Master of Education (M.Ed.)

Curriculum Studies Program: Health, Outdoor & Physical Experiential Education (HOPE-Ed)
HOPE-ED PROGRAM

• **Three Streams:**
  1) Health
  2) Outdoor
  3) Physical

• **Collective Learning**
  • Higher success rate of completion, more motivated, committed & persistent
  • Collective insights
  • Develop robust professional networks and advocacy groups

• **Target Master’s Students:**
  • Teachers (formal and informal)
  • Coaches
  • Administrators
  • Outdoor Leaders
  • Professionals
COHORT PHILOSOPHICAL PLATFORM

• Experiential Education (EE) to include Experiential Learning (EL)
  • Used as a catalyst for thinking about ontological (nature of being) and epistemological (truth & knowledge) issues to challenge entrenched educational values
  • Provides comprehensive and inclusive means to encompass the 3 streams
  • Aims to develop a cohesive and comprehensive approach to teaching and learning.

• Experiential Education:
  • Experiential education is education (the leading of students through a process of learning) that makes conscious application of the students' experiences by integrating them into the curriculum (Carver, 1996).

• Experiential Learning
  • EL might be considered as the process of change that occurs for individuals and collectives.
  • Thus the focus of EL is upon the learners and their constructions of knowledge
    • Through critical questioning to examine embedded power relations
# Two-Year Part Time Schedule

## Experiential Education Masters Program

### Shared Cohort Course

<table>
<thead>
<tr>
<th>Health Education</th>
<th>Outdoor Education</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stream core courses (9 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2A EDCP325 Renwick</td>
<td>Approaches to Health Education</td>
<td>2 EDCP532 Butler &amp; Mandigo</td>
</tr>
<tr>
<td>Or 2B EDCP327 Petherick</td>
<td>Special Topics in Health Education: Critical Inquiry in Health Education</td>
<td>5 EDCP531 Banack</td>
</tr>
<tr>
<td>3 EDCP534 Renwick</td>
<td>To be confirmed: Health promotion and education.</td>
<td>6 EDCP585/423 Banack</td>
</tr>
<tr>
<td>6 EDCP585</td>
<td>To be confirmed: Researching health for social justice</td>
<td></td>
</tr>
</tbody>
</table>

### Elective (3 credits)

**Course #7 can be taken from other 2 streams or from other areas in consultation with advisor**

### Shared Cohort Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 EDCP562**</td>
<td>TBD</td>
<td>3</td>
</tr>
<tr>
<td>4 EDUC500**</td>
<td>L. Petherick, H. Banack, J. Butler</td>
<td>Introduction to Research Methodologies</td>
</tr>
<tr>
<td>6 EDCP501</td>
<td>J. Butler</td>
<td>Knowing, Teaching and Learning (ons course)</td>
</tr>
<tr>
<td>10 EDCP500</td>
<td>J. Butler, L. Petherick, H. Banack</td>
<td>Graduating Project (Tutorials)</td>
</tr>
</tbody>
</table>

**Subject Stream (12) + Cohort courses (18) = Total Masters credits (30)**

### Legend

- **Cohort Courses**
- **Health Ed. Stream**
- **Outdoor Ed. Stream**
- **Physical Ed. Stream**
• M.Ed degree consists of 10 x 3-credit courses (30)
• Includes the following:
  • 5 shared courses (all streams)
    • The first in July 2017 (Experiential Education)
  • 1 project (= 1 x 3-credit course) to investigate research question (in pairs or solo)
  • 3 core stream courses (taken over 2 summers 2017 & 2018)
  • 1 Elective (taken in either summer in one of the other 2 streams).
DELIVERY PLATFORMS

• **Face-to-face at UBC**
  - Summer institutes (2017 & 2018) Includes:
    - Shared course (July 2017);
    - Stream core courses (3)
    - Elective (1)

• **On-line courses**
  - EDCP562 (shared) W1 2017
  - EDUC500 (shared) W2 2018
  - EDCP501 (shared) W1 2018

• **Hybrid** (face-to-face for one day – Sat, on-line and SKYPE tutorials)
  - EDCP508B (how to write research for project)
  - EDCP590 (Project)
## Health Education Stream

### Year 1: 2017/2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Location</th>
<th>Course #</th>
<th>Grouping</th>
<th>Course Title</th>
<th>Delivery</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 S2A-2017 4-8th July</td>
<td>EDCP</td>
<td>585</td>
<td>Shared cohort</td>
<td>Experiential Education in Health, Outdoor and Physical Education</td>
<td>UBC</td>
<td>3</td>
</tr>
<tr>
<td>Or 2B</td>
<td>EDCP</td>
<td>327</td>
<td>H.Ed Core</td>
<td>Special Topics in Health Education: Critical Inquiry in Health Education</td>
<td>UBC Summer Inst</td>
<td>3</td>
</tr>
<tr>
<td>3 W1-2017</td>
<td>EDCP</td>
<td>562*</td>
<td>Shared cohort</td>
<td>Introduction to Curriculum Issues and Theories – on line</td>
<td>On-line</td>
<td>3</td>
</tr>
<tr>
<td>4 W2-2018</td>
<td>EDCP</td>
<td>500*</td>
<td>Shared cohort</td>
<td>Research Designs in Education (6 Saturdays)</td>
<td>TBA</td>
<td>3</td>
</tr>
</tbody>
</table>

### Year 2: 2018/2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Location</th>
<th>Course #</th>
<th>Grouping</th>
<th>Course Title</th>
<th>Delivery</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 S2A-2018 July 3-7th</td>
<td>EDCP</td>
<td>534</td>
<td>H.Ed Core</td>
<td>To be confirmed: Health promotion and education.</td>
<td>UBC Summer Inst</td>
<td>3</td>
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<tr>
<td>7 TBA</td>
<td>EDCP</td>
<td>XXX</td>
<td>Elective</td>
<td>Can be taken from other 2 core stream courses or from other areas in consultation w/ advisor</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>8 W1-2018</td>
<td>EDCP</td>
<td>501</td>
<td>Shared cohort</td>
<td>Knowing, teaching and Learning + BREB</td>
<td>On-line</td>
<td>3</td>
</tr>
<tr>
<td>9 W2 2019</td>
<td>EDCP</td>
<td>508B</td>
<td>Shared cohort</td>
<td>Writing Educational Research</td>
<td>1 day workshop + online</td>
<td>3</td>
</tr>
<tr>
<td>10 W2/S1-2019</td>
<td>EDCP</td>
<td>590*</td>
<td>Shared cohort</td>
<td>Graduating Project</td>
<td>UBC Tutorials + on-line</td>
<td>3</td>
</tr>
</tbody>
</table>
• Understand the complex issues, factors and power relations constructing health and health education;

• Engage with cutting edge research to move beyond binary understandings of health (i.e. fit/unfit, healthy/unhealthy, good/bad, obese/normal);

• Understand the complexity of communicating health knowledge and develop effective communication strategies;

• Understand the social determinants of health and social and emotional parameters of health to challenge the individual risk and responsibility approach;

• Learn from experts in the area of home economics, sexual health education and culturally responsible pedagogies.
HEALTH EDUCATION STREAM

KNOW

• How to critically analyze and synthesize health related information;

• How to locate resources to support health communication;

• How to discern health education models and select approaches relevant to the community;

• How to advocate for environments that support collective health initiatives.
HEALTH EDUCATION STREAM

- Gain knowledge and skills to become confident in communicating health information;

- Learn to plan and implement health education programs;

- Act as a resource for health education;

- Advocate for critical approaches to health education in the school, community and workplace;

- Design research to advance health education.
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<thead>
<tr>
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<td>585</td>
<td>Shared cohort</td>
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<td>UBC</td>
<td>3</td>
</tr>
<tr>
<td>4-8 July</td>
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</tr>
<tr>
<td>S2A/B-2017</td>
<td>EDCP</td>
<td>532</td>
<td>O.Ed Core</td>
<td>Theories and Dimensions of Place-Based Learning: Ecohumanist, Critical, and Indigenous Lenses</td>
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<td>W1-2017</td>
<td>EDCP</td>
<td>562*</td>
<td>Shared cohort</td>
<td>Introduction to Curriculum Issues and Theories</td>
<td>On-line</td>
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<td>W2-2018</td>
<td>EDCP</td>
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<td>Shared cohort</td>
<td>Research Designs in Education (6 sats)</td>
<td>TBA</td>
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**Year 2: 2018/2019**

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<tbody>
<tr>
<td>S2A-2018</td>
<td>EDCP</td>
<td>531</td>
<td>O.Ed Core</td>
<td>Curriculum and Pedagogy in Outdoor Environmental Education</td>
<td>UBC Summer Inst</td>
<td>3</td>
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<tr>
<td>July 16-20th</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>S2B-2018</td>
<td>EDCP</td>
<td>423</td>
<td>O.Ed Core</td>
<td>Explorations in Curriculum and Pedagogy for Local Outdoor Learning</td>
<td>UBC Summer Inst</td>
<td>3</td>
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<tr>
<td>Aug 6-10th</td>
<td></td>
<td></td>
<td></td>
<td>Health Promotion, Wellness and Life skills in Outdoor Settings</td>
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<td>TBA</td>
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<td>xxx</td>
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<td>consultation w/ advisor</td>
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<tr>
<td>W1-2018</td>
<td>EDCP</td>
<td>501</td>
<td>Shared cohort</td>
<td>Knowing, teaching and Learning + BREB</td>
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<td>EDCP</td>
<td>508B</td>
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<td>590*</td>
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<td>3</td>
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**TOTAL CREDITS**

30

- Cohort Courses
- Outdoor Ed. Core Courses
- Elective
• Understand the strong relationship of OE on student and teacher perceptions and practices with respect to the environment and sustainability;

• Engage with cutting edge research such as “Benefits of nature” literature which illustrates many significant findings around physical, mental, and socio-emotional health and wellbeing, and includes theories such as free play (Chawla, 2015; Gill, 2014) and healthy risk (Brussoni et al. 2012; Tremblay, 2015).

• Learn from experts in the areas of outdoor learning, physical education, health education and Indigenous education.
OUTDOOR EDUCATION STREAM

KNOW

• How to critically analyze and synthesize outdoor education knowledge;
• How to locate resources to support outdoor education communication;
• (Re)consider curricular and pedagogical approaches and methodologies beyond classroom walls and school confines;
• Explore themes such as: experiential learning, environmental education, indigenous principles of learning, local learning, place-based learning, socio-emotional learning, STEM, sustainability, and holistic wellbeing through critical and emancipatory lenses.
OUTDOOR EDUCATION STREAM

- Gain knowledge and skills to become confident in outdoor education knowledge;

- Learn to plan and implement outdoor education programs;

- Act as a resource for outdoor education;

- Advocate for critical approaches to outdoor education in the school and community;

- Design research to advance outdoor education.
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<td>UBC</td>
</tr>
<tr>
<td>2</td>
<td>S2A-2017 10-14th July</td>
<td>EDCP</td>
<td>530</td>
<td>P.Ed Core</td>
<td>Curriculum Innovations in PE</td>
<td>UBC Summer Inst</td>
</tr>
<tr>
<td>3</td>
<td>W1-2017</td>
<td>EDCP</td>
<td>562*</td>
<td>Shared cohort</td>
<td>Introduction to Curriculum Issues and Theories – online</td>
<td>On-line</td>
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<td>W2-2018</td>
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</tr>
</tbody>
</table>

* Required EDCP courses
** Cat 1 course # changes

**TOTAL CREDITS** 30
• Understand the complex issues and factors constructing physical education and coaching;

• Engage with cutting edge research to move beyond binary understandings in physical education (i.e. fit/unfit, techniques first/concepts, first; correct/incorrect, athlete/non-athlete, strong/weak);

• Learn from experts in the areas of health, home economics, sexual health education and culturally responsible pedagogies.
PHYSICAL EDUCATION STREAM

Know

• How to critically analyze and synthesize activity related information;
• How to locate resources to physical health education communication;
• How to discern curricular innovations and models (e.g. TGfU, Sport Education, Physical Literacy, Movement Education, Inventing Games – Democracy in Action);
• How to examine their merits and discern their appropriateness in teaching and learning in PE;
• How to consider pedagogical approaches for models while examining own practice;
• Examine entrenched educational values through ways of knowing;
• How to help learners become engaged citizens in a sustainable world and society through physical education and sport.
• Gain knowledge and skills to become confident in communicating physical information;

• Learn to plan and implement physical education programs;

• Act as a resource for physical education;

• Advocate for critical approaches to physical education in the school and community;

• Design research to advance physical education.
PHYSICAL EDUCATION STREAM
AREAS OF STUDY

- TPI: Beliefs, Intentions, Actions
- Teaching games for understanding
- Sport Education
- Culturally Responsible Pedagogies
- Physical Literacies
- Sex & Gender Orientation
- Movement Education (inc. ed. gym)
- Inventing Games
- Democracy in Action
- Curriculum Development
- Social constructivism
- Complexity thinking
COHORT RESEARCH PROJECTS

• Written in pairs or solo

• Design and conduct research projects that are relevant to your current and future aspirations in relation to your stream

• Interrogate your own HOPE knowledge and pedagogical practice to advance your leadership within the interconnections of health, outdoor and physical education.

• Ideas for projects start in EDUC500 – Research Methodologies (W2 2018)

• Ethics applications are started in this class if human subjects are part of the research

• Data collected in one term

• EDCP508A/EDCP590 courses are combined to allow time for data analysis and writing

• Tutorials (SKYPE) provided by stream coordinator and one other faculty
EXAMPLES IN PAST PE COHORTS:

- Chinese teenage males experiences in physical activity settings
- Narrative inquiry of online PE: What is the experience of online PE students?
- Helping increase girls physical self-efficacy through TGfU and the GPAI
- Where have all the kids gone? Declining enrollment in senior PE classes
• Thank you for listening

• Questions??