogy concern a wide range of issues and themes from the value of child-centered approaches, disciplinary subject matter, to what it means to be a global citizen. Such debates entail a variety of purposes, roles and approaches to education as well as diverse principles, perspectives, and social realities that underpin them. For example, should curriculum and pedagogy focus on basic skills, critical thinking, or transmitting national values?

This course engages our individual and collective inquiries into issues and ongoing debates around several key themes as they relate to primary/elementary, middle school and secondary education. We will explore curricular themes and their implications to both teaching and student learning. As background, we will study past and present initiatives, movements, and critiques of approaches to curriculum and pedagogy.

As foreground, we will bring into focus personal experiences of teachers and real contexts of contemporary schools through written case studies, visits to school and learning environments, and discussions with practicing teachers. Other topics, discussions and visits will include alternatives to public school, such as Homeschooling, Outdoor Education, and the Reggio Emilia Approach, where children play a key role in their own learning and knowledge construction.

Through class activities, we will also connect our own experiences and narratives of education to current themes in curriculum and pedagogy. As a result of our readings, visits, and discussion with teachers within various educational practices, we will work toward envisioning relevant possibilities for future teaching and learning in schools in Canada and in Taiwan.

Finally, my writing finds a place in all that I do. This past year, I studied and wrote poetry, and produced a chapbook, *By a Thread*, embracing in part my experience of visiting and teaching in Kenya, of meeting many strong and remarkable people. Here at UBC, I often teach a graduate course about writing I call "Alternatives in Scholarly Writing," which I hope inspires writing as a method of inquiry, as the creative means wherein we communicate our passion and represent all aspects of our research."

Instructor: Professor Karen Meyer

Professor Karen Meyer is an Associate Professor in the Department of Curriculum and Pedagogy. Professor Meyer describes her teaching and research as follows:

"I pull a thread holding together my research, teaching and writing and unravel teaching storylines in all sorts of evocative yarns. I recall a starting point fifteen years ago alongside teachers in a Master's program I named "Urban Learners." Since then, ten cohorts of urban teachers have graduated and accomplished research ventures, all unique, all close to their hearts and lives. How fortunate I am to be one of the learners.

In the last few years, my work with teachers extends to Dadaab Refugee Camp in Northeastern Kenya, again connecting my research, teaching and writing. As a member of a research team and Teacher Education Program in Dadaab, I have grasped the urgency of "emergency" education given the challenges, perilous and long term, of displaced communities. UNICEF reports that around the world, 50 million children have been displaced by violence and conflict. I see my task, albeit humble, as bringing the voices of the Dadaab teachers into the global discourse of curriculum and education. Creating the course, Principles of Teaching, and teaching it there has provided me the challenge of truly engaging relevancy and context, global and local perspectives.

Course 2 : Comparative Curriculum Studies: Curriculum Issues and Cultural Institutions in Education

Curriculum and pedagogy is frequently conceived and studied within the narrow bounds of formal K-12 and higher education. However, as human beings we learn and engage in educational experience across the life span – early childhood through to old age. Informal environments such as, social and natural museums, art galleries, science centres, zoos, interpretive centres and aquaria provide designed experiences for a broad diversity of visiting audiences aged 0 to 99. These designed experiences are manifest in such forms as physical exhibitions, educational programs, films, involvement of in-gallery docents, which mediate a curriculum that is in keeping with missions and educational goals of the museum institution.

The curriculum of museums and cultural institutions differs from K-12 or University-based curriculum in many ways, and these institutions play a critical role in influencing education and learning within contemporary societies across the globe. This course explores questions related to issues, theories, research studies and perspectives concerning curriculum, teaching and learning in museums and cultural institutions. Although visits to museums are common experiences, research and understanding into the advancement of curriculum and pedagogy in these settings has only recently emerged as a field of significance and there is small but growing body of literature and theory which has emerged on the topic over the past decade. This literature as well as current research into curriculum and instruction in more traditional settings such as classrooms, is beginning to influence curriculum, teaching and learning practices in museums.

The course will interpret the construct of Comparative Curriculum in a very broad sense – that is, beyond the bounds of K-12 and higher education, and focus on curriculum a) across educational contexts (outdoor, museums, and cultural institutions for education), b) across the lifespan – early childhood through senior citizens, and c) across national and cultural boundaries – examining the way different national jurisdictions perceive and interpret curriculum in and beyond K-12. Further this course will draw heavily on UBC and Vancouver cultural institutions and resources such as the UBC Beaty Biodiversity Museum (<http://www.beatymuseum.ubc.ca/>); UBC Museum of Anthropology (<http://moa.ubc.ca/>); UBC Botanical Gardens (<http://botanicalgarden.ubc.ca/>); Vancouver Aquarium; (<http://www.vanaqua.org/>); Science World (<https://www.scienceworld.ca/>); Vancouver Art Gallery (<http://vanartgallery.bc.ca/>) to examine how these and other places think about their curriculum as mandated by their missions and their audience across the lifespan.

Instructor: Professor David Anderson

Dr. David Anderson is a Professor in the Department of Curriculum and Pedagogy, specializing in Museum Education and Science Education, and is the Director of the Master of Museum Education (MMEd) degree program at UBC. He has made significant contributions to these fields through initiating, reforming and strengthening collaborations between museums, schools and universities. Through these reforms his work has been instrumental in energizing the remarkable wealth of cultural, historic, and social significance represented in museum institutions.

He is a Japan Foundation, Ritsumeikan and Universitas 21 Research Fellow, and his research contributions span the Globe, but have had particular impact and relevance for the nations of Asia, including China, Malaysia, Thailand, India and Japan. He has worked on the leading edge of the trends in educational reforms in Asia, identifying the needs, working harmoniously within the changes, and bridging disconnected groups in ways that are yielding considerable benefits to education. His work is releasing and revitalizing the extraordinary educational wealth of culture and history held in museums throughout the World.

Program Schedule

		Week 1	June 15 Thursday	June 16 Friday	June 17 Saturday	June 18 Sunday	
	Morning		Pick-up at airport	Course 1		City Tour (Optional)	
	Afternoon		Welcome Ceremony	Course 1			
	Evening		Campus Tour	Registration for Optional Tours			
Week 2	June 19 Monday	June 20 Tuesday	June 21 Wednesday	June 22 Thursday	June 23 Friday	June 24 Saturday	June 25 Sunday
	Morning	Course 1	Course 1	Course 1	Course 1	Whistler Day (Optional)	
	Afternoon	Course 1	Course 1	Course 1	Course 1		
	Evening			Pacific Spirit Park Walk			
Week 3	June 26 Monday	June 27 Tuesday	June 28 Wednesday	June 29 Thursday	June 30 Friday	July 1 Saturday	July 2 Sunday
	Morning	Course 1	Course 1	Course 1	Course 2		Victoria Day Trip (Optional)
	Afternoon	Course 1	Course 1	Course 1	Course 2		
	Evening		UBC Art Gallery				
Week 4	July 3 Monday	July 4 Tuesday	July 5 Wednesday	July 6 Thursday	July 7 Friday	July 8 Saturday	July 9 Sunday
	Morning	Course 2	Course 2	Course 2	Course 2	UBC Farm	
	Afternoon	Course 2	Course 2	Course 2	Course 2		
	Evening		Volleyball on the beach				
Week 5	July 10 Monday	July 11 Tuesday	July 12 Wednesday	July 13 Thursday			
	Morning	Course 2	Course 2	Course 2			
	Afternoon	Course 2	Course 2	Course 2			
	Evening	Pizza Party		Award of Certificates			

*Details of the program are subject to change

** Optional Tours may involve additional costs

Accommodation

Students will be housed in private rooms in multi-bedroom apartments.

- Furnished
- Shared kitchen and bathrooms
- Basic cable and high-speed Internet access
- Bed linens not included
- Photos/layouts are samples only—suites vary by location

Furnishings

Twin XL (extra long) bed, wardrobe, dresser, desk, lamp, chairs, bookshelf, closet, couches, tables, and TV. Amenities vary by location.

