

THE UNIVERSITY OF BRITISH COLUMBIA



Provost and Vice President Academic

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MEMORANDUM

March 11, 2008

To: UBC Senate (Vancouver)
c/o Lisa Collins, Assistant Registrar, Senate and Curriculum Services

From: David H. Farrar
Provost and Vice President Academic

Georgette Mavline for

Re: **Change of Name from the Department of Curriculum Studies to the
Department of Curriculum and Pedagogy**

Recommendation:

I recommend that Senate approve the change of name from the Department of Curriculum Studies to the **Department of Curriculum and Pedagogy**, effective April 1, 2008.

Background:

Over the past year, faculty members in the Department of Curriculum Studies have been engaged in discussions concerning the direction of the Department, both in terms of graduate and undergraduate programming and research emphases. Emerging from these deliberations was a realization that the current name of the Department does not fully represent the diversity of academic disciplines represented, nor does it adequately represent the Department's shared scholarly interests in pedagogical theory and pedagogical content knowledge. In January, 2008, the Department passed a motion recommending the name change. In February, 2008, the Faculty of Education endorsed the recommendation with a majority vote at the Faculty Meeting.

In selecting the phrase *curriculum and pedagogy* to describe the department, the aim is to emphasize interests not only in what is taught (the curriculum), but also in how, when and why curricular selections are made, and in how teachers and learners develop pedagogical relationships through these learning events in diverse educational contexts.

As Grumet¹ suggests, the forms of curriculum are elusive because of the continuous transformations of both their material representations and the human relationships that support them. And, as Lusted² explains, what is identified as curriculum depends on the complex relations of pedagogy—relations that not only facilitate knowledge exchange, but also support the creation of knowledge. The phrase *curriculum and pedagogy*, then, represents the epistemological and transformative possibilities of teaching and learning.

The Department has developed the following Mission Statement in support of its name change:

The mission of the Department of Curriculum and Pedagogy is to provide local, national, and international leadership in discipline-specific and interdisciplinary research in learning and teaching. The Department's faculty members and graduate students conduct research into the diverse ways people develop experiences of personal, social, and cultural learning through engagements with one another, with human-made artifacts, and with the more-than-human world.

The department comprises a diverse group of researchers and educators whose scholarly work is located in and informed by many academic disciplines including art, music, physical education, science, mathematics, technology, home economics and business education. Underlying all of the research and teaching interests is a commitment to studies of curriculum and pedagogy in a variety of settings, including K–12 classrooms, alternative school contexts, teacher education contexts, and informal settings such as museums, aquariums, science centers and art galleries.

¹ Madeleine Grumet, *Bitter milk: Women and teaching* (Amherst: University of Massachusetts Press, 1988), 172.

² David Lusted, "Why pedagogy?", *Screen* 27(5), 1986, p.2