

## MEMO

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TO Senate

ATTENTION Bobbie Grant

TEL

FROM Trude Heift, SGSC

RE Faculty of Education: PhD Program (GS2007.19)

New Stream - Languages, Cultures, and Literacies

DATE June 21, 2007

TIME 12:38 PM

For information

At its 14<sup>th</sup> May 2007 meeting, Senate Graduate Studies Committee approved a new stream of the Ph.D. Program - **Languages, Cultures, and Literacies** - in the Faculty of Education:

**Languages, Cultures, and Literacies**

A new stream or focus of the Ph.D. program was proposed with a set of new graduate courses, as listed below. Audience may include ESL and K-12 teachers, aboriginal educators, French and international students.

**New courses**

- EDUC 923-4 The politics of difference: Coalition building and critical pedagogy
- EDUC 924-4 Multilingual societies and identities in a globalizing world
- EDUC 925-4 Critical literacies in multilingual contexts
- EDUC 926-2 Doctoral seminar A: Anthropological approaches to educational research: Case study, ethnography and visual methods
- EDUC 927-2 Doctoral seminar B: Sociolinguistic approaches to educational research
- EDUC 928-2 Doctoral seminar C: Critical and sociocultural approaches to educational research

Senators wishing to consult the documents concerning this item should contact Bobbie Grant, Senate Assistant at 604.291.3168 or bgrant.ca

C: T. O'Shea, Education

**Calendar Change**

**Faculty:** Education

**Purpose:** To describe a variant of the Faculty's PhD program having a focus on Languages, Cultures, and Literacies.

**Rationale for program:**

Many students who come from cultural or linguistic backgrounds different from those for whom most curricular materials and practices are designed (in Canada, Anglo-European, English- or French-speaking students) encounter difficulties in their education. First Nations students graduate from high school in shockingly low numbers, for example, and economically-disadvantaged immigrant students as well show difficulties in completing educational programs. The failure of public education systems to provide schooling for minorities is a recognized global problem.

The aims of this program are first, to offer educators/researchers the opportunity to focus on the cultural and linguistic diversity that characterizes contemporary classrooms, and second, to provide opportunities for students to participate in ongoing research and ultimately conduct their own research regarding how diversity might be recognized, strengthened and taken as a resource in public education. The program's instructors are committed to practices of equity and access. Courses offer a range of opportunities to question meanings and practices of social difference including those based on race, gender, language, class, and sexuality.

Strong statements have been recently made about the necessity for graduate students in education to be involved from the outset of their graduate education in collaborative interdisciplinary work with colleagues. This program explicitly attempts to provide an experience in which students will learn interdisciplinary research methods, participate in educational research projects with mentors, have opportunities to report on that research, and finally to conduct their own research projects for their dissertations. Through this work, they will also become familiar with current theory and practice in their specific fields of interest.

We anticipate that the program will appeal to students who wish to take "core" courses with a cohort, but who may be interested in conducting research in aboriginal, French or English language settings; students equally might be interested primarily in anthropological approaches to educational research, or in diversity generally, or language and literacies instruction or other foci.

**Faculty members involved in the program:**

1. Kelleen Toohey, Professor
2. Diane Dagenais, Associate Professor
3. June Beynon, Associate Professor (and her replacement after August 07)

4. Maggie Hawkins, Associate Professor
5. Daniele Moore, Associate Professor
6. Marianne Jacquet, Assistant Professor
7. Cecile Sabatier, Assistant Professor
8. Ozlem Sensoy, Assistant Professor
9. Steve Marshall, Assistant Professor
10. Dolores van der Wey, Assistant Professor
11. Replacement faculty for Rosalind Stooke

Each course together with the associated doctoral seminar will be team-taught by teams of three faculty members. In the case of the courses in Semester 1, normally Drs. van der Wey, Sensoy and Jacquet will teach Educ 923-4 and the Doctoral Seminar 926-2. Courses in Semester 2 will normally be team-taught by Drs. Moore, Marshall and Sabatier. Semester 3 courses will normally be team-taught by Drs. Dagenais, Toohey and Hawkins. The doctoral seminars will be offered in a face-to-face format, but on a non-traditional schedule—i.e. scheduling will be late afternoon or weekend meetings twice a month. The other courses will be taught in a face-to-face format once weekly.

### **Calendar Entry**

(To follow the entry describing the Educational Technology and Learning Design PhD program)

### **Languages, Cultures, and Literacies**

This PhD program offers educators/researchers the opportunity to focus on the cultural and linguistic diversity that characterizes contemporary classrooms and provides opportunities for students to participate in ongoing research and ultimately conduct their own research regarding how diversity might be recognized, strengthened and taken as a resource in public education. Courses offer a range of opportunities to question meanings and practices of social difference including those based on race, gender, language, class, and sexuality.

Students are required to complete all of

- EDUC 923-4 The Politics of Difference: Coalition Building and Critical Pedagogy
- EDUC 926-2 Doctoral Seminar A: Anthropological Approaches to Educational Research
- EDUC 924-4 Multilingual Societies and Identities in a Globalizing World
- EDUC 927-2 Doctoral Seminar B: Sociolinguistic Approaches to Educational Research
- EDUC 925-4 Critical Literacies in Multilingual Contexts
- EDUC 928-2 Doctoral Seminar C: Critical and Sociocultural Approaches to Educational Research
- EDUC 866-5 Advanced Qualitative Methods in Educational Research
- EDUC 983-5 Comprehensive examination
- EDUC 899-10 Doctoral thesis.

Students are welcome to take other courses in the Faculty of Education and throughout the university, with their Senior Supervisor's permission.