

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 435		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Facilitating Adult Learning Course Short Title: Facilitating Adult Learning															
Faculty: Faculty of Education, Community, & Human Dev.		Department/School: Adult Education													
Calendar Description: Explores learner-centred and facilitative approaches to adult learning through critical and decolonial perspectives. Students examine approaches and assumptions about facilitation, and analyze how context, power, content, and positionality shape adult learning. Students apply adult learning theory to instructional decision-making and reflect on their developing professional identity.															
Prerequisites (or NONE):		ADED 325.													
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: ADED 330Q 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: Annually 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: February 5, 2026													
Faculty Council approval		Date of meeting: April 12, 2026													
Undergraduate Education Committee (UEC) approval		Date of meeting: June 19, 2026													

Learning Outcomes

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

1. Critically examine assumptions and beliefs about facilitating adult learning.
2. Explore moments of uncertainty, tension, or constraint in practice (e.g., critical incidents) to identify how context, power, and assumptions shape adult learning experiences.
3. Integrate evidence-based learning with personal and professional experiences informed by positionality and power.
4. Apply adult learning theories and learner-centered principles to practical situations.
5. Evaluate instructional decisions by considering self- assessment as well as peer and instructor feedback.
6. Reflect on professional identity and future practice.

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

Assignments:	100%	%	%
	%	%	%

Details:

Assignments include learning logs (20%), reflection on identity and learning (20%), facilitation (20%), context analysis (20%), and workshop planning (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.*)

Facilitated face-to-face large and small group discussions, online large and small group discussions, mini-lectures, review and critique of relevant videos, jigsaw/expert groups, student facilitation of lessons, and reflective activities.

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	Weimer, M.	Learner-centered teaching: Five key changes to practice (2nd ed.), San Francisco, Jossey Bass	2013
2. Book	Major, C. H., Harris, M. S., & Zakrajsek, T. D	<i>Teaching for Learning</i> : 101 intentionally designed educational activities to put students on the path to success (2 nd ed.), New York, Routledge	2021
3.			
4.			
5.			

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

None

Course Content and Topics

- Examining assumptions and beliefs about facilitating adult learning
- Context, power, and positionality in adult education practice
- Critical incidents: uncertainty, tension, and constraint in practice
- The role of the facilitator: authority, responsibility, and relational ethics
- The function of content and knowledge in adult learning contexts
- Learner agency, self-directed learning, and shared responsibility
- Integrating evidence-based adult learning theory with lived experience
- Designing and applying learner-centred strategies in practice
- Assessment, feedback, and evaluation in facilitative teaching
- Evaluating instructional decisions through self-, peer-, and instructor feedback
- Facilitation practice, applied reflection, and professional dialogue
- Professional identity, future practice, and ongoing development