



ORIGINAL COURSE IMPLEMENTATION DATE: September 1999  
 REVISED COURSE IMPLEMENTATION DATE: September 2023  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2029  
 Course outline form version: 09/08/2021

## 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 350		<b>Number of Credits:</b> 3 <u>Course credit policy (105)</u>													
<b>Course Full Title:</b> Storytelling and the Reflective Practitioner <b>Course Short Title:</b> Storytelling & Reflection															
<b>Faculty:</b> Faculty of Education, Community, & Human Dev.		<b>Department (or program if no department):</b> Adult Education													
<b>Calendar Description:</b> Focuses on exploring theories and practices related to using stories to make meaning, particularly as a method for reflecting on adult education practice. Participants will reflect on and learn from their experiences through stories of teaching and learning.															
<b>Prerequisites (or NONE):</b>		30 university-level credits.													
<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: <b>ADED 330H</b> Cross-listed with: Equivalent course(s): <b>ADED 330H</b> <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 <u>policy 207</u> 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 <u>bctransferguide.ca</u>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <u>transfer credit form</u>.)</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:

- Explain the use of narrative as a tool for epistemic responsibility.
- Describe relevant current literature related to storytelling, Storywork, auto-ethnography, and “the reflective educator”.
- Evaluate the significance of narratives on teaching and learning for adults.
- Create a “teaching auto-ethnography”.
- Tell personal stories about teaching and learning as they relate to curricular goals.
- Identify themes, metaphors, and motifs in their teacher narratives and how they would affect diversity in the classroom.

**Recommended Evaluation Methods and Weighting** (*Evaluation should align to learning outcomes.*)

Assignments:	100%	%	%
	%	%	%

**Details:**

Self and community introduction	10%
Relational mapping	25%
Digital storytelling	20%
Educational autobiography outline	15%
Educational autobiography	30%

**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	Brookfield, S.	<i>Critically Reflective Teacher (2d Edition)</i> . Jossey-Bass. 978-1-119-04970-8	2017
2. Article	Chau, A.	<i>Feminist Activist Storytelling: Transforming Identity and Building Resistance</i> . <i>Canadian Journal for the Study of Adult Education</i> , 32(2), 91–101. Retrieved from <a href="https://cjsae.library.dal.ca/index.php/cjsae/article/view/5590">https://cjsae.library.dal.ca/index.php/cjsae/article/view/5590</a>	2020
3. Article	Clark, M. C., & Rossiter, M.	<i>Narrative learning in adulthood</i> . <i>New directions for adult and continuing education</i> , 2008(119), 61-70.	2008
4. Online resource	King, T.	(2003, November 7). <i>The 2003 CBC Massey Lectures, "The truth about stories: A native narrative"</i>   CBC radio. CBC news. Retrieved December 10, 2022, from <a href="https://www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truth-about-stories-a-native-narrative-1.2946870">https://www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truth-about-stories-a-native-narrative-1.2946870</a>	2003
5. Journal	Zhang, P., & Kteily-Hawa, R.	Zhang, P., & Kteily-Hawa, R. (2018). <i>Poetry, Prose and Personhood: The Art of Storytelling with the Homeless</i> . <i>Canadian Journal for the Study of Adult Education</i> , 30(2). Retrieved from <a href="https://cjsae.library.dal.ca/index.php/cjsae/article/view/5438">https://cjsae.library.dal.ca/index.php/cjsae/article/view/5438</a>	2018

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

- Overview of the course; identification of key concepts and methodology of narrative and method of reflecting on practice
- Exploring, discovering, and defining personal self-study of practice.
- What is responsible knowing?
- What is a reflective practitioner?
- What's that got to do with anything? Authentic orientation of students
- Auto-ethnography and social goals
- Understanding the various roles of stories
- Other voices, different worldviews in our classroom
- The many uses of narrative in adult education
- Storywork
- The memes that set you free
- Arts-based approaches (e.g., digital storytelling, poetry)
- And another thing I meant to tell you...Narrative work as triggers
- Trauma-informed practice and stories
- Narrative, stories, songs, rap and other forms of situated expression.
- Reflecting on story in our socialization.