



University of British Columbia
Curriculum and Pedagogy Works (in Progress)
601 Graduate Symposium

Wednesday, October 26, 2016
13:00-16:00 Scarfe 1214

**Exploring Curriculum-as-plan and Curriculum-as-lived
in Science and Math Education**

Guest Speaker (On Science and Math Education): Dr. Keith Taber (via Skype)

Professor of Science Education
Chair of Science, Technology & Mathematics Education Academic Group
University of Cambridge

Guest Speaker (On Aoki and Curriculum): Dr. Anne Phelan

Professor, Department of Curriculum and Pedagogy
University of British Columbia

Symposium Panelists

Alexis Gonzalez, Gerald Tembrevilla, Tsubasa Saito, (Elise) Ling-Hui Chu

Readings

1. Taber, K. S., Ruthven, K., Mercer, N., Riga, F., Luthman, S., & Hofmann, R. (2016). Developing teaching with an explicit focus on scientific thinking. *SSR June 2016*, 97(361), 75-85.
2. Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
3. Aoki, T. T. (2004). Legitimizing lived curriculum: Toward a curricular landscape of multiplicity. In W. F. Pinar & R. L. Irwin (Eds.), *Curriculum in a new key: The collected works of Ted T. Aoki* (pp. 199-215). New York, NY: Routledge. (Original work published 1993)

References

1. Aoki, T. T. (2004). Teaching as indwelling between two curriculum worlds. In W. F. Pinar & R. L. Irwin (Eds.), *Curriculum in a new key: The collected works of Ted T. Aoki* (pp. 159-165). New York, NY: Routledge. (Original work published 1986)
2. Fatah, A., Suryadi, D., Sabandar, J., & Turmudi, T. (2016). Open-ended approach: An effort in cultivating students' mathematical creative thinking ability and self-esteem in mathematics. *Journal on Mathematics Education*, 7(01), 11-20.



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Tentative Program

1:00 - 1:05 Welcome and Introduction of the Guest Speaker by Gerald
1:05 - 1:50 **Dr. Keith Taber**, on “Why science and math related courses and degrees are not effectively attracting young talented students and how can Teacher Education & Training institutions address this issue?” / Q&A

1:50 - 2:00 **Break**

2:00 - 2:15 Conceptual Representation as a Tool for Curriculum Planning by Alexis
2:15 - 2:30 Science Visualization in Teaching Electricity by Gerald
2:30 - 2:40 The Approach of Curriculum Improvisation in Mathematics by Tsubasa
2:40 - 2:50 How Contemporary Physics and Buddhism might Inform Curriculum Thinking by Elise

2:50 - 3:00 **Break**

3:00 - 3:05 Introduction of the Guest Speaker by Elise
3:05 - 3:50 **Dr. Anne Phelan**, Brief Comments on Aoki, and Conversation/Q&A
3:50 - 4:00 Closing Summary, Photo Opportunity by Alexis and Tsubasa