

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 405		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Diversity in Adult Education Course Short Title: Diversity in Adult Education															
Faculty: Faculty of Education, Community, & Human Dev.		Department (or program if no department): Adult Education													
Calendar Description: Recognizing that Canada is a diverse and multicultural country with Indigenous distinctiveness, discussions will revolve around the diversity (e.g., race, cultures, genders, abilities, class, languages) that makes up the very fabric of Canadian society and its relationship to adult education. Students will explore diverse learning models and Indigenous teaching philosophies for working with adult learners. The course provides pedagogical approaches and methods for decolonization and creating more equitable and inclusive learning experiences for the diverse social identities that make up adult learning communities.															
Prerequisites (or NONE):		30 university-level credits.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):		One of ADED 210, ADED 310, ADED 360, or ADED 390.													
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: Every other year 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 (See bctransferguide.ca) 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: November 2, 2022													
Faculty Council approval		Date of meeting: January 6, 2023													
Undergraduate Education Committee (UEC) approval		Date of meeting: April 21, 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. Identify aspects of diversity, self-concept, and perception of "other".
2. Explain the histories of educational exclusion and harm perpetrated on equity-seeking groups in Canada and internationally, including Indigenous peoples.
3. Critique adult education in Canada with respect to the equity, diversity, and inclusion of diverse adult learners (institutions, policies, practice, and behaviours).
4. Identify the impacts of representation and language and how they affect diversity in adult education.
5. Explore culturally relevant, responsive models that acknowledge and address systemic barriers that diverse learners experience (i.e., circle, trauma-informed, intercultural models, cultural safety tenets, medicine wheel, seven teachings and contemplative practices).
6. Demonstrate an attitude of sensitive, on-going reflection that responds to issues of equity, diversity, and inclusion.
7. Apply strategies and pedagogical approaches to foster inclusive learning in adult education contexts that promote reciprocity, cultural safety, and collaborative learning.

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

Assignments:	100%	%	%
	%	%	%

Details: Diversity artifact video (20%); collaborative dialogic reflection – group (20%); reflection 1 – summary and critique (10%); reflection 2 – summary and critique (10%); case study proposal (10%); case study presentation (30%)

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.)*

Using a seminar setting, students will engage in small group exercises, case studies, micro-teaching, lectures, and student-led discussions; critical reviews of the literature; presentations; and position papers.

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	Young, I. M.	Justice and the politics of difference. Princeton University Press.	1990
2. Textbook	Berila, B.	Integrating Mindfulness into Anti-Oppression Pedagogy: Social Justice in Higher Education. Routledge.	2015
3. Other		Canadian Charter of Rights and Freedoms, s 7, Part I of the Constitution Act, 1982, being Schedule B to the Canada Act 1982 (UK), 1982, c11	1982
4. Other	Fitznor, L	Indigenous Education: Affirming Indigenous Knowledges and Languages from A Turtle Island Indigenous Scholar's Perspective: Píkiskewinan (Let us Voice). In Perspectives on Indigenous Writing and Literacies. Brill Academic Publishers.	2019
5. Textbook	Freire, P	Pedagogy of the oppressed. Continuum.	2000

Course Content and Topics

Week 1	Opening; intro and locating yourself on the land; exploring social identity
Week 2	Bias, stereotypes, and oppression: how do they manifest and what are their impacts? Acknowledging barriers experienced by marginalized learners
Week 3	White privilege, cultural humility, anti-racism, and positionality: looking to the seven sacred teachings
Week 4	Mindfulness and mindful listening as strategies to support the work of empathy, equity, and inclusion
Week 5	Language matters: using language and representation to understand threats to diversity and to build classrooms that are inclusive of Indigenous, immigrant, and other diverse students
Week 6	Empathy, working with oppression and trauma, and Indigenous people (in Canada)
Week 7	Thinking beyond oneself: exploring the relationship between diversity, self-actualization, and community sustainability
Week 8	Diversity and transformative learning: adult education as liberatory
Week 9	Intercultural competence in adult education in domestic and international contexts
Week 10	Using strategies to foster culturally safe and inclusive learning
Week 11	Circle methodologies and medicine wheel
Week 12	Inclusive teaching strategies, strengths-based approaches, arts-based learning
Week 13	Effective adult education for students with diverse and marginalized identities