

UNIVERSITY COURSES TAUGHT

All of these courses were taught at the University of British Columbia and use combined face-to-face and online instruction.

- **LLED 301 LANGUAGE ACROSS THE CURRICULUM (4 CREDITS)**

2004 – 2012 (Curriculum Author) (4 time Coordinator) (8 sections taught)

The last five years I have been the Coordinator and curriculum designer of this multi-section course with over 300 students. This course strengthens teacher candidates' use of language, multimedia and digital technologies. The course builds toward a final media project requiring the use of at least three media/modalities. These creations are shared on the Digital Literacy Student Network, a network I created with Teaching and Learning Enhancement funds to provide a collectively generated resource for new teachers and to host social and professional networking. This course also features a noon-hour lecture series and a full day information and technology conference.

- **LLED 314 SECONDARY ENGLISH METHODS (3 CREDITS)**

2009 – 2011 (Curriculum Co-author) (4 sections taught).

This introductory course teaches how to teach language, literacy, literature and the humanities in secondary school settings. It focuses on specific instruction in the creative and educational use of multiple media and modalities, how to move from specific texts to general discourses as a model for critical thinking. Students are guided through the many digital and web-based tools to prepare them for teaching digitally literate students and assist them in the creation of teaching materials.

- **LLED 336 – NITEP PROGRAM: TEACHING ENGLISH FOR FIRST NATIONS STUDENTS (3 CREDITS)**

2004 (Curriculum Author) (1 section taught)

This course is restricted to students in the Native Indian Teacher Education Program. It is specifically designed to assist First Nations teacher candidates addressing communication and academic language issues among First Nations students.

- **LLED 360 CLASSROOM DISCOURSES (2 CREDITS)**

2012 (3 sections taught).

This course explores effective communication practices and demonstrates how to plan curriculum to support the communicative needs of all students.

• **LLED 363 LITERACY PRACTICES AND ASSESSMENT (1 CREDIT)**

2012 (2 sections taught)

This course assists students in evaluation of student writing and multimedia products. Students are expected to create plan units for teaching purposes that use a wide variety of communication strategies and foster multiple literacies.

• **LLED 438 TEACHING WRITING AND COMPOSITION (3 CREDITS)**

2007 – 2012 (Curriculum Author) (7 sections taught)

This course focuses on the teaching of writing across media. All students create text-based media artifacts for online publication. This course has resulted in a writers' group, the Wolf Mountain collective, developing among former students and this group frequently performs and has become highly visible and productive in the local literary arts scene.

• **LLED 439 TEACHING SHAKESPEARE (3 CREDITS)**

2008 – 2012 (Curriculum Author) (4 sections taught)

This course focuses students understanding of how to read, contextualize and realize the writings of William Shakespeare in classroom settings. The outcome of the course is the collaborative production of a complete video version of one play combining many techniques for adapting Shakespeare to multimedia for educational purposes.

• **LLED 450 RAP, SLAM, FLARF AND FLASH: 21ST CENTURY POETRY AND POETICS (3 CREDITS)**

2011 (Curriculum Author) (1 section taught)

This course introduces students at the undergraduate and graduate levels to poetry of the 21 Century, placing particular emphasis on contemporary oral and digital poetics, generative arts, the educational use of procedural poetics, hypermedia and interactive reading, framed within a context of hybrid and new media poetics. The course is intended to increase the use of new literary art forms in schools and supports the digital literacy and creative media explorations of teachers.

- **LLED 565B STRATEGIC ASSESSMENT AND CONTEXT-SENSITIVE EVALUATION OF WRITING (3 CREDITS)**

2011 – 2012 (Curriculum Author) (2 sections taught)

This course is based on research I have been undertaking in multi-level linguistic analysis of writing across diverse genres. This is a research-based graduate course in which students develop an ethnographic and pedagogical relation with a student and through close analysis of their writing and strategic pedagogical initiatives to help this student overcome linguistic challenges.

- **LLED 480A / 565E ORAL LANGUAGE AND AUDIO MEDIA (3 CREDITS)**

2012 (Curriculum Author) (1 Section taught)

This course builds an understanding oral language and recording media to deepen appreciation of the significance of speech in communication, media, cultural and educational practices. It includes a survey of oral traditions from a variety of cultures. As a research based graduate course, student conduct semi-structured interviews and transcribe these interviews retaining as many nuances of vocal gesture and meaning as possible. Alternate transcription methods are demonstrated. Students are then expected to code their interview data, analyze and compose their findings in a research paper

- **EDUC 316: PRINCIPLES OF TEACHING (3 CREDITS)**

2005 – 2006 (2 sections taught)

This course introduces students to basic methodological, pedagogical and social issues related to working with adolescent learners. This course is particularly sensitive to issues of teaching in multicultural and multilingual settings, and builds on teachers' empathy and understanding of challenges faced by diverse student populations.

- **EDUC 450B INQUIRY SEMINAR I (3 CREDITS)**

2012 (1 Section taught)

This course sets students in the role of inquirers. Each class focuses on a different mode of inquiry including digital inquiry, arts-based inquiry, narrative inquiry, action research, and so on. The objective of this course is to aid new teachers in acquiring productive habits of reflection, research, feedback, and application of findings to improve their professional practices.

- **EDUC 500 RESEARCH METHODS IN EDUCATION (3 CREDITS)**

2012 (Curriculum Author) (1 section taught)

This research-based course is mandatory for all graduate students in the Faculty of Education. It provides a general introduction to quantitative and qualitative research methods. Students are expected to propose, design, conduct and produce a small-scale research study in their specific area of interest. Individual focus is given to student work and provides the graduate student with a foundation for continued research design, proposal creation, academic writing and research dissemination.