

# MASTER OF EDUCATION PROGRAM

## SUMMER 2025 SCHEDULE OF COURSES

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## FIRST YEAR MASTER OF EDUCATION STUDENTS

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Room Code: MULH (Mulroney Hall).

### First Introductory Course – IN PERSON (StFX University Campus)

COURSE	DATES	DESCRIPTION
<b>EDUC 534.40 (SU) – Introduction to Educational Foundations</b>  <b>CRN: 23056</b>  <b>L. Kearns</b>	<b>CANCELLED</b>	In this course, 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. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.
<b>EDUC 534.41 (SU) – Introduction to Educational Foundations</b>  <b>CRN: 23057</b>  <b>J. Connor</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 7, 9, 11, 14, 15, and 17)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>  <b>Room: MULH 3024</b>	In this course, 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. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.

### Second Introductory Course - ONLINE

COURSE	DATES	DESCRIPTION
<b>EDUC 505.66 (SU) – Introduction to Educational Research</b>  <b>CRN: 23063</b>  <b>G. Hadley</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 21, 23, 25, 28, 29, and 31)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.
<b>EDUC 505.67 (SU) – Introduction to Educational Research</b>  <b>CRN: 23064</b>  <b>A. Johnston</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 21, 23, 25, 28, 29, and 31)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.

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## OPEN CONCENTRATION (NON-COHORT) CONTINUING STUDENTS

**ONLINE**

COURSE	DATES	DESCRIPTION
<b>EDUC 567.67 (SU) – School Law</b>  <b>CRN: 23099</b>  <b>D. Young</b>	<b>CANCELLED</b>	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.
<b>EDUC 569.67 (SU) – Special Topics in Education: Social Media Technology in Education</b>  <b>CRN: 23100</b>  <b>M. Ngo</b>	<b>July 21, 22, 23, 24, 28, 29, 30, and 31</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	With the advent of social media, learners are more connected than ever. Consequently, such technology has the potential to enhance learning. There are problematizations (e.g., legal, health or digital citizenship). In this elective course, participants will begin to learn how to incorporate social media for pedagogical practices. It is open to all learners (elementary and secondary) with different technological abilities. (Three credits)

**CONCENTRATION COHORT SCHEDULES****CULTURALLY RESPONSIVE PEDAGOGY 8 (Online) – Restricted to Cohort Members Only**

COURSE	DATES	DESCRIPTION
<b>EDUC 536.67 (SU) – Program Development</b>  <b>CRN: 23085</b>  <b>D. Moore</b>	<b>July 7, 8, 9, 10, 14, 15, 16, and 17</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	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.
<b>EDUC 504.66 (SU) – Education of African Nova Scotian/African Canadian Students II</b>  <b>CRN: 23086</b>  <b>R. Upshaw</b>	<b>July 21, 22, 23, 24, 28, 29, 30, and 31</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	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 9 (Antigonish/Online)**

COURSE	DATES	DESCRIPTION
<b>EDUC 534.42 (SU) – Introduction to Educational Foundations (IN PERSON)</b>  <b>CRN: 23058</b>  <b>R. Upshaw</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 7, 9, 11, 14, 15, and 17)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>  <b>Room: MULH 3026</b>	This course provides students with an opportunity to examine and expand their own personal perspectives and to situate themselves with relation to social justice and equity. An anti-racist framework will be used to explore issues related to power, privilege, culture, race, cultural capital, poverty, colonization, institutional and systemic racism (Three credits)

<b>EDUC 505.68 (SU) – Introduction to Educational Research (ONLINE)</b>  <b>CRN: 23065</b>  <b>W. Mackey</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 21, 23, 25, 28, 29, and 31)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	This course aims to instill in educators a teacher researcher stance which allows them to both inquire into their learning context and become more fluent in using research to inform their practice. Teacher inquiry and action research will be explored as a vehicle to introduce approaches to educational research. Literature review methodology will be explored.
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#### EARLY ELEMENTARY PEDAGOGY 10 (Online)

COURSE	DATES	DESCRIPTION
<b>EDUC 527.66 (SU) – Principles of Learning</b>  <b>CRN: 23087</b>  <b>N. Kelly</b>	<b>July 7, 8, 9, 10, 14, 15, 16, and 17</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	This course examines theories of learning and development and their implications for instruction. In addition to the general cognitive and behaviourist theories, the course will focus on the aspects of cognitive learning that are relevant to understanding the diversity of learners. Three credits.
<b>EDUC 544.66 (SU) - Cross-Cultural Issues in Education</b>  <b>CRN: 23088</b>  <b>C. Clarke</b>	<b>July 21, 22, 23, 24, 28, 29, 30, and 31</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	Students will examine various issues and theories related to cultural and race relations policies and practices in the education system. Three credits

#### INCLUSIVE EDUCATION A&P 6 (Online)

COURSE	DATES	DESCRIPTION
<b>EDUC 567.66 (SU) – School Law</b>  <b>CRN: 23071</b>  <b>C. McCann-Kyte</b>	<b>July 7, 8, 9, 10, 14, 15, 16, and 17</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	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.
<b>EDUC 513.66 (SU) - Contemporary Theories and Trends in Inclusive Education</b>  <b>CRN: 23072</b>  <b>R. Franklin</b>	<b>July 21, 22, 23, 24, 28, 29, 30, and 31</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	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.

**INCLUSIVE EDUCATION A&P 7 (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 509.66 (SU) – Trauma Informed Practice</b>  <b>CRN: 23089</b>  <b>R. Ryan</b>	<b>July 7, 8, 9, 10, 14, 15, 16, and 17</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	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
<b>EDUC 564.66 (SU) - Leadership of Inclusive Schools</b>  <b>CRN: 23090</b>  <b>C. McCann-Kyte</b>	<b>July 21, 22, 23, 24, 28, 29, 30, and 31</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	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.

**INCLUSIVE EDUCATION A&P 8 (Antigonish/Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 534.43 (SU) – Introduction to Educational Foundations (IN PERSON)</b>  <b>CRN: 23059</b>  <b>L. Burke</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 7, 9, 11, 14, 15, and 17)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>  <b>Room: MULH 3030</b>	In this course, 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. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.
<b>EDUC 505.69 (SU) – Introduction to Educational Research (ONLINE)</b>  <b>CRN: 23066</b>  <b>D. Young</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 21, 23, 25, 28, 29, and 31)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.

**INCLUSIVE EDUCATION C&I 9 (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 532.66 (SU) – Curriculum Theory</b>  <b>CRN: 23073</b>  <b>B. Esliger</b>	<b>July 7, 8, 9, 10, 14, 15, 16, and 17</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	In this course, the ideas of major curriculum theorists will be examined and the implications of each position for program development for schooling will be explored. Three credits.

<b>EDUC 508.66 (SU) - Critical Research Literacy in Education</b>  <b>CRN: 23074</b>  <b>A. Oostvogels</b>	<b>July 21, 22, 23, 24, 28, 29, 30, and 31</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	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.
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#### **INCLUSIVE EDUCATION C&I 10 (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 508.67 (SU) – Critical Research Literacy in Education</b>  <b>CRN: 23075</b>  <b>A. Francis</b>	<b>July 7, 8, 9, 10, 14, 15, 16, and 17</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	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.
<b>EDUC 532.67 (SU) – Curriculum Theory</b>  <b>CRN: 23076</b>  <b>V. Morash MacNeil</b>	<b>July 21, 22, 23, 24, 28, 29, 30, and 31</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	In this course, the ideas of major curriculum theorists will be examined and the implications of each position for program development for schooling will be explored. Three credits.

#### **INCLUSIVE EDUCATION C&I 11 (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 532.68 (SU) – Curriculum Theory</b>  <b>CRN: 23077</b>  <b>V. Morash MacNeil</b>	<b>July 7, 8, 9, 10, 14, 15, 16, and 17</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	In this course, the ideas of major curriculum theorists will be examined and the implications of each position for program development for schooling will be explored. Three credits.
<b>EDUC 508.68 (SU) – Critical Research Literacy in Education</b>  <b>CRN: 23078</b>  <b>A. Francis</b>	<b>July 21, 22, 23, 24, 28, 29, 30, and 31</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	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 C&I 12 (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 536.68 (SU) - Program Development</b>  <b>CRN: 23091</b>  <b>M. Olson</b>	<b>July 7, 8, 9, 10, 14, 15, 16, and 17</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	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.

<b>EDUC 521I.66 (SU) - Current Research in Instruction: Health</b>  <b>CRN: 23092</b>  <b>D. Jewers</b>	<b>July 21, 23, 25, 28, 29, and 31</b>  <b>Synchronous class meetings:</b> <b>July 21 (9:30 am – 12:00 pm), July 28 (9:30 am – 12:00 pm), and July 31 (12:30 – 2:30 pm) (Atlantic time)</b>  <b>All other times and dates are Asynchronous</b>	A critical exploration of recent theories and research related to current issues in instruction with a concentration in health. Three credits
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#### INCLUSIVE EDUCATION C&I 13 (Online)

COURSE	DATES	DESCRIPTION
<b>EDUC 521I.67 (SU) - Current Research in Instruction: Health</b>  <b>CRN: 23093</b>  <b>C. Gilham</b>	<b>July 7, 9, 11, 14, 15, and 17</b>  <b>Synchronous class meetings:</b> <b>July 7 (9:30 am – 12:00 pm), July 14 (9:30 am – 12:00 pm), and July 17 (12:30 – 2:30 pm) (Atlantic time)</b>  <b>All other times and dates are Asynchronous</b>	A critical exploration of recent theories and research related to current issues in instruction with a concentration in health. Three credits
<b>EDUC 536.69 (SU) - Program Development</b>  <b>CRN: 23094</b>  <b>M. Olson</b>	<b>July 21, 22, 23, 24, 28, 29, 30, and 31</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	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 14 (Antigonish/Online)

COURSE	DATES	DESCRIPTION
<b>EDUC 534.44 (SU) – Introduction to Educational Foundations (IN PERSON)</b>  <b>CRN: 23060</b>  <b>A. Tucker</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 7, 9, 11, 14, 15, and 17)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>  <b>Room: MULH 4022</b>	In this course, 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. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.
<b>EDUC 505.66A (SU) – Introduction to Educational Research (ONLINE)</b>  <b>CRN: 23067</b>  <b>A. Tucker</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 21, 23, 25, 28, 29, and 31)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.



**INDIGENOUS EDUCATION (Online) – Restricted to Cohort Members Only**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 569.66 (SU) – Special Topics in Education</b>  <b>CRN: 23079</b>  <b>D. Toney</b>	<b>July 7, 9, 11, 14, 15, and 17</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	Students will explore in detail the theoretical underpinnings and practical implications of various topics and issues in education. Three credits.
<b>EDUC 508.69 (SU) – Critical Research Literacy in Education</b>  <b>CRN: 23080</b>  <b>L. Lunney Borden</b>	<b>July 21, 23, 25, 28, 29, and 31</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	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.

**MATHEMATICS TEACHING & LEARNING 1 (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 536.66 (SU) - Program Development</b>  <b>CRN: 23081</b>  <b>E. Carter</b>	<b>July 7, 8, 9, 10, 14, 15, 16, and 17</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	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.
<b>EDUC 576.66 (SU) - Specific Issues in Curriculum Development</b>  <b>CRN: 23082</b>  <b>J. Procopio</b>	<b>July 21, 22, 23, 24, 28, 29, 30, and 31</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	This course will examine selected contemporary educational controversies and explore their implications for curriculum decision-making. Students will examine current issues and problems. Three credits

**MENTAL HEALTH 9 (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 532.69 (SU) – Curriculum Theory</b>  <b>CRN: 23095</b>  <b>S. Berg</b>	<b>July 7, 8, 9, 10, 14, 15, 16, and 17</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	In this course, the ideas of major curriculum theorists will be examined and the implications of each position for program development for schooling will be explored. Three credits.
<b>EDUC 510.66 (SU) - Restorative Approaches in Educational Settings</b>  <b>CRN: 23096</b>  <b>L. Burke</b>	<b>July 21, 22, 23, 24, 28, 29, 30, and 31</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	This course helps educators understand the principles of restorative approaches and the wider peace building movement in education. Educators will critically consider restorative approaches as a way to create safe, engaging and inclusive educational settings. Educators will learn how to create a school climate that is relational and restorative and takes into account the contexts and causes of situations surrounding interpersonal interactions. Three credits.



**MENTAL HEALTH 10 (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 511.66 (SU) - Mindfulness and Social Learning</b>  <b>CRN: 23097</b>  <b>L. Whiting</b>	<b>July 7, 8, 9, 10, 14, 15, 16, and 17</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	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
<b>EDUC 510.67 (SU) - Restorative Approaches in Educational Settings</b>  <b>CRN: 23098</b>  <b>A. McNeil-Wilson</b>	<b>July 21, 22, 23, 24, 28, 29, 30, and 31</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	This course helps educators understand the principles of restorative approaches and the wider peace building movement in education. Educators will critically consider restorative approaches as a way to create safe, engaging and inclusive educational settings. Educators will learn how to create a school climate that is relational and restorative and takes into account the contexts and causes of situations surrounding interpersonal interactions. Three credits.

**MENTAL HEALTH 11 (Antigonish/Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 534.45 (SU) – Introduction to Educational Foundations (IN PERSON)</b>  <b>CRN: 23061</b>  <b>A. Oostvogels</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 7, 9, 11, 14, 15, and 17)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>  <b>Room: MULH 4030</b>	In this course, 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. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis
<b>EDUC 505.67A (SU) – Introduction to Educational Research (ONLINE)</b>  <b>CRN: 23068</b>  <b>A. Nardozi</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 21, 23, 25, 28, 29, and 31)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.

**Outdoor Education**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 533.66 (SU) – Dynamics of Change</b>  <b>CRN: 23083</b>  <b>C. Nicholson</b>	<b>July 7, 8, 9, 10, 14, 15, 16, and 17</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	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. Three credits.

<b>EDUC 593.66 (SU) Capping Experience</b>  <b>CRN: 23084</b>  <b>G. Hadley</b>	<b>Sharing Day: Friday, July 18</b>  <b>10:00 am to 2:00 pm (Atlantic time)</b>	All students enrolled in EDUC 593 are expected to complete a capping experience and to share their work with their peer group, as part of a designated celebration day. Students will learn to recognize and understand the process of program collaboration required to develop an experiential based program, supported with research and identified needs for P-12. In addition, students will examine and evaluate how change can have an impact on outdoor education practices. Students may also engage in action research as a way to develop a deepened understanding of an area of professional interest. Three Credits
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**PHYSICAL & HEALTH EDUCATION (Antigonish/Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 534.46 (SU) – Introduction to Educational Foundations (IN PERSON)</b>  <b>CRN: 23062</b>  <b>T. &amp; C. Temertzoglou</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 7, 9, 11, 14, 15, and 17)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>  <b>Room: MULH 4032</b>	In this course, 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. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis
<b>EDUC 505.68A (SU) – Introduction to Educational Research (ONLINE)</b>  <b>CRN: 23070</b>  <b>D. Robinson</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 21, 23, 25, 28, 29, and 31)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.