



ORIGINAL COURSE IMPLEMENTATION DATE: September 1994
 REVISED COURSE IMPLEMENTATION DATE: September 2015
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2021
 Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 310

Number of Credits: 3 [Course credit policy \(105\)](#)

Course Full Title: Fundamentals of Adult Education

Course Short Title: Fundamentals of Adult Educ

Faculty: Faculty of Professional Studies

Department (or program if no department): Adult Education

Calendar Description:

This course surveys the fundamental philosophical and historical roots of adult education, its methods and approaches, its organizations, and issues confronting contemporary adult education practice.

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):

Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

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.

Transfer Credit

Transfer credit already exists: Yes No

Transfer credit requested (OReg to submit to BCCAT):

Yes No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: Yes No

To find out how this course transfers, see bctransferguide.ca.

Total Hours: 45

Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	12
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	33
Other contact hours:	
Total	45

Special Topics

Will the course be offered with different topics?

Yes No

If yes,

Different lettered courses may be taken for credit:

No Yes, repeat(s) Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36

Expected frequency of course offerings (every semester, annually, etc.): annually

Department / Program Head or Director: Ian Hunt

Date approved: February 2014

Campus-Wide Consultation (CWC)

Date of posting: February 2014

Faculty Council approval

Date approved: September 26, 2014

Dean/Associate VP: Rosetta Khalideen

Date approved: September 26, 2014

Undergraduate Education Committee (UEC) approval

Date of meeting: February 27, 2015

Learning Outcomes

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

- Describe major concepts and terms used in the field of adult education;
- Identify the historical roots of diverse forms of present-day adult education activities and organizations;
- Distinguish major philosophical approaches used or applied in the field of adult education practice;
- Critically analyze at least one agency currently active in the field of adult education, internationally, nationally, provincially, or locally;
- Examine adults as life-long learners and how circumstances affect their learning needs;
- Clarify values, attitudes, and beliefs with regard to adult learning and 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)

Readings, Lectures, Class discussion, Student presentations, Written assignments

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)

<u>Author Surname</u> <u>Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Spencer, B. & Lange, E.	<i>The purposes of adult education: An introduction.</i>	<input checked="" type="checkbox"/>	Toronto: Thompson Educational Publishing	2014
2. .		<input type="checkbox"/>		
3.		<input type="checkbox"/>		

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	60%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	40%	Total:	100%

Details (if necessary):

- Assignment 1: Your current understanding of adult education – 10%
- Assignment 2: Reflection – 30%
- Assignment 3: Reaction or thought paper – 20%
- Assignment 4: Case study – 15%
- Assignment 5: Group presentation – 25%

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

Typical Course Content and Topics

- Week one: The field and movement of adult education
- Week two: Philosophical foundations of adult education
- Week three: Historical foundations of adult education
- Week four: Social foundations of adult education
- Week five: Adult education and the economy
- Week six: Transformative adult education
- Week seven: Adult education and diversity
- Week eight: Adult education and technology
- Week nine: Adult education in a global context
- Week ten: Adult education methods
- Week eleven: Approaches to adult education
- Week twelve: Survey of adult education organizations (local, regional, national, international)
- Week thirteen: Issues in contemporary adult education practice