

COURSE IMPLEMENTATION DATE: [ September 1999 ]  
 COURSE REVISED IMPLEMENTATION DATE: [ ]  
 COURSE TO BE REVIEWED: [ September 2003 ]  
 (Four years after implementation date)

## OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department and material will vary  
 - see course syllabus available from instructor

FACULTY/DEPARTMENT: ADULT EDUCATION

ADED 350	330H	3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

STORY-TELLING AND THE REFLECTIVE PRACTITIONER

COURSE DESCRIPTIVE TITLE

**CALENDAR DESCRIPTION:**

This course will introduce learners to the theories and practices of using stories as a method for reflecting on our practice. The practice we will most likely be reflecting on is the practice of adult education, although this method of story-telling is also used for any reflection-oriented attempt to make meaning. We will explore common theories of teaching, learning, and story-telling, and we will all have opportunities to reflect on our experiences through stories.

**PREREQUISITES:** ADED 310 or ADED 360, and admission to the BA in Adult Education

**COREQUISITES:** None

**SYNONYMOUS COURSE(S)**

(a) Replaces: ADED 330H  
                   \_\_\_\_\_  
                   (Course #)  
 (b) Cannot take N/A for further credit  
                   \_\_\_\_\_  
                   (Course #)

**SERVICE COURSE TO:**

\_\_\_\_\_  
 (Department / Program)

\_\_\_\_\_  
 (Department / Program)

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures:	15	hrs
Seminar:	30	hrs
Laboratory:		hrs
Field Experience:		hrs
Student Directed Learning:		hrs
Other (Specify):		hrs

**TRAINING DAY-BASED INSTRUCTION**

LENGTH OF COURSE: \_\_\_\_\_

HOURS PER DAY: \_\_\_\_\_

**MAXIMUM ENROLMENT:** 25

**EXPECTED FREQUENCY OF COURSE OFFERING:** Once every third semester

**WILL TRANSFER CREDIT BE REQUESTED?** (lower-level courses only)      YES \_\_\_\_\_ NO   X  

**WILL TRANSFER CREDIT BE REQUESTED?** (upper-level requested by department)      YES \_\_\_\_\_ NO   X  

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**      YES \_\_\_\_\_ NO   X  

**AUTHORIZATION SIGNATURES:**

Course designer(s): \_\_\_\_\_

Chairperson: \_\_\_\_\_

Department Head: W. Burton

Dean: (Curriculum Committee)

Department Head: I. Hunt

Dean: Virginia B. Cooke

PAC Approval in Principle Date: \_\_\_\_\_

PAC Final Approval Date: December 13, 2000

ADED 350

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 COURSE NAME / NUMBER
 

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**LEARNING OBJECTIVES / GOALS / OUTCOMES/ LEARNING OUTCOMES:**

- to develop an understanding of story-telling as a tool for epistemic responsibility
- to demonstrate an awareness of current literature about action research, story-telling and teacher knowledge, autobiography, and “the reflective practitioner”
- to demonstrate critical reflection on your practice as an adult educator
- to listen and respond appropriately to stories about teaching and learning
- to develop and produce a “teaching autobiography”
- to tell your own stories about teaching and learning
- to identify themes, metaphors, and motifs in your stories about teaching and learning

**METHODS:**

This course will use a variety of methods current in adult education: seminars, small group activities, experiential activities, and learning circles.

**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Credit can be awarded for this course through PLAR                      YES   X      NO       

**METHODS OF OBTAINING PLAR:**

Portfolio

**TEXTBOOKS, REFERENCES, MATERIALS:**

[Textbook selection varies by instructor. An example of texts for this course might be:]

Course pack of contemporary articles on story-telling, action research, reflective practitioners, and narratology

Witherell, Carol, and Noddings, Nel. (1991). *Stories lives tell: Narrative and dialogue in education*. New York: Teachers College Press.

**SUPPLIES / MATERIALS:****STUDENT EVALUATION:**

[An example of student evaluation for this course might be:]

- |    |   |     |
|----|---|-----|
| 1. | Tell a story. Develop one story relevant to the objectives of the course, and tell this story to an interlocutor.   | 20% |
| 2. | Hear a story. Be the interlocutor for one story. Assist the process of “hearing the story” to life. Assignments 1 and 2 cannot become a pair (i.e., you cannot be the interlocutor for the interlocutor of your story). | 20% |

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COURSE NAME / NUMBER

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**STUDENT EVALUATION** (contd.)

- |    |   |     |
|----|---|-----|
| 3. | The course outline indicates when articles are to be discussed. Please read the article and prepare a brief (5-10 minutes) summary of the article, including the main points and aspects of the article you would like to discuss. We will use a seminar style of discussion and we therefore rely on everyone having done the reading and being prepared to enter into a discussion. |     |
| 4. | Theory talk. Select from the course pack or the text an article that contains a theory you find useful/interesting/annoying/fascinating... Prepare a summary and lead a discussion on this selection.   | 15% |
| 5. | The commercial break: Bring one example of stories to class and do a two-minute sales pitch on it.  |     |
| 6. | Major project.  | 35% |
| 7. | Participation.  | 10% |

**Participation** is an important aspect of this course. Your participation depends upon your attendance, in a manner agreed upon in a learning contract developed during the first week of the course. If you are required to miss more than two sessions in this semester, you may be asked to withdraw from the course.

**Grade Grid**

60% = Pass; 65% = C; 70% = C+; 75% = B-; 80% = B; 85% = B+; 90% = A-; 95% = A; 100% = A+

**COURSE CONTENT:**

[Course content varies by instructor. An example of course content might be:]

Overview of the course; identification of key concepts and methods of story-telling as a method of reflecting on practice. Introductions.

Introductions. Exploring, discovering and defining personal image of practice. What is responsible knowing?

Lies, damn lies, and story-telling: what is a reflective practitioner?

What's that got to do with anything?: the story as travelogue.

What's an interlocutor to do? The in-held breath and other accidental interventions.

Finding the stories: re-finding the stories.

Other voices, different rooms. The many uses of story-telling in adult education.

The concept of critical junctions: the hooks that bind us.

Got hooks that bind? Make a fish net. The concept of unfinished business for the reflective practitioner.

And another thing I meant to tell you... Story-telling and critical incidents.

Story-telling and knowledge claims about practice.

Exercises of Reflection, Closure, and Farewell. Which reminds me of a story....