



ORIGINAL COURSE IMPLEMENTATION DATE:

September 1994

REVISED COURSE IMPLEMENTATION DATE:

September 2024

COURSE TO BE REVIEWED (six years after UEC approval):

October 2029

Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 420		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Adult Education in the Global Context Course Short Title: Adult Ed in Global Context															
Faculty: Faculty of Education, Community, & Human Dev.		Department (or program if no department): Adult Education													
Calendar Description: Explores the purposes, challenges, contexts, and responses of adult learning and education across international and Canadian contexts through various cultural and critical lenses. Examines the work and influences of major local and international players, and their initiatives (e.g., UN's SDGs, UNESCO's UNDRIP). Surveys how adult learning and education affords and/or constrains opportunities for freedoms, equality, social and economic justice, and wellbeing.															
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: 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: May 12, 2023													
Faculty Council approval		Date of meeting: September 8, 2023													
Undergraduate Education Committee (UEC) approval		Date of meeting: October 27, 2023													

Learning Outcomes

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

- Explain key concepts and developments in adult education globally.
- Compare and contrast various views regarding adult education and the practices of adult education throughout the world.
- Compare and contrast access to adult education and skills development across various nation-states.
- Critically reflect on the impact of educational exclusion and harm perpetrated on minority and marginalized groups in Canada and internationally, including Indigenous peoples.
- Develop strategies to promote equity and social justice for marginalized communities and learners in and through adult education, including specifically for Indigenous people in Canada and internationally.
- Articulate personal values, attitudes, and beliefs regarding globalization and adult education.

Recommended Evaluation Methods and Weighting

Assignments:	100%	%	%
	%	%	%

Details:

Situating yourself: 10%

Student-led facilitations: 20%

Online forums: 30%

Project annotated bibliography: 10%

Project proposal: 10%

Project final product: 20%

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

Typical Instructional Methods

Readings; presentations; leading and participating in discussion; written assignments; team work, including planning, discussion, and feedback.

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., Bourtenay, B.C., & Cervero, R.M.	Global issues and Adult Education: Perspectives from Latin America, Southern Africa, and the United States.	Current
2. Textbook	MacPherson, S.	Education and sustainability: Learning across the Diaspora, Indigenous, and minority divide.	Current
3. Textbook	Glatzer, W., Camfield, L., Moller, V., & Rojas, M. (Eds.)	Global handbook of quality of life: Exploration of well-being of nations and continents.	Current
4.			
5.			

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

Course Content and Topics

- Global overview of adult education; situating yourself in global ADED
- Non-Western perspectives on learning, knowing, doing, and being
- Major global trends in ADED
- Non-Western perspectives on ways of knowing
- Global tour departs to East Asia
- Case studies: adult education and learning across the continents
- Global Indigenous adult education
- Global tour departs to South Asia, Middle East
- Global tour departs to Europe
- Global tour returns to the Americas
- Case studies: Indigenous adult education
- Canada in the global context