

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 422		Number of Credits: 3 Course credit policy (105)																	
Course Full Title: Wellbeing and Lifelong Learning Course Short Title (if title exceeds 30 characters): Wellbeing & Lifelong Learning																			
Faculty: Faculty of Professional Studies		Department (or program if no department): Adult Education																	
Calendar Description: Combining theoretical and personal inquiry, students investigate wellbeing and its role in lifelong learning. Wellbeing promises to correct the tendency to reduce adult education to a narrow focus on information or workplace learning and skills development. Note: Students with credit for ADED 480 taken in Winter 2016 cannot take this course for further credit.																			
Prerequisites (or NONE):		One of the following: (30-university-level credits) or (enrolment in an Adult Education program) or (permission of the Adult Education department). Note: Students who do not have 30 university-level credits will need to contact the Adult Education program advisor for permission to register.																	
Corequisites (if applicable, or NONE):		None																	
Pre/corequisites (if applicable, or NONE):		None																	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: ADED 480 (CRN #201601.10028) Cross-listed with: N/A Equivalent course(s): ADED 480 (CRN #201601) <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		Transfer Credit Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OREg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																	
Total Hours: 45 Typical structure of instructional hours: <table border="1" data-bbox="105 1402 813 1709"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td>16</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td>27</td></tr> <tr><td>Other contact hours: Blackboard Collaborate - initial interviews.</td><td>2</td></tr> <tr><td>Total</td><td>45</td></tr> </table>		Lecture hours		Seminars/tutorials/workshops	16	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities	27	Other contact hours: Blackboard Collaborate - initial interviews.	2	Total	45	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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Department / Program Head or Director: Seonaigh MacPherson		Date approved: September 2018																	
Faculty Council approval		Date approved: September 21, 2018																	
Campus-Wide Consultation (CWC)		Date of posting: n/a																	
Dean/Associate VP: Tracy Ryder Glass		Date approved: September 21, 2018																	
Undergraduate Education Committee (UEC) approval		Date of meeting: December 14, 2018																	

Learning Outcomes

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

- 1 Reflect critically on wellbeing and lifelong learning as interrelated ethical, developmental, and governance constructs.
- 2 Collaboratively formulate a holistic set of evidence-based, culturally-responsive criteria to assess wellbeing.
- 3 Evaluate obstacles, challenges and opportunities to foster personal wellbeing using these criteria.
- 4 Map out a personal lifelong learning pathway as a strategy to cultivate wellbeing.
- 5 Apply principles of mindfulness-based wellbeing in personal, educational, and professional development.
- 6 Design a mindfulness or reflective activity to promote wellbeing in adult education.
- 7 Instruct peers in a mindfulness or reflective activity to promote wellbeing in adult education.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Typical instructional methods would be to have four 4-hour face-to-face (F2F) classes, with distance learners participating via videoconferencing (e.g., Collaborate) and the remaining weeks or classes conducted online. The focus is on project-based learning involving collaborative and individual reflective and self-reflective tasks. F2F classes are highly interactive and in workshop formats in which students brainstorm and collaborate to formulate criteria and standards based on evidence and reading; learn and lead a range of practices associated with mindfulness and reflective approaches to wellbeing; and present their inquiries to peers.

Grading system: Letter Grades: ☐ Credit/No Credit: ☒ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

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

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Ragoonaden, K. (Ed.)	<i>Mindful Teaching and Learning: Developing a Pedagogy of Well-Being.</i>	<input checked="" type="checkbox"/>	Rowman & Littlefield	2015
2. Hyland, T.	<i>Mindfulness and Learning: Celebrating the Affective Dimension of Education</i>	<input checked="" type="checkbox"/>	Springer	2011
3. Romano, J.	<i>Prevention Psychology: Enhancing Personal and Social Well-Being</i>	<input checked="" type="checkbox"/>	APA	2015
4. Berg, M. & Seeber, B.	<i>The Slow Professor: Challenging the Culture of Speed in the Academy</i>	<input checked="" type="checkbox"/>	U. of Toronto Press	2016

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	100%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary): Possible assignments could include the following: a) facilitating online discussions of readings; b) collaboratively designing a set of performance-based criteria to assess wellbeing based on constructs and evidence presented in readings and by instructor; c) a lifelong learning map, including conducting self-assessments to identifying strengths and challenges to their personal wellbeing and identifying a gap to fill in a specific practice and program in the course; d) self-report journal of home practice; e) presentation of a particular issue or area of research in wellbeing and lifelong learning.

Typical Course Content and Topics

- Week 1:** Introducing wellbeing, lifelong learning, and the course.
- Week 2:** *Wellbeing* as a cross-cultural, philosophical, and ethical construct. Indigenous perspectives.
- Week 3:** *Wellbeing* as a social, educational, and policy construct. Assessing wellbeing from the outside-in: Objective and subjective criteria, indicators and measures of wellbeing.
- Week 4:** *Wellbeing* as an environmental or ecological construct. *Wellbeing* as a psychological and medical construct. *Mind-body integration* and wellbeing.
- Week 5:** *Wellbeing* as phenomenological experience. Linking wellbeing and lifelong learning: Reflection, self-regulation, and affective learning across the lifespan.
- Week 6:** Self-assessment and the self-regulation of wellbeing. Theories and practices of mindfulness as a self-reflective practice promoting wellbeing.
- Week 7:** Mindfulness-based practices to promote wellbeing.
- Week 8:** Stress, pain, mental health, and wellbeing.
- Week 9:** Time and wellbeing.
- Week 10:** Wellbeing with others. Recovering from personal and collective trauma. Communicating distress and wellbeing. From clinical to narrative and poetic discourses of pain and wellbeing.
- Week 11:** Wellbeing in community and society.
- Week 12:** Lifelong learning: Adapting to conserve wellbeing.
- Week 13:** Weaving together strands in a tapestry. What's love got to do with it?