



ORIGINAL COURSE IMPLEMENTATION DATE: October 1998
 REVISED COURSE IMPLEMENTATION DATE: January 2026
 COURSE TO BE REVIEWED (six years after UEC approval): September 2031
 Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 410		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Adult Education and Social Change Course Short Title: Adult Ed & Social Change															
Faculty: Faculty of Education, Community, & Human Dev.		Department/School: Adult Education													
Calendar Description: Developing their awareness as agents of social change, students will gain an understanding of historical and contemporary methods of social movements, including Indigenous-led movements. Students will apply this understanding in planning and implementing a critical praxis project.															
Prerequisites (or NONE):		30-university-level credits or department permission.													
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: No		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: January 17, 2025													
Faculty Council approval		Date of meeting: March 21, 2025													
Undergraduate Education Committee (UEC) approval		Date of meeting: September 26, 2025													

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. Critique conventional approaches to adult education and lifelong learning in relation to decolonization.
2. Describe the concept of social change and its historical roots in adult education.
3. Investigate social movement to promote social justice, decolonization and solidarity.
4. Explore methods and approaches for social change.
5. Reflect on methods and approaches to design a plan for critical pedagogical praxis.
6. Implement steps to expand the social change dimensions in adult education practice.

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

Assignments:	80%	%	%
Holistic assessment:	20%	%	%

Details:

Assignment 1: An image and story of you (10%)

Assignment 2: Reflections on Freire, Horton, or Hooks (20%)

Assignment 3a: Social change (praxis proposal) (10%)

Assignment 3b: Social change (praxis project) (30%)

Assignment 3c: Reflection on praxis project (10%)

Holistic assessment: Contribution to the learning community (20%)

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.)*

Seminars, readings, lectures, small group exercises, student-led presentations, library research, guest speakers, video. Course delivery is referred to as a Hybrid model, combining asynchronous (online) learning, where students learn on their own time and schedule, and synchronous (face-to-face) teaching and learning.

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. Book	Freire, P.	Pedagogy of the Oppressed. Bloomsbury.	2000
2. Book	Hooks, B.	Teaching to Transgress. Routledge.	1994
3. Book	Horton, M.	The Long Haul: An Autobiography. Teachers College Press.	1997
4.			

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

- Critiques of conventional adult education and lifelong learning.
- Education as praxis.
- Engaged pedagogy.
- Historical perspectives: social movement learning.
- Methods and approaches: participatory community-based action.
- Methods and approaches: storytelling and metissage.
- Methods and approaches: feminist popular education.
- Methods and approaches: popular theory.
- Addressing climate justice and adult education.
- Social movements: Indigenous perspectives.
- Allyship and decolonizing practices.
- Praxis projects discussion.