

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DEPARTMENT: Adult Education

DATE: March 14, 1995

ADED 360

Adult Education in the Canadian

Context: History & Trends

3 Cr.

NAME & NUMBER OF COURSE

DESCRIPTIVE TITLE

UCFV CREDIT

CATALOGUE DESCRIPTION: The enterprise of adult education in Canada operates on the basis of diverse educational perspectives and within a complex public policy realm, shared between the federal and the provincial or territorial governments. This course provides an opportunity to examine practices, structures, and trends in the field of adult education in Canada. The practices, vocation, and field will be examined from the point of view of historical, social, political, and economic influences. Course participants will examine ways in which formal, non-formal, and informal adult education practices shape and are shaped by this milieu.

COURSE PREREQUISITES: Completion or concurrent study of ADED 310 and ADED 320 is recommended.

COURSE COREQUISITES: None

HOURS PER TERM FOR EACH STUDENT	Lecture	hrs	Student Directed	
	Laboratory	hrs	Learning	hrs
	Seminar	45 hrs	Other - specify:	
	Field Experience	hrs		hrs
			TOTAL	45 HRS

UCFV CREDIT ☐
TRANSFER

UCFV CREDIT ☐
NON-TRANSFER

NON-CREDIT ☐

TRANSFER STATUS (Equivalent, Unassigned, Other Details)

UBC credits To be Negotiated

SFU credits To be Negotiated

UVIC units To be Negotiated

Other None


Don Chapman
COURSE DESIGNER
OUTLN93/10/DD

DEAN OF CONTINUING EDUCATION

Adult Education in the Canadian Context - ADED 320**NAME & NUMBER OF COURSE**

COURSES FOR WHICH THIS IS A PREREQUISITE:	RELATED COURSES
None	None Specified

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

- TEXTS:** Selman, G. & Dampier, P. (1991). The foundations of adult education in Canada. Thompson Educational Publishing: Toronto.
- The Canadian Association for Adult Education. (1940-1961). Food for thought. Toronto.
- The Canadian Association for Adult Education. (1962-1971). Continuous learning. Toronto.
- Centre for Continuing Education. (1968-1988). Occasional papers in continuing education. Vancouver: University of British Columbia.
- Faris, R. (1975). The passionate educators. Toronto: Peter Martin Associates Limited.
- Welton, M. (1987). Knowledge for the people: The struggle for adult learning in English speaking Canada, 1828-1973. Vancouver.

OBJECTIVES:

Upon successful completion of this course, each participant will:

- have examined the views of several authors with regard to the development of the field of adult education in Canada, and will have had opportunities to discuss selected, related topics in collaboration with learning colleagues,
- be able to list significant initiatives, practices, institutions, and personalities in the development of adult education in Canada, and will be able to relate these matters to economic, social, and political contexts within which they were/are situated,
- be able to point out patterns among historical antecedents, current practices, and trends apparent in the field of adult education,
- have explored and deepened her/his understanding of a particular aspect of the field of adult education practice in Canada,
- have had an opportunity to make sense of his/her own values, attitudes, and beliefs regarding the nature of adult education in Canada.

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METHODS:

The primary in-class methods will be seminar discussion and small-group activities. Learning activities outside class meetings will be oriented toward considerable self-directed library research, reading, and the following specified learning activities:

- Annotated Bibliography: Through her/his own program of reading, each course participant will contribute to the production of a shared, class-wide annotated bibliography of resources related to the practice and study of adult education in Canada.
- Research Paper: Each course participant will identify, and through the process of writing a formal paper, will examine one aspect of the field of adult education in Canada.
- Self Assessment: At the conclusion of the course, each participant will write a self report, describing the learning achieved through his/her course of study and suggesting an expectation with regard to final grade.

STUDENT EVALUATION PROCEDURE:

The grading process is intended to foster cooperation in learning. For the purposes of assigning grades, each learner will play a leadership role in assessing his/her learning as a result of the course. The final grade for the course will be reflective of the intensity and effectiveness with which each learner engages in his/her learning agenda. Evaluation of learning will involve ongoing monitoring of learning activities, including written and oral feedback by the course leader and by colleagues. Individual grade assignment for each learner will be based upon a concluding self-assessment and suggested grade. As such, the grading will be learner-centred and development-oriented. The course leader will review the self evaluation in order to confirm satisfactory accomplishment. If necessary; negotiation will take place between the course leader and the learner with regard to the assignment of the final course grade.

The following frame will guide the assignment of grades:

For the purposes of this course, satisfactory accomplishment means:

C-range

- Contracted activities are completed.
- Efforts demonstrate a grasp of basic concepts, sound analysis and synthesis of relevant ideas.
- Prepared materials are organized logically, expressed clearly and readied with care.
- Cooperative engagement with peers.
- May struggle with self-reflection.
- Difficulties, if any, are developmental in nature and limited to technical oversights or justifiable shortfall in breadth or depth.

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B-range

- Contracted activities are completed.
- Efforts demonstrate a sound grasp of the concepts under study and a good working knowledge of related facts and issues.
- Evidence of sound analysis and synthesis of relevant ideas, along with evidence of the ability to critically assess and weigh alternative perspectives in an informed fashion.
- Prepared materials are organized logically, expressed clearly and readied with care.
- Cooperative engagement with peers.
- Sound self-reflection.
- Difficulties, if any, are developmental in nature and represent a justifiable shortfall in breadth or depth.

A-range

- Contracted activities are completed.
- All efforts display **outstanding commitment** to the learning agenda.
- Evidence of **sound analysis and synthesis** of relevant ideas, along with confirmation of the ability to **critically assess** and weigh alternative perspectives in an **informed** fashion.
- Prepared materials demonstrate **original insight**, thought or presentation and are organized logically, expressed clearly, and readied with care.
- Cooperative engagement with peers and **demonstrated scholarly leadership** within the group.
- **committed and insightful** self-reflection.
- **No deficiencies** of note.

Grades of less than C- may result from failure to accomplish activities required for the course, including, but not limited to, chronic absence from class meetings. Grades of less than C- also may reflect a lack of care and/or attention to the criteria set out above.

COURSE CONTENT

Discipline and Vocation - Evolution in Context - Influential Figures

Development of the field of Adult Education in Canada - Then, Now, Future

(social, political, economic contexts)

Field of Practice

Movements

Notable Providers

Role(s)

Educational Intentions and Subject/Content Areas

Processes

Field of Study

Research/Publication

Professionalization

Public Policy and Legislative Influences

International Influences & International Influence