

MASTER OF EDUCATION PROGRAM

SUMMER 2026 SCHEDULE OF COURSES

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FIRST YEAR MASTER OF EDUCATION STUDENTS

Room Code: MULH (Mulroney Hall). Term Code: SU (Summer)

First Introductory Course – IN PERSON (StFX University Campus) – Combined with Inclusive Education 9

COURSE	DATES	DESCRIPTION
EDUC 534.40 (SU) – Introduction to the Foundations of Education (combined class with Inclusive Education 9) CRN: 23553 L. Burke	Week 1: Monday, Wednesday, and Friday Week 2: Monday, Tuesday, and Thursday (July 6, 8, 10, 13, 14, and 16) 8:30 am to 3:30 pm (Atlantic time) Room: MULH 3022	Students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. There is an emphasis on examining the historical and contemporary effects of colonization on education. The investigative approach includes ethical reasoning, autobiographical reflection, arts and aesthetics, deconstruction and sociological analysis. Three credits.

Second Introductory Course – ONLINE – Combined with Inclusive Education 9

COURSE	DATES	DESCRIPTION
EDUC 505.66 (SU) – Introduction to Educational Research (combined class with Inclusive Education 9) CRN: 23554 A. Johnston	Week 1: Monday, Wednesday, and Friday Week 2: Monday, Tuesday, and Thursday (July 20, 22, 24, 27, 28, and 30) 8:30 am to 3:30 pm (Atlantic time)	This introductory course focuses on educators as researchers and creates opportunities for them to inquire into their practice to improve learning for students. Strategies and tools relevant to schools/classrooms and teacher research are explored. The goal of this course is to enable educators to develop an inquiry stance and to see how research can occur as they inquire into their own practice by intentionally using appropriate research methods and data to inform decision making. Three credits.

OPEN CONCENTRATION (NON-COHORT) CONTINUING STUDENTS

ONLINE

COURSE	DATES	DESCRIPTION
EDUC 512.66 (SU) - Play-based Curriculum for Lifelong Learning CRN: 23555 D. Barrow	Monday – Thursday July 20, 21, 22, 23, 27, 28, 29, and 30 9:30 am to 2:30 pm (Atlantic time)	This course provides graduate students with a deep understanding of the research and practice of incorporating play in early elementary grades in public schools. Planning, assessing and enacting a play-based curriculum are key course outcomes. Credit will be granted for only one of EDUC 512 or EDUC 569 offered with a similar focus. Three credits.

CONCENTRATION COHORT SCHEDULES

CULTURALLY RESPONSIVE PEDAGOGY 8 (Online) – Restricted to Cohort Members Only

COURSE	DATES	DESCRIPTION
EDUC 521D.66 (SU) – Current Research in Instruction: Diverse Cultures CRN: 23556 J. Meader	Monday – Thursday July 6, 7, 8, 9, 13, 14, 15, and 16 9:30 am to 2:30 pm (Atlantic time)	A critical exploration of recent theories and research related to current issues in instruction with a concentration in diverse cultures
EDUC 525.66 (SU) – Treaty Education CRN: 23557 S. Sylliboy	Week 1: Monday, Wednesday, and Friday Week 2: Monday, Tuesday, and Thursday (July 20, 22, 24, 27, 28, and 30) 8:30 am to 3:30 pm (Atlantic time)	Participants will develop a deeper and broader understanding of the treaties signed between First Nations and the Crown in Mi'kmaki. Participants will become familiar with the Treaty Education Curriculum Framework and its four overarching questions: "Who are the Mi'kmaw historically and today? What are the treaties and why are they important? What happened to the treaty relationship in Nova Scotia? What are we doing to reconcile our shared history to ensure justice and equity?" Three credits.

CULTURALLY RESPONSIVE PEDAGOGY 9 (Online) – Restricted to Cohort Members Only

COURSE	DATES	DESCRIPTION
EDUC 525.67 (SU) – Introduction to Educational Research (ONLINE) CRN: 23558 S. Sylliboy	Week 1: Monday, Wednesday, and Friday Week 2: Monday, Tuesday, and Thursday (July 6, 8, 10, 13, 14, and 16) 8:30 am to 3:30 pm (Atlantic time)	Participants will develop a deeper and broader understanding of the treaties signed between First Nations and the Crown in Mi'kmaki. Participants will become familiar with the Treaty Education Curriculum Framework and its four overarching questions: "Who are the Mi'kmaw historically and today? What are the treaties and why are they important? What happened to the treaty relationship in Nova Scotia? What are we doing to reconcile our shared history to ensure justice and equity?" Three credits.
EDUC 504.66 (SU) – Education of African Nova Scotia/African Canadian Learners II CRN: 23559 R. Upshaw	Monday – Thursday July 20, 21, 22, 23, 27, 28, 29, and 30 9:30 am to 2:30 pm (Atlantic time)	This course will provide participants with a deeper and broader understanding of African Nova Scotian cultural assets and learning materials. The course will examine African Nova Scotian people, their history, heritage, culture, traditions and contributions to society. Three credits.

CULTURALLY RESPONSIVE PEDAGOGY 10 (Online) – Restricted to Cohort Members Only

COURSE	DATES	DESCRIPTION
EDUC 534.66 (SU) – Introduction to the Foundations of Education (ONLINE) CRN: 23560 R. Upshaw	Week 1: Monday, Wednesday, and Friday Week 2: Monday, Tuesday, and Thursday (July 6, 8, 10, 13, 14, and 16) 8:30 am to 3:30 pm (Atlantic time)	Students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. There is an emphasis on examining the historical and contemporary effects of colonization on education. The investigative approach includes ethical reasoning, autobiographical reflection, arts and aesthetics, deconstruction and sociological analysis. Three credits.
EDUC 505.67 (SU) – Introduction to Educational Research (ONLINE) CRN: 23561 A. Francis	Week 1: Monday, Wednesday, and Friday Week 2: Monday, Tuesday, and Thursday (July 20, 22, 24, 27, 28, and 30) 8:30 am to 3:30 pm (Atlantic time)	This introductory course focuses on educators as researchers and creates opportunities for them to inquire into their practice to improve learning for students. Strategies and tools relevant to schools/classrooms and teacher research are explored. The goal of this course is to enable educators to develop an inquiry stance and to see how research can occur as they inquire into their own practice by intentionally using appropriate research methods and data to inform decision making. Three credits.

EARLY ELEMENTARY PEDAGOGY 10 (Online)

COURSE	DATES	DESCRIPTION
EDUC 532.66 (SU) – Curriculum Theory CRN: 23562 A. Tucker	Monday – Thursday July 6, 7, 8, 9, 13, 14, 15, and 16 9:30 am to 2:30 pm (Atlantic time)	This course examines key issues in historical and contemporary approaches to curriculum theory. Several perspectives—including historical, philosophical, Indigenous, political, aesthetic, and ethical—will enable students to explore the vast, dynamic, changing, contradictory, and diverging issues in the field of curriculum studies. Three credits.
EDUC 508.66 (SU) - Critical Research Literacy in Education CRN: 23563 G. Hadley	Monday - Thursday July 20, 21, 22, 23, 27, 28, 29, and 30 9:30 am to 2:30 pm (Atlantic time)	This course examines educational research issues and trends from the perspective of professional practice. Students will explore a variety of educational research publications in relation to their own educational context. Prerequisite: EDUC 505. Three credits.

INCLUSIVE EDUCATION A&P 7 (Online)

COURSE	DATES	DESCRIPTION
EDUC 567.66 (SU) – School Law CRN: 23564 D. Young	Monday – Thursday July 6, 7, 8, 9, 13, 14, 15, and 16 9:30 am to 2:30 pm (Atlantic time)	An examination of legal principles and procedures pertaining to school boards, administrators, and teachers. Consideration will be given to legislation and court decisions relative to the organization, policy, and administration of school districts in Nova Scotia. Three credits.

<p>EDUC 513.66 (SU) - Contemporary Theories and Trends in Inclusive Education</p> <p>CRN: 23565</p> <p>R. Franklin</p>	<p>Monday - Thursday</p> <p>July 20, 21, 22, 23, 27, 28, 29, and 30</p> <p>9:30 am to 2:30 pm (Atlantic time)</p>	<p>This course examines emerging theories, practices and trends in inclusive education, including changing student needs and student-centred strategies for addressing them. Participants will learn about evidence-based approaches to implementing inclusive education in diverse contexts, including differentiation, Universal Design for Learning, Multi-Tiered Systems of Support, and culturally responsive practices. Three credits.</p>
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INCLUSIVE EDUCATION A&P 8 (Online)

COURSE	DATES	DESCRIPTION
<p>EDUC 564.66 (SU) – Administration of Inclusive Schools</p> <p>CRN: 23566</p> <p>C. McCann-Kyte</p>	<p>Monday - Thursday</p> <p>July 6, 7, 8, 9, 13, 14, 15, and 16</p> <p>9:30 am to 2:30 pm (Atlantic time)</p>	<p>This course examines leaders’ roles and responsibilities in inclusive education, including program planning processes, school teams and partnerships, culturally responsive practices, and inclusive education policies and initiatives. Emphasis is placed on communication and collaboration in working with diverse students, families, and partner agencies, and building school capacity for inclusive education. Three credits.</p>
<p>EDUC 509.66 (SU) – Trauma Informed Practice</p> <p>CRN: 23567</p> <p>R. Ryan</p>	<p>Monday – Thursday</p> <p>July 20, 21, 22, 23, 27, 28, 29, and 30</p> <p>9:30 am to 2:30 pm (Atlantic time)</p>	<p>This course will promote teacher understanding and effective teaching to support students who have or are experiencing simple trauma, complex trauma and/or intergenerational trauma. Educators will examine the impact of trauma on students and families and explore ways to respond to student needs. The impact of trauma on the concepts of locus of control, self-image and resilience will be studied from the perspective of how teachers can make a difference through building trust and relationships and utilizing classroom adaptations. Three credits.</p>

INCLUSIVE EDUCATION A&P 9 (StFX University Campus/Online) – Combined with Open First Year

COURSE	DATES	DESCRIPTION
<p>EDUC 534.40 (SU) – Introduction to Foundations of Education (IN PERSON) (combined class with Open Concentration students)</p> <p>CRN: 23553</p> <p>L. Burke</p>	<p>Week 1: Monday, Wednesday, and Friday</p> <p>Week 2: Monday, Tuesday, and Thursday</p> <p>(July 6, 8, 10, 13, 14, and 16)</p> <p>8:30 am to 3:30 pm (Atlantic time)</p> <p>Room: MULH 3022</p>	<p>Students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. There is an emphasis on examining the historical and contemporary effects of colonization on education. The investigative approach includes ethical reasoning, autobiographical reflection, arts and aesthetics, deconstruction and sociological analysis. Three credits.</p>

<p>EDUC 505.66 (SU) – Introduction to Educational Research (ONLINE) (combined class with Open Concentration students)</p> <p>CRN: 23554</p> <p>A. Johnston</p>	<p>Week 1: Monday, Wednesday, and Friday Week 2: Monday, Tuesday, and Thursday (July 20, 22, 24, 27, 28, and 30)</p> <p>8:30 am to 3:30 pm (Atlantic time)</p>	<p>This introductory course focuses on educators as researchers and creates opportunities for them to inquire into their practice to improve learning for students. Strategies and tools relevant to schools/classrooms and teacher research are explored. The goal of this course is to enable educators to develop an inquiry stance and to see how research can occur as they inquire into their own practice by intentionally using appropriate research methods and data to inform decision making. Three credits</p>
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INCLUSIVE EDUCATION C&I 12 (Online)

COURSE	DATES	DESCRIPTION
<p>EDUC 517.66 (SU) - Teaching Diverse Learners in Inclusive Settings II</p> <p>CRN: 23568</p> <p>A. LaBonte</p>	<p>Monday – Thursday</p> <p>July 6, 7, 8, 9, 13, 14, 15, and 16</p> <p>9:30 am to 2:30 pm (Atlantic time)</p>	<p>In this course, participants will learn about the development and implementation of intensive, individualized, Tier 3 programming and supports for diverse learners. Emphasis will be placed on evidence-based instructional strategies and resources for students with complex needs. Three credits.</p>
<p>EDUC 508.67 (SU) - Critical Research Literacy in Education</p> <p>CRN: 23569</p> <p>P. Syme</p>	<p>Monday - Thursday</p> <p>July 20, 21, 22, 23, 27, 28, 29, and 30</p> <p>9:30 am to 2:30 pm (Atlantic time)</p>	<p>This course examines educational research issues and trends from the perspective of professional practice. Students will explore a variety of educational research publications in relation to their own educational context. Prerequisite: EDUC 505. Three credits.</p>

INCLUSIVE EDUCATION C&I 13 (Online)

COURSE	DATES	DESCRIPTION
<p>EDUC 508.68 (SU) - Critical Research Literacy in Education</p> <p>CRN: 23570</p> <p>P. Syme</p>	<p>Monday – Thursday</p> <p>July 6, 7, 8, 9, 13, 14, 15, and 16</p> <p>9:30 am to 2:30 pm (Atlantic time)</p>	<p>This course examines educational research issues and trends from the perspective of professional practice. Students will explore a variety of educational research publications in relation to their own educational context. Prerequisite: EDUC 505. Three credits.</p>
<p>EDUC 517.67 (SU) - Teaching Diverse Learners in Inclusive Settings II</p> <p>CRN: 23571</p> <p>A. LaBonte</p>	<p>Monday - Thursday</p> <p>July 20, 21, 22, 23, 27, 28, 29, and 30</p> <p>9:30 am to 2:30 pm (Atlantic time)</p>	<p>In this course, participants will learn about the development and implementation of intensive, individualized, Tier 3 programming and supports for diverse learners. Emphasis will be placed on evidence-based instructional strategies and resources for students with complex needs. Three credits.</p>

INCLUSIVE EDUCATION C&I 14 (Online)

COURSE	DATES	DESCRIPTION
EDUC 527.66 (SU) – Principles of Learning CRN: 23572 M. Fairbrother	Monday – Thursday July 6, 7, 8, 9, 13, 14, 15, and 16 9:30 am to 2:30 pm (Atlantic time)	This course explores the epistemological foundations shaping theories of learning and their instructional implications. Exploring behaviourist, cognitive, and cultural perspectives, it addresses learner diversity and informs modern teaching practices. Emphasizing societal influences on education, students examine implicit assumptions, cultural privilege, and strategies for leveraging student strengths and backgrounds. Through this, educators gain insights into reimagining learning paradigms. Three credits.
EDUC 536.66 (SU) – Program Development CRN: 23573 M. Olson	Monday - Thursday July 20, 21, 22, 23, 27, 28, 29, and 30 9:30 am to 2:30 pm (Atlantic time)	In this course program development is explored from the practitioner’s perspective with the intent of examining and revising existing programs along a continuum from teacher directed to student driven. Three credits.

INCLUSIVE EDUCATION C&I 15 (StFX University Campus/Online) – Combined with Mental Health 12

COURSE	DATES	DESCRIPTION
EDUC 534.41 (SU) – Introduction to the Foundations of Education (IN PERSON) (combined class with Mental Health 12) CRN: 23574 E. Carter	Week 1: Monday, Wednesday, and Friday Week 2: Monday, Tuesday, and Thursday (July 6, 8, 10, 13, 14, and 16) 8:30 am to 3:30 pm (Atlantic time) Room: MULH 3024	Students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. There is an emphasis on examining the historical and contemporary effects of colonization on education. The investigative approach includes ethical reasoning, autobiographical reflection, arts and aesthetics, deconstruction and sociological analysis. Three credits.
EDUC 505.68 (SU) – Introduction to Educational Research (ONLINE) (combined class with Mental Health 12) CRN: 23575 B. Eslinger	Week 1: Monday, Wednesday, and Friday Week 2: Monday, Tuesday, and Thursday (July 20, 22, 24, 27, 28, and 30) 8:30 am to 3:30 pm (Atlantic time)	This introductory course focuses on educators as researchers and creates opportunities for them to inquire into their practice to improve learning for students. Strategies and tools relevant to schools/classrooms and teacher research are explored. The goal of this course is to enable educators to develop an inquiry stance and to see how research can occur as they inquire into their own practice by intentionally using appropriate research methods and data to inform decision making. Three credits

MATHEMATICS TEACHING & LEARNING 2 (StFX University Campus/Online)

COURSE	DATES	DESCRIPTION
EDUC 534.42 (SU) – Introduction to the Foundations of Education (IN PERSON) CRN: 23576 P. Sen	Week 1: Monday, Wednesday, and Friday Week 2: Monday, Tuesday, and Thursday (July 6, 8, 10, 13, 14, and 16) 8:30 am to 3:30 pm (Atlantic time) Room: MULH 3026	Students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. There is an emphasis on examining the historical and contemporary effects of colonization on education. The investigative approach includes ethical reasoning, autobiographical reflection, arts and aesthetics, deconstruction and sociological analysis. Three credits.
EDUC 505.69 (SU) – Introduction to Educational Research (ONLINE) CRN: 23577 A. Nardozi	Week 1: Monday, Wednesday, and Friday Week 2: Monday, Tuesday, and Thursday (July 20, 22, 24, 27, 28, and 30) 8:30 am to 3:30 pm (Atlantic time)	This introductory course focuses on educators as researchers and creates opportunities for them to inquire into their practice to improve learning for students. Strategies and tools relevant to schools/classrooms and teacher research are explored. The goal of this course is to enable educators to develop an inquiry stance and to see how research can occur as they inquire into their own practice by intentionally using appropriate research methods and data to inform decision making. Three credits

MENTAL HEALTH 9 (Online)

COURSE	DATES	DESCRIPTION
EDUC 520I.66 (SU) – Current Research in Curriculum: Health CRN: 23578 G. Heron	Monday – Thursday July 6, 7, 8, 9, 13, 14, 15, and 16 9:30 am to 2:30 pm (Atlantic time)	A critical exploration of recent theories and research related to current issues in curriculum with a concentration in health. Three credits.
EDUC 536.67 (SU) – Program Development CRN: 23579 B. Hamilton	Monday - Thursday July 20, 21, 22, 23, 27, 28, 29, and 30 9:30 am to 2:30 pm (Atlantic time)	In this course program development is explored from the practitioner’s perspective with the intent of examining and revising existing programs along a continuum from teacher directed to student driven. Three credits.

MENTAL HEALTH 10 (Online)

COURSE	DATES	DESCRIPTION
EDUC 520I.67 (SU) - Current Research in Curriculum: Health CRN: 23580 J. MacNeil	Monday - Thursday July 6, 7, 8, 9, 13, 14, 15, and 16 9:30 am to 2:30 pm (Atlantic time)	A critical exploration of recent theories and research related to current issues in curriculum with a concentration in health. Three credits.

EDUC 536.68 (SU) - Program Development CRN: 23581 M. Taylor	Monday – Thursday July 20, 21, 22, 23, 27, 28, 29, and 30 9:30 am to 2:30 pm (Atlantic time)	In this course program development is explored from the practitioner’s perspective with the intent of examining and revising existing programs along a continuum from teacher directed to student driven. Three credits.
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MENTAL HEALTH 11 (Online)

COURSE	DATES	DESCRIPTION
EDUC 521.66 (SU) – Curriculum Theory CRN: 23582 D. Jewers	Monday – Thursday July 6, 7, 8, 9, 13, 14, 15, and 16 9:30 am to 2:30 pm (Atlantic time)	A critical exploration of recent theories and research related to current issues in instruction with a concentration in one of: Health. Three credits.
EDUC 511.66 (SU) – Mindfulness and Social Learning CRN: 23583 L. Whiting	Monday - Thursday July 20, 21, 22, 23, 27, 28, 29, and 30 9:30 am to 2:30 pm (Atlantic time)	Mindfulness is the ongoing practice of being awake and aware to what is inside and around us in the present moment, nonjudgmentally. In this course students will explore and engage with practices and research related to mindfulness in education. This course will also explore the concept of social emotional learning with a particular emphasis on how to implement social emotional learning through mindfulness in education. Three credits.

MENTAL HEALTH 12 (StFX University Campus/Online) – Combined with Inclusive Education 15

COURSE	DATES	DESCRIPTION
EDUC 534.41 (SU) – Introduction to the Foundations of Education (IN PERSON) (combined class with Inclusive Education 15) CRN: 23574 E. Carter	Week 1: Monday, Wednesday, and Friday Week 2: Monday, Tuesday, and Thursday (July 6, 8, 10, 13, 14, and 16) 8:30 am to 3:30 pm (Atlantic time) Room: MULH 3024	Students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. There is an emphasis on examining the historical and contemporary effects of colonization on education. The investigative approach includes ethical reasoning, autobiographical reflection, arts and aesthetics, deconstruction and sociological analysis. Three credits.
EDUC 505.68 (SU) – Introduction to Educational Research (ONLINE) (combined class with Inclusive Education 15) CRN: 23575 B. Eslinger	Week 1: Monday, Wednesday, and Friday Week 2: Monday, Tuesday, and Thursday (July 20, 22, 24, 27, 28, and 30) 8:30 am to 3:30 pm (Atlantic time)	This introductory course focuses on educators as researchers and creates opportunities for them to inquire into their practice to improve learning for students. Strategies and tools relevant to schools/classrooms and teacher research are explored. The goal of this course is to enable educators to develop an inquiry stance and to see how research can occur as they inquire into their own practice by intentionally using appropriate research methods and data to inform decision making. Three credits

PHYSICAL and HEALTH EDUCATION 7 (Online)

COURSE	DATES	DESCRIPTION
EDUC 533.66 (SU) – Dynamics of Change CRN: 23584 M. Jutras	Monday – Thursday July 6, 7, 8, 9, 13, 14, 15, and 16 9:30 am to 2:30 pm (Atlantic time)	This course examines major concepts in the successful implementation of change. Students will learn to recognize and understand the ways in which change can have an impact on education, and educators can have an impact on change. Three credits
EDUC 521G.66 (SU) - Current Research in Instruction: Physical Education CRN: 23585 T. Riddick	Monday - Thursday July 20, 21, 22, 23, 27, 28, 29, and 30 9:30 am to 2:30 pm (Atlantic time)	A critical exploration of recent theories and research related to current issues in instruction with a concentration in health. Three credits.

PHYSICAL and HEALTH EDUCATION 8 (StFX University Campus/Online) – Combined with Women & Leadership

COURSE	DATES	DESCRIPTION
EDUC 534.43 (SU) – Introduction to Foundations of Education (IN PERSON) (combined class with Women in Leadership) CRN: 23586 T. & C. Temertzoglou	Week 1: Monday, Wednesday, and Friday Week 2: Monday, Tuesday, and Thursday (July 6, 8, 10, 13, 14, and 16) 8:30 am to 3:30 pm (Atlantic time) Room: MULH 3030	Students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. There is an emphasis on examining the historical and contemporary effects of colonization on education. The investigative approach includes ethical reasoning, autobiographical reflection, arts and aesthetics, deconstruction and sociological analysis. Three credits.
EDUC 505.66A (SU) – Introduction to Educational Research (ONLINE) (combined class with Women in Leadership) CRN: 23587 A. Tucker	Week 1: Monday, Wednesday, and Friday Week 2: Monday, Tuesday, and Thursday (July 20, 22, 24, 27, 28, and 30) 8:30 am to 3:30 pm (Atlantic time)	This introductory course focuses on educators as researchers and creates opportunities for them to inquire into their practice to improve learning for students. Strategies and tools relevant to schools/classrooms and teacher research are explored. The goal of this course is to enable educators to develop an inquiry stance and to see how research can occur as they inquire into their own practice by intentionally using appropriate research methods and data to inform decision making. Three credits

WOMEN in LEADERSHIP (StFX University Campus/Online) – Combined with Physical & Health Education 8

COURSE	DATES	DESCRIPTION
EDUC 534.43 (SU) – Introduction to Foundations of Education (IN PERSON) (combined class with Physical and Health Education) CRN: 23586 T. & C. Temertzoglou	Week 1: Monday, Wednesday, and Friday Week 2: Monday, Tuesday, and Thursday (July 6, 8, 10, 13, 14, and 16) 8:30 am to 3:30 pm (Atlantic time) Room: MULH 3030	Students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. There is an emphasis on examining the historical and contemporary effects of colonization on education. The investigative approach includes ethical reasoning, autobiographical reflection, arts and aesthetics, deconstruction and sociological analysis. Three credits.

<p>EDUC 505.66A (SU) – Introduction to Educational Research (ONLINE) (combined class with Physical and Health Education)</p> <p>CRN: 23587</p> <p>A. Tucker</p>	<p>Week 1: Monday, Wednesday, and Friday Week 2: Monday, Tuesday, and Thursday (July 20, 22, 24, 27, 28, and 30)</p> <p>8:30 am to 3:30 pm (Atlantic time)</p>	<p>This introductory course focuses on educators as researchers and creates opportunities for them to inquire into their practice to improve learning for students. Strategies and tools relevant to schools/classrooms and teacher research are explored. The goal of this course is to enable educators to develop an inquiry stance and to see how research can occur as they inquire into their own practice by intentionally using appropriate research methods and data to inform decision making. Three credits</p>
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