

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 390		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Research in Adult Education Course Short Title:															
Faculty: Faculty of Education, Community, & Human Dev.		Department (or program if no department): Adult Education													
Calendar Description: Examines how research informs the practice of adult education, including epistemology, research sources, methods of inquiry, and critical application. Focuses on key skills related to generating a research focus, critiquing research through various lenses, writing of research-related genres, and preparing to conduct practitioner research.															
Prerequisites (or NONE):		30 university-level credits.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses <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>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours <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>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	12	Tutorials/workshops	33							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	12														
Tutorials/workshops	33														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: March 2023													
Faculty Council approval		Date of meeting: April 28, 2023													
Undergraduate Education Committee (UEC) approval		Date of meeting: June 16, 2023													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Describe the epistemic bases of social scientific inquiry as it relates to diverse ways of knowing.
2. Generate research topics and questions relevant to adult education.
3. Review participatory approaches to research involving marginalized populations (e.g. decolonizing research with Indigenous communities).
4. Evaluate the quality of a variety of research sources.
5. Summarize peer-reviewed research Critique research sources for their ability to inform evidence-based practice.
6. Relate concepts, theories, and data from the research literature to answer a research question in adult education.
7. Propose a pilot research project relevant to adult education.

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

Assignments:	100%	%	%
	%	%	%

Details:

Assignment 1, online forum discussions: 25%

Assignment 2, research topic: 10%

Assignment 3, annotated bibliography: 15%

Assignment 4, literature review: 25%

Assignment 5, brief pilot research proposal: 25%

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

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Readings, lectures, class discussion, written assignments.

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	Loseke, D.R.	<i>Methodological Thinking</i> . Sage	2017
2. Other	Locke, L., Silverman, S., Spirduso, W.	Reading and Understanding Research. Sage	2010
3. Other	Smith, L.T.	Decolonizing Methodologies: Research and Indigenous Peoples. Zed Books.	2021
4.			
5.			

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

Week 1: Introduction to research

Week 2: Exploring epistemological orientations

Week 3: Developing a research topic

Week 4: Reading research

Week 5: Exploring Indigenous research

Week 6: Summarizing research

Week 7: Doing a literature search

Week 8: Critiquing research

Week 9: Writing a literature review

Week 10: Writing a literature review

Week 11: Research designs

Week 12: Writing a research proposal

Week thirteen: Presenting and disseminating research