

# MASTER OF EDUCATION PROGRAM

## FALL, WINTER, AND SPRING 2024-2025

### SCHEDULE OF COURSES

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- [Open \(Non-Cohort\) Concentration](#)
- [Adult Education and Health \(Cohorts 5\)](#)
- [Culturally Responsive Pedagogy \(Cohort 8\)](#)
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- [Mathematics Teaching and Learning](#)
- [Mental Health Education \(Cohorts 9 and 10\)](#)
- [Outdoor Education \(Cohort 4\)](#)

## OPEN CONCENTRATION (NON-COHORT)

ONLINE

F = Fall W = Winter Session SP = Spring Session

COURSE	DATES	DESCRIPTION
<p><b>EDUC 507.66 (F) - Qualitative Research Methods in Education</b>  <b>**Reserved for Thesis Students only** Contact the MEd Program Office (<a href="mailto:med@stfx.ca">med@stfx.ca</a>)</b></p> <p>CRN 59857</p> <p>J. Mitton</p>	<p><b>Saturdays, 9:00 am to 3:00 (Atlantic)</b></p> <p><b>September 7, September 21, October 5, October 19, and November 2, 2024</b></p> <p><b>Plus 6 hours TBD</b></p>	<p>This course explores current qualitative methodologies used in educational contexts. Students will explore the components of a research proposal, and develop an understanding of methodologies such as phenomenology, ethnography, critical theory, narrative, and action research. Prerequisite: EDUC 505. Three credits</p>
<p><b>EDUC 512.66 (F) - Play-based Curriculum for Lifelong Learning</b></p> <p>CRN 59858</p> <p>A. Tucker</p>	<p><b>Thursdays, 7-10 pm (Atlantic)</b></p> <p><b>September 12 – November 28, 2024</b></p>	<p>This course provides graduate students with a deep understanding of the research and practice of incorporating play in early elementary grades in public schools. Planning, assessing and enacting a play-based curriculum are key course outcomes. Credit will be granted for only one of EDUC 512 or EDUC 569 offered with a similar focus. Three credits</p>
<p><b>EDUC 561.66 (F) - Leadership and Administrative Theories</b></p> <p>CRN 59859</p> <p>I. Robinson</p>	<p><b>Mondays, 7-10 pm (Atlantic)</b></p> <p><b>September 9 – November 25, 2024</b></p> <p><b>Plus 9 hours TBD</b></p>	<p>This course is an introduction to theory, research and practice in educational administration. Emphasis is placed on the evolutionary nature of administrative theory and its role in the operation of public education systems. Three credits.</p>
<p><b>EDUC 522.66 (W) - Inclusion in Early Elementary Contexts</b></p> <p>CRN 59904</p> <p>C. Viva</p>	<p><b>Mondays, 7-10 pm (Atlantic)</b></p> <p><b>January 6 – March 24, 2025</b>  <b>No class March 10, 2025</b></p> <p><b>Plus 6 hours TBD</b></p>	<p>Graduate students will explore research and practice in inclusive early elementary classrooms and relate these understandings to planning, instruction, and assessment in multi-ability, multi-aged classroom settings. Three Credits.</p>
<p><b>EDUC 533.66 (W) - Dynamics of Change</b></p> <p>CRN 59860</p> <p>W. MacAskill</p>	<p><b>Wednesdays, 7-10 pm (Atlantic)</b></p> <p><b>January 8 – March 26, 2025</b>  <b>No class March 12, 2025</b></p> <p><b>Plus 3 hours TBD</b></p>	<p>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.</p>
<p><b>EDUC 561.67 (W) - Leadership and Administrative Theories</b></p> <p>CRN 59861</p> <p>I. Robinson</p>	<p><b>Wednesdays, 7-10 pm (Atlantic)</b></p> <p><b>January 8 – March 26, 2025</b>  <b>No class March 12, 2025</b></p> <p><b>Plus 3 hours TBD</b></p>	<p>This course is an introduction to theory, research and practice in educational administration. Emphasis is placed on the evolutionary nature of administrative theory and its role in the operation of public education systems. Three credits.</p>
<p><b>EDUC 569.66 (W) - Selected Topics in Education: Teacher Identities, Teaching and Popular Culture</b></p> <p>CRN 59862</p> <p>L. Kearns</p>	<p><b>Tuesdays, 7-10 pm (Atlantic)</b></p> <p><b>January 7 – March 25, 2025</b>  <b>No class March 11, 2025</b></p> <p><b>Plus 3 hours TBD</b></p>	<p>This course will explore teachers' identities, teaching practices and popular culture through a variety of texts. Perceptions of teachers are influenced by popular culture, especially film. This course will engage with a variety of media such as movies, documentaries, literature, and academic essays to critically engage the complexities of teachers work and lives. Educators will be invited to reflect on how teachers are socially constructed, compare and contrast their own views of teacher identity(ies), relationships</p>

		with students, learning environments, curriculum, and pedagogy. Three credits
<b>EDUC 536.66 (Sp) – Program Development</b>  CRN 14501  M. Olson	<b>Wednesdays, 7-10 pm (Atlantic)</b>  <b>April 2, 2025 – June 4, 2025</b>  <b>Plus 6 hours TBD</b>	Program development is investigated from the practitioner’s perspective using narrative inquiry to explore relationships among the four curriculum commonplaces of students, teacher, curriculum, and milieu. Three credits.
<b>EDUC 573.66 (Sp) – Professional Development and Supervision</b>  CRN 14502  I. Robinson	<b>Wednesdays, 7-10 pm (Atlantic)</b>  <b>April 2, 2025 – June 4, 2025</b>  <b>Plus 6 hours TBD</b>	This course addresses the role of supervision in an instructional program, focusing on human resources and the professional development process for instructional and support staff. Three credits.

## CONCENTRATION COHORT SCHEDULES

### ADULT EDUCATION & HEALTH 5 Online

COURSE	DATES	DESCRIPTION
<b>EDUC 531.66 (F) - Critical Issues in Health and Adult Education</b>  CRN 59863  B. Hermosura	<b>Tuesdays, 7 – 10 pm (Atlantic time)</b>  <b>September 10 – November 26, 2024</b>	This course explores the connections between adult education and health with a particular focus on the evolution of health education, health promotion and health literacy. The relevance of understanding context and applying foundational concepts, theories and frameworks in addressing health equity issues is covered. The nexus of adult learning and health is examined through the lens of critical reflective practice. An overview of associated pedagogical practices and system-wide approaches will be explored. Three credits
<b>EDUC 530.66 (W) - Transformative Learning</b>  CRN 59864  S. MacPhail	<b>Tuesdays, 7 – 10 pm (Atlantic time)</b>  <b>January 7 – March 25, 2025</b>	This course provides graduate students in the health professions an opportunity to learn the theory of transformative learning, the primary theoretical framework for adult learners. Students will be encouraged to apply the theory to their work situation and learning communities. Three credits
<b>EDUC 573.67 (Sp) – Professional Development and Supervision</b>  CRN 14506  M. Coady	<b>Tuesdays, 7 – 10 pm (Atlantic time)</b>  <b>April 8 – May 13, 2025</b>	This course addresses the role of continuing professional education (CPE) for lifelong professional development. This course will help students develop a stronger understanding of the links between informal learning, formal professional learning and continuing professional education. The focus is on purposes, strategies and implications of lifelong learning in the health professions. Three credits
<b>EDUC 533.66 (Sp) – Dynamics of Change</b>  CRN 14507  L. McVicar	<b>Tuesdays, 7 – 10 pm (Atlantic time)</b>  <b>May 20 – June 24, 2025</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

**CULTURALLY RESPONSIVE PEDAGOGY 8 Online**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 515.66 (F) - Culturally Responsive and Relevant Pedagogy</b>  CRN 59866  W. Mackey	<b>Wednesdays, 6-9 pm (Atlantic)</b>  <b>September 11 – November 27, 2024</b>	This course will provide graduate students with an understanding of the vital role culturally responsive and relevant pedagogy plays in creating equitable learning experiences for primary and secondary students. Within this course the students will critically analyze the root of academic failure among marginalized groups across North America, examine the impact of educator belief systems on student achievement. Students will gain an understanding of systemic racism, recognize the central role culture plays in classroom instruction, and identify culturally responsive and relevant instructional strategies appropriate for their own school contexts. Three credits.
<b>EDUC 561.68 (W) - Leadership and Administrative Theories</b>  CRN 59867  K. Hudson	<b>Mondays, 6-9 pm (Atlantic)</b>  <b>January 6 – March 24, 2025</b> <b>No class March 10, 2025</b>  <b>Plus 6 hours TBD</b>	This course examines conceptions of leadership and administrative theory that advance culturally relevant pedagogy. Graduate students will explore models of leadership that pay particular attention to models of leadership that are distributed, shared and inclusive in nature. Three credits
<b>EDUC 502.66 (Sp) - Education of African Nova Scotian/Canadian Learners I</b>  CRN 14503  R. Upshaw	<b>Wednesdays, 6-9 pm (Atlantic)</b>  <b>April 2, 2025 – June 4, 2025</b>  <b>Plus 6 hours TBD</b>	This course focuses on the approaches to schooling of African Nova Scotian and African Canadian learners and examines issues, challenges and successes in providing successful schooling opportunities for these students. Three credits.

**INCLUSIVE EDUCATION A&P 6 Online**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 521I.66 (F) - Current Research in Instruction - Health</b>  CRN 59874  C. Gilham	<b>Tuesdays, 7-10 pm (Atlantic)</b>  <b>September 10 – November 26, 2024</b>	This course will explore research and approaches to school-based mental health education. Participants will learn about common mental health and behavioral challenges, including complex needs. Participants will be introduced to school-wide Multi-Tiered Systems of Support (MTSS) for promoting mental well-being, positive behavior, and social-emotional learning among diverse learners. Three credits.
<b>EDUC 508.66 (W) - Critical Research Literacy in Education</b>  CRN 59875  C. Gilham	<b>Mondays, 7-10 pm (Atlantic)</b>  <b>January 6 – March 24, 2025</b> <b>No class March 10, 2025</b>  <b>Plus 6 hours TBD</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 543.66 (Sp) - Internship</b>  <b>CRN 14504</b>  <b>S. MacCuspic</b>	<b>September 19, 2024 – May 30, 2025</b>	Under faculty supervision, and as part of a collegial cohort network, participants will transfer, apply, and extend key knowledge and skills acquired through coursework to their practice as educators. From the Fall semester of 2024 to the Spring semester of 2025, participants will complete a personalized internship program comprised of work-integrated learning activities. Three credits.
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#### INCLUSIVE EDUCATION C&I 9 Online

COURSE	DATES	DESCRIPTION
<b>EDUC 514.66 (F) - Teaching Diverse Learners in Inclusive Settings I</b>  <b>CRN 59905</b>  <b>L. Casey</b>	<b>Tuesdays, 6-9 pm (Atlantic)</b>  <b>September 10 – November 26, 2024</b>	In this course, participants will learn about evidence-based instructional strategies for teaching diverse learners, including multi-tiered supports. Emphasis will be placed on the development and implementation of Tier 2, small group programming and supports for literacy and numeracy, including high leverage practices and instructional resources. Three credits.
<b>EDUC 517.66 (W) - Teaching Diverse Learners in Inclusive Settings II</b>  <b>CRN 59906</b>  <b>A. LaBonte</b>	<b>Tuesdays, 6-9 pm (Atlantic)</b>  <b>January 7 – March 25, 2025</b> <b>No class March 11, 2025</b>  <b>Plus 3 hours TBD</b>	In this course, participants will learn about the development and implementation of intensive, individualized, Tier 3 programming and supports for diverse learners. Emphasis will be placed on evidence-based instructional strategies and resources for students with complex needs. Three credits.
<b>EDUC 543.67 (Sp) - Internship</b>  <b>CRN 14505</b>  <b>S. MacCuspic</b>	<b>September 19, 2024 – May 30, 2025</b>	Under faculty supervision, and as part of a collegial cohort network, participants will transfer, apply, and extend key knowledge and skills acquired through coursework to their practice as educators. From the Fall semester of 2024 to the Spring semester of 2025, participants will complete a personalized internship program comprised of work-integrated learning activities. Three credits.

#### INCLUSIVE EDUCATION C&I 10 Online

COURSE	DATES	DESCRIPTION
<b>EDUC 517.67 (F) - Teaching Diverse Learners in Inclusive Settings II</b>  <b>CRN 59907</b>  <b>A. LaBonte</b>	<b>Tuesdays, 7-10 pm (Atlantic)</b>  <b>September 10 – November 26, 2024</b>	In this course, participants will learn about the development and implementation of intensive, individualized, Tier 3 programming and supports for diverse learners. Emphasis will be placed on evidence-based instructional strategies and resources for students with complex needs. Three credits.

<b>EDUC 514.67 (W) - Teaching Diverse Learners in Inclusive Settings I</b>  <b>CRN 59908</b>  <b>L. Casey</b>	<b>Tuesdays, 7-10 pm (Atlantic)</b>  <b>January 7 – March 25, 2025</b> <b>No class March 11, 2025</b>  <b>Plus 3 hours TBD</b>	In this course, participants will learn about the development and implementation of intensive, individualized, Tier 3 programming and supports for diverse learners. Emphasis will be placed on evidence-based instructional strategies and resources for students with complex needs. Three credits.
<b>EDUC 543.68 (Sp) - Internship</b>  <b>CRN 14508</b>  <b>S. Isenor-Ryan</b>	<b>September 19, 2024 – May 30, 2025</b>	Under faculty supervision, and as part of a collegial cohort network, participants will transfer, apply, and extend key knowledge and skills acquired through coursework to their practice as educators. From the Fall semester of 2024 to the Spring semester of 2025, participants will complete a personalized internship program comprised of work-integrated learning activities. Three credits.

#### INCLUSIVE EDUCATION C&I 11 Online

COURSE	DATES	DESCRIPTION
<b>EDUC 514.68 (F) - Teaching Diverse Learners in Inclusive Settings I</b>  <b>CRN 59910</b>  <b>E. Keith</b>	<b>Mondays, 7-10 pm (Atlantic)</b>  <b>September 9 – November 25, 2024</b>  <b>Plus 9 hours TBD</b>	In this course, participants will learn about evidence-based instructional strategies for teaching diverse learners, including multi-tiered supports. Emphasis will be placed on the development and implementation of Tier 2, small group programming and supports for literacy and numeracy, including high leverage practices and instructional resources. Three credits.
<b>EDUC 517.68 (W) - Teaching Diverse Learners in Inclusive Settings II</b>  <b>CRN 59911</b>  <b>E. Keith</b>	<b>Mondays, 7-10 pm (Atlantic)</b>  <b>January 6 – March 24, 2025</b> <b>No class March 10, 2025</b>  <b>Plus 6 hours TBD</b>	In this course, participants will learn about the development and implementation of intensive, individualized, Tier 3 programming and supports for diverse learners. Emphasis will be placed on evidence-based instructional strategies and resources for students with complex needs. Three credits.
<b>EDUC 543.69 (Sp) - Internship</b>  <b>CRN 14509</b>  <b>C. Viva</b>	<b>September 19, 2024 – May 30, 2025</b>	Under faculty supervision, and as part of a collegial cohort network, participants will transfer, apply, and extend key knowledge and skills acquired through coursework to their practice as educators. From the Fall semester of 2024 to the Spring semester of 2025, participants will complete a personalized internship program comprised of work-integrated learning activities. Three credits.

**INCLUSIVE EDUCATION C&I 12 Online**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 527.66 (F) - Principles of Learning</b>  <b>CRN 59912</b>  <b>M. Fairbrother</b>	<b>Mondays, 7-10 pm (Atlantic)</b>  <b>September 9 – November 25, 2024</b>  <b>Plus 9 hours TBD</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 532.66 (W) - Curriculum Theory</b>  <b>CRN 59913</b>  <b>A. Johnston</b>	<b>Tuesdays, 7-10 pm (Atlantic)</b>  <b>January 7 – March 25, 2025</b> <b>No class March 11, 2025</b>  <b>Plus 3 hours TBD</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 553.66 (Sp) - Inclusive Assessment Practices I</b>  <b>CRN 14510</b>  <b>J. MacKenzie</b>	<b>Wednesdays, 7-10 pm (Atlantic)</b>  <b>April 2 – June 4, 2025</b>  <b>Plus 6 hours TBD</b>	In this course, students will learn evidence-based approaches to literacy assessment for diverse learners, including culturally responsive practices. Participants will critically examine classroom-based assessments and formal, individualized assessments. Participants will also learn how to administer, interpret, and utilize a Level B literacy assessment in educational programming for diverse learners. Three credits.

**INCLUSIVE EDUCATION C&I 13 Online**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 532.67 (F) - Curriculum Theory</b>  <b>CRN 59914</b>  <b>L. Kearns</b>	<b>Mondays, 7-10 pm (Atlantic)</b>  <b>September 9 – November 25, 2024</b>  <b>Plus 9 hours TBD</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 553.67 (W) - Inclusive Assessment Practices I</b>  <b>CRN 59915</b>  <b>J. MacKenzie</b>	<b>Wednesdays, 7-10 pm (Atlantic)</b>  <b>January 8 – March 26, 2025</b> <b>No class March 12, 2025</b>  <b>Plus 3 hours TBD</b>	In this course, students will learn evidence-based approaches to literacy assessment for diverse learners, including culturally responsive practices. Participants will critically examine classroom-based assessments and formal, individualized assessments. Participants will also learn how to administer, interpret, and utilize a Level B literacy assessment in educational programming for diverse learners. Three credits.
<b>EDUC 527.67 (Sp) - Principles of Learning</b>  <b>CRN 14511</b>  <b>C. Boulter</b>	<b>Mondays, 7-10 pm (Atlantic)</b>  <b>March 31 – June 2, 2025</b>  <b>Plus 9 hours TBD</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.



**INDIGENOUS EDUCATION Online**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 573.66 (F) - Professional Development and Supervision</b>  CRN 59916  M. Jutras	<b>Mondays, 6-9 pm (Atlantic)</b>  <b>September 9 – November 25, 2024</b>	This course addresses the role of supervision in an instructional program, focusing on human resources and the professional development process for instructional and support staff. Three credits.
<b>EDUC 533.67 (W) - Dynamics of Change</b>  CRN 59917  M. Jutras	<b>Mondays, 6-9 pm (Atlantic)</b>  <b>January 6 – March 24, 2025</b> <b>No class March 10, 2025</b>  <b>Plus 3 hours TBD</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 544.66 (Sp) - Cross-cultural Issues in Education</b>  CRN 14512  TBA	<b>Mondays, 6-9 pm (Atlantic)</b>  <b>March 31 – June 2, 2025</b>  <b>Plus 9 hours TBD</b>	Students will examine various issues and theories related to cultural and race relations policies and practices in the education system. Three credits.

**MATHEMATICS TEACHING & LEARNING Online**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 521C.66 (F) - Current Research in Instruction - Mathematics</b>  CRN 59918  M. Husband	<b>Tuesdays, 6-9 pm (Atlantic)</b>  <b>September 10 – November 26, 2024</b>	This course offers a critical exploration of recent theories and research related to current issues in instruction with a concentration in mathematics. Students will examine current approaches to engaging students in meaningful mathematics learning and explore how these instructional strategies are manifested at different grade levels. Explorations of concrete materials, mathematical modelling, problem solving, discourse, and engagement will form the foundation of the course. Three credits.
<b>EDUC 544.67 (W) - Cross-Cultural Issues in Education</b>  CRN 59919  K. Oliver	<b>Tuesdays, 6-9 pm (Atlantic)</b>  <b>January 7 – March 25, 2025</b> <b>No class March 11, 2025</b>  <b>Plus 3 hours TBD</b>	Students will examine various issues and theories related to cultural and race relations policies and practices in the education system. Three credits.
<b>EDUC 508.66 (Sp) - Critical Research Literacy in Education</b>  CRN 14513  E. Throop-Robinson	<b>Days TBA, 6-9 pm (Atlantic)</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.

**MENTAL HEALTH EDUCATION 9 Online**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 527.67 (F) – Principles of Learning</b>  CRN 59920  C. DiGiorgio	<b>Tuesdays, 7-10 pm (Atlantic)</b>  <b>September 10 – November 26, 2024</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 567.66 (W) – School Law</b>  <b>CRN 59921</b>  <b>C. McCann-Kyte</b>	<b>Mondays, 7-10 pm (Atlantic)</b>  <b>January 6 – March 24, 2025</b> <b>No class March 10, 2025</b>  <b>Plus 6 hours TBD</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 509.66 (Sp) – Trauma Informed Practice</b>  <b>CRN 14514</b>  <b>R. Ryan</b>	<b>Mondays, 7-10 pm (Atlantic)</b>  <b>March 31 – June 2, 2025</b>  <b>Plus 9 hours TBD</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

#### MENTAL HEALTH EDUCATION 10 Online

COURSE	DATES	DESCRIPTION
<b>EDUC 567.67 (F) – School Law</b>  <b>CRN 59922</b>  <b>C. McCann-Kyte</b>	<b>Mondays, 7-10 pm (Atlantic)</b>  <b>September 9 – November 25, 2024</b>  <b>Plus 9 hours TBD</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 509.67 (W) – Trauma Informed Practice</b>  <b>CRN 59923</b>  <b>R. Ryan</b>	<b>Mondays, 7-10 pm (Atlantic)</b>  <b>January 6 – March 24, 2025</b> <b>No class March 10, 2025</b>  <b>Plus 6 hours TBD</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 527.68 (Sp) – Principles of Learning</b>  <b>CRN 14515</b>  <b>M. Fairbrother</b>	<b>Mondays, 7-10 pm (Atlantic)</b>  <b>March 31 – June 2, 2025</b>  <b>Plus 9 hours TBD</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.

**OUTDOOR EDUCATION Online**

COURSE	DATES	DESCRIPTION
<b>EDUC 567.68 (F) - School Law</b>  <b>CRN 59924</b>  <b>C. McCann-Kyte</b>	<b>Tuesdays, 7-10 pm (Atlantic)</b>  <b>September 10 – November 26, 2024</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 508.67 (W) - Critical Research Literacy in Education</b>  <b>CRN 59925</b>  <b>G. Hadley</b>	<b>Mondays, 7-10 pm (Atlantic)</b>  <b>January 6 – March 24, 2025</b> <b>No class March 10, 2025</b>  <b>Plus 6 hours TBD</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 526.66 (Sp) - Pedagogy and Practice</b>  <b>CRN 14516</b>  <b>A. Foran</b>	<b>Mondays, 7-10 pm (Atlantic)</b>  <b>March 31 – June 2, 2025</b>  <b>Plus 9 hours TBD</b>	The focus in the course is to explore how children and young people experience life and school, and how adults see the world of the child from the adult perspective. The course will position the significance of seeing, and being seen, as central to pedagogical-relational practice and how pupils experience being students. The course is a philosophical examination of relationality (child and adult, student and teacher) by exploring current and ancient pedagogical traditions. Credit will be granted for only one of EDUC 526 or EDUC 569 offered with a similar focus. Three credits.