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# Welcome

# I am happy you chose to join us for this online course Institutions of Adult Education.

# Over the next 12 weeks we will explore the history and development of diverse contexts and institutions in adult education. Through a discussion on critical theoretical perspectives and contemporary issues in adult education practice, I hope this course deepens your understanding of the interconnected and multi-faceted learning environments in adult education today.

# It is also my sincere hope that this course will spur your interest in new areas within adult education and expand your professional opportunities.

#  About the Course

# This course is designed to introduce students to the major contexts of adult education as it relates to a wide range of social institutions including the economy, workplace, the government, community, and the media. It is structured in four units:

# Unit 1: The History of Contexts of Adult EducationUnit 2: Theoretical Traditions in Adult EducationUnit 3: Education for Economy, Diversity, and DemocracyUnit 4: Technology, Social Media, and Adult Education

# Through a discussion on the key theoretical traditions in critical adult education, students gain a deep understanding of aboriginal education, feminist pedagogy, social movement education, lifelong learning, environmental adult education, health and food democracy, and immigrant and citizenship education. The course closes with a discussion on the relationships between adult education and participative democracy through an examination of recent social movements such as the Occupy Movement and Arab Spring. It raises the question on the impact of technology and social media on the future of adult education.

# Your Instructor

Dr. Jennifer Chan is an Associate Professor in the Department of Educational Studies at UBC. She graduated from Stanford University with a PhD in International Comparative Education. Her research interests lie in social movement education, international human rights law, antiracism, multiculturalism, gender, global health governance, and global justice movement. Watch this short introduction video.

# Course Materials

# Required Textbook for the Course

# Textbooks can be purchased from the UBC Bookstore.

Rubenson, K. (2010). Adult education overview. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International encyclopedia of education*. (1-11). Oxford: Elsevier.

Selman, G, & Dampier, P. (1991). *The Canadian movement in context: The foundations of adult education.* Toronto: Thompson Educational Publishing.

# Additional required readings are specified via “Library Course Reserve” link.

# Course Format

The course content is delivered in 3 formats:

* Face to face meetings (check the calendar for date/time/location)
* Synchronous online meetings via Collaborate (check the calendar for date/time)
* Asynchronous self-paced readings

The face-to-face sessions establish background information to familiarize you with empirical research. The weekly lectures discuss the topics in more detail and are delivered weekly via synchronous online meetings.

The online asynchronous self-paced readings include course content, journal articles, and/or recorded videos. In the asynchronous portion, you will be posting an online presentation that will be reviewed by at least two peers.

# Requirements and Expectations

There is no pre-requisite for this course.

You are expected to attend face-to-face session (Module 1-3) and follow the online modules (4-14) to complete the course assignment requirements. Students will be expected to contribute to group discussions and complete assignments by the stated completion date.

The expected weekly time commitment is 6-9 hours to complete the readings and learning activities.

This course requires you to have access to reliable high-speed internet connection. During the synchronous online meetings, you will also need to have a microphone/headset and a webcam.

# Assignments

|  |  |
| --- | --- |
| Participation 1 (weekly postings of comments on readings by Thursday midnight: 2%\*11) | 22% |
| Participation 2 (weekly responses to peer’s postings by Sunday midnight: 2%\*11) | 22% |
| Project Proposal (3-5 pages, Due on Sunday midnight, by end of Week 5) | 20% |
| Project Final Presentation (Due on Sunday midnight) | 30% |
| Post comments/critiques on other group final presentations | 6% |

Check the “Assignment Drop boxes” link for details about each assignment.

# Course Schedule

| **Dates** | **Theme** | **Readings** | **Activities** |
| --- | --- | --- | --- |
| **Unit 1: Title (If applicable, use Units or Themes to group the Lessons)** |
| Week 1September 2-5 | Lesson 1: Title | * List readings in APA
* Reading 1
* Reading 2
 | List activities to be completed in this lesson(e.g., discussion forum, proposal outline, presentation) |
| Week 2September8 – 12 | Lesson 2: Title | * List readings in APA
* Reading 1
* Reading 2
 | List activities to be completed in this lesson(e.g., discussion forum, proposal outline, presentation) |
| **Unit 2: Title** |
| Week 3September 15 – 19 | Lesson 3: Title | * List readings in APA
* Reading 1
* Reading 2
 | List activities to be completed in this lesson(e.g., discussion forum, proposal outline, presentation) |
| Week 4September22 – 26 | Lesson 4: Title | * List readings in APA
* Reading 1
* Reading 2
 | List activities to be completed in this lesson(e.g., discussion forum, proposal outline, presentation) |
| Week 5September29 – Oct. 3 | Lesson 5: Title | * List readings in APA
* Reading 1
* Reading 2
 | List activities to be completed in this lesson(e.g., discussion forum, proposal outline, presentation) |
| **List important dates (Reading Break, group project due, etc)** |
| **Unit 3: Title** |
| Week 6October6 – 10 | Lesson 6: Title | * List readings in APA
* Reading 1
* Reading 2
 | List activities to be completed in this lesson(e.g., discussion forum, proposal outline, presentation) |
| Week 7October13 – 17 | Lesson 7: Title | * List readings in APA
* Reading 1
* Reading 2
 | List activities to be completed in this lesson(e.g., discussion forum, proposal outline, presentation) |
| Week 8October20 - 24 | Lesson 8: Title | * List readings in APA
* Reading 1
* Reading 2
 | List activities to be completed in this lesson(e.g., discussion forum, proposal outline, presentation) |
| Week 9October27 – 31 | Lesson 9: Title | * List readings in APA
* Reading 1
* Reading 2
 | List activities to be completed in this lesson(e.g., discussion forum, proposal outline, presentation) |
| Week 10November3 - 7 | Lesson 10: Title | * List readings in APA
* Reading 1
* Reading 2
 | List activities to be completed in this lesson(e.g., discussion forum, proposal outline, presentation) |
| **Unit 4: Title** |
| Week 11November10 - 14 | Lesson 11: Title | * List readings in APA
* Reading 1
* Reading 2
 | List activities to be completed in this lesson(e.g., discussion forum, proposal outline, presentation) |
| Week 12November 17 - 21 | Lesson 12: Title | * List readings in APA
* Reading 1
* Reading 2
 | List activities to be completed in this lesson(e.g., discussion forum, proposal outline, presentation) |
| Week 13November24 – 28 | Lesson 13: Title | * List readings in APA
* Reading 1
* Reading 2
 | List activities to be completed in this lesson(e.g., discussion forum, proposal outline, presentation) |