

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> ADED 210		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Principles and Practice of Adult Education <b>Course Short Title:</b> Principles & Practice of Ad Ed															
<b>Faculty:</b> Faculty of Education, Community, & Human Dev.		<b>Department (or program if no department):</b> Adult Education													
<b>Calendar Description:</b> Introduces learners to the principles and practices of adult education. Provides a common foundation of knowledge for adult education.															
<b>Prerequisites (or NONE):</b>		One of CMNS 125, CMNS 175, EDUC 100, ENGL 105, ENGL 108, or ENGL 170.													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>12</td> </tr> <tr> <td>Tutorials/workshops</td> <td>33</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	12	Tutorials/workshops	33							<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	12														
Tutorials/workshops	33														
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> November 2, 2022													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> January 6, 2023													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> February 24, 2023													

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Create a personal definition of adult education and its key purposes.
- Define key terms in adult education theory and practice (e.g., andragogy, self-directed learning, embodied learning, culturally-responsive pedagogy, transformative learning, place-based learning).
- Explain the differences and similarities between child learning and adult learning as theorized by adult education scholars.
- Describe the settings in which adult education typically occur (i.e., formal/non-formal/Informal, Indigenous, linguistically/culturally-diverse contexts).
- Describe a diverse range of adult education programs and initiatives that exist at local, provincial, national, and international levels.
- Analyze one's own adult education experiences as an adult learner and as an adult educator.

**Recommended Evaluation Methods and Weighting**

Assignments:	70%	%	%
Project:	30%	%	%

**Details:**

Assignment 1: Autobiographical inquiry – 25%  
 Assignment 2: Reflection paper/video 1 – 15%  
 Assignment 3: Team project/presentation – 30%  
 Assignment 4: Reflection paper/video 2 – 15%  
 Assignment 5: Online forums – 15%

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Texts and Resource Materials** (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

Type	Author or description	Title and publication/access details	Year
1. Textbook	Merriam S. and Brockett R.	<i>The Profession and Practice of Adult Education: An Introduction.</i>	2007
2. Textbook	Merriam, S. and Bierman, L.	<i>Adult Learning: Linking Theory and Practice</i>	2013
3.			
4.			
5.			

**Required Additional Supplies and Materials** (Software, hardware, tools, specialized clothing, etc.)

**Course Content and Topics**

- Who am I as a lifelong learner?
- Why do adults learn?
- How do adults learn?
- Theories of adult learning
- What is adult education?
- How is adult education organized and delivered?
- In which contexts does adult education exist? (Indigenous communities, formal/non-formal/informal contexts)
- What role do adult education programs and initiatives have in diverse local, provincial, national, and international contexts?
- Needs assessment and program planning in adult education
- Methods and techniques used in adult education
- Issues in the professionalization of adult education
- Competing visions for the role of adult education