

EDUA 1570

EDUA 1570 Foundations of Adult Education Syllabus

COURSE DESCRIPTION

This course is an introduction to the field of adult education from a local and global perspective, and its role in shaping the world. The course will explore the field of adult education through the foundational disciplines of adult education, history, philosophy and sociology. The context of adult education will be explored with a primary focus on the Canadian context and how it is linked to the global context. By the end of the course, you should have defined what you believe the purpose of adult education should be in our current historical moment and thus, where you stand in the field of adult education.

University of Manitoba *Undergraduate Calendar* course description:

An introduction to the field of Education from a local and global perspective. Attention will be given to historical movements in adult education, philosophical perspectives, participation and motivation, transformative perspectives on adult learning, and current and future perspectives on adult education.

COURSE OBJECTIVES

Upon completion of the course activities, students should be able to:

Week 1

- 1) Explain the characteristics, suggested by Malcolm Knowles that differentiate the education of adults from children.
- 2) Explain the importance of the concept of Andragogy in the development of the field of Adult Education.
- 3) Identify different types of educational agencies, the programs they provide and the characteristics of the participants that they serve.

Week 2

- 1) Distinguish between the concepts of Formal Learning, Non-formal Learning, Informal Learning and Free Learning.
- 2) Describe the role of PLAR in the recognition of the educational attainments of adults, and the ways in which it can be implemented in educational institutions.

Week 3

- 1) Delineate Brookfield's model of critical thinking.
- 2) Identify the problems surrounding the implementation of critical thinking and critical reflection in the workplace.

Week 4

- 1) Explain your own personal philosophy of adult education.
- 2) Explain the importance of behaviourism in the provision of some kinds of workplace training.

Week 5

- 1) Explain the basic ideas underlying the humanist approach to adult education.
- 2) Explain Maslow's Hierarchy of Needs and its potential application to workplace environments.

Week 6

- 1) Summarize the basic ideas underlying the concepts of critical theory, critical reflection and transformative learning.
- 2) Compare and contrast the fundamental ideas underlying the behavioral, humanistic and critical theory approaches to adult education in the workplace.

Week 7

- 1) Identify the characteristics of the time periods identified by Selman in his account of the history of adult education in

English- speaking Canada.

- 2) Provide some examples of how external influences shaped the development of adult education institutions in Canada.

Week 8

- 1) Explain the role of perspective on the recording of history.
- 2) Explain the significance of ideological perspective for the classroom instruction of adults.

Week 9

Two of the following three objectives, depending on the topics selected:

- 1) Explain the characteristics of seniors and their importance in the instruction of aging learners.
- 2) Explain the implications of globalization on the instruction of adult learners.
- 3) Describe the role of technology in adult education and its potential for the future.

Week 11

Two of the following three objectives, depending on the topics selected:

- 1) Explain some of the educational and workplace issues facing immigrants to Canada.
- 2) Recognize some of the demographic and educational data on Aboriginal Peoples and its implication for their development.
- 3) Explain the concept of literacy and the problems that are faced by illiterate adults in the workplace, home and community life.

COURSE MATERIALS

Required

All readings can be accessed in the course site either under Course Readings in the Content Browser, through the online library data base links, or internet website links.

NOTE: No purchase of textbook is required.

COURSE READINGS

Module 1

- Brookfield, S. (1991). Learning to think critically in adult life. In *Developing critical thinkers: Challenging adults to explore different ways of thinking and acting*. San Francisco: Jossey-Bass, pp. 35-50. (Online reading available in course site)
- Kirby, D. Curran, V. & Hollett, A. (2009). Non-formal adult learning programs at Canadian post-secondary institutions: Trends, issues and practices. *Canadian Journal of University Continuing Education*, 35(2), pp. 63-86. (Can be accessed online at the University of Manitoba Library)
- Ozuah, P. O. (2005). First there was pedagogy then there was andragogy. *Einstein Journal of Biological Medicine*, 21, 83-87 (accessible at <https://www.einstein.yu.edu/uploadedFiles/EJBM/21Ozuah83.pdf>)
- Rigg, C. and Trehan, K. (2008). Critical reflection in the workplace: Is it just too difficult? *Journal of European Industrial Training*, 32(5), pp. 374-384. (Can be accessed online at the University of Manitoba Library)
- Spencer, B. & Kelly, J. (2005). Is Workplace Learning Higher Education? *Canadian Journal for the Study of Adult Education*. 19,2 pp. 14-33. (Accessible at <http://journals.msvu.ca/index.php/cjsae/article/viewFile/2586/2268>)
- Tough, A. (1976). Self planned learning and major personal change. In *Adult Learning: Issues and Innovations*. (R.M. Smith ed.). ERIC Clearing House in Career Education, Northern Illinois University, pp. 58-73. (Online reading available in course site)

Module 2

- Bennett-Jacobs, B., Fontana, J., Hidalgo Kehoe, M., Matarese, C., & Chin, P. (2005). An emancipatory study of contemporary nursing practice. *Nursing Outlook*, 53(1), 6-14. (Can be accessed online at the University of Manitoba Library)
- Chowdhury, M. S. (2006) Human Behavior In The Context of Training: An Overview Of The Role of Learning Theories as Applied to Training and Development. *Journal of Knowledge Management Practice*, Vol. 7, No. 2. (Can be accessed online at the University of Manitoba Library)
- Lange, Elizabeth A. (2006). Challenging Social Philosophobia. In Fenwick, T., Nesbit, T, and Spencer, B. (eds.). *Contexts of Adult*

Education. Toronto: Thompson Educational Publishing Inc. pp. 99-100. (Online reading available in course site)

Kane, L. (2000). The work of Paolo Freire. In *Popular education and social change in Latin America*. London: Latin America Bureau. pp. 33-56. (Online reading available in course site)

Kohn, A. (1998) Challenging behaviourist dogma: Myths about money and motivation. *Compensation and Benefits Review*. March/April. (accessible at <http://www.alfiekohn.org/managing/cbdrmamam.htm>)

Kramlinger, T. & Huberty, T. (1990). Behaviourism versus humanism. *Training and Development Journal*, December, pp. 41-45. (Online reading available in course site)

Kumar, A. (2007). *Philosophical background of adult and lifelong learning* (Accessible at http://www.unesco.org/education/aladin/paladin/pdf/course01/unit_03.pdf)

Mezirow, J. (1997). Transformational learning: Theory to practice, *New Directions for Adult and Continuing Education*, 74, pp. 5-12. (accessible at <http://www.dlc.riversideinnovationcentre.co.uk/wp-content/uploads/2012/10/Transformative-Learning-Mezirow-1997.pdf>)

Module 3

Hawkins, C. (1997). Adult education in a traditional Aboriginal culture. In D. Poonwassie and A. Poonwassie (eds.). *Adult education in Manitoba*. Mississauga: Canadian Educator's Press, pp. 37-55. (Online reading available in course site)

Hugo, J. (1990). Adult education history and the issue of gender: Toward a different history of adult education in America. *Adult Education Quarterly*. 41 (1), 1-16. (Can be accessed online at the University of Manitoba Library).

Selman, G., Selman, M., Cooke, M. & Dampier, P. (1998). *The foundations of adult education in Canada*, 2nd ed., (pp. 33-71). Toronto: Thompson Educational Publishing. (Online reading available in course site)

Module 4

Alfred, M.V. (2011). Adult higher education at the intersection of globalization, internationalization and social justice. In *Explorations in adult higher education* (pp. 11-20). SUNY Empire State College's occasional paper. (accessible at <http://www.esc.edu/media/ocgr/publications-presentations/Explorations-in-Adult-Ed-7-13-2011.pdf>)

August, M. and Leo, C. (2006) Not your Grandfather's immigration policy: Manitoba's responsive approach to immigration and settlement. Working Paper. Winnipeg, Canada. (Online reading available in course site)

[Canada's shame](#) from The National | May 24, 2006.

Kasworm C. (2011) The influence of the knowledge society: Trends in adult higher education *The Journal of Continuing Higher Education*, 59(2) pp. 104-7. (Can be accessed online at the University of Manitoba Library)

Guo, Shibao. (2006) Adult education in the changing context of immigration: new challenges in a new era. In Fenwick, T., Nesbit, T, and Spencer, B. (eds.). *Contexts of Adult Education*. Toronto: Thompson Educational Publishing Inc. pp. 198-207. (Online reading available in course site)

Meaney, J. (2008) Adult Immigrant Learning Needs in Atlantic Canadian Communities pp 10-44. Prepared for the Adult Learning Knowledge Centre of the Canadian Council on Learning. (accessible at <http://www.isisns.ca/wp-content/uploads/2010/06/AdultImmigrantLearningNeedsFinalWORD.pdf>)

Selman, G., Selman, M., Cooke, M. & Dampier, P. (1998). *The foundations of adult education in Canada*. 2nd ed., (pp. 142-143). Toronto: Thompson Educational Publishing. (Online reading available in course site)

Sloane-Seale, A. and Kops, W. (2008). Older adults in lifelong learning: participation and successful learning. *Canadian Journal of University Continuing Education*. 34(1), pp. 37-72. (Can be accessed online at the University of Manitoba Library)

Sloane-Seale, A. and Kops, W. (2013). An aging workforce: A Manitoba perspective. *Canadian Journal of University Continuing Education*, 39(1), 1-23. (Can be accessed online at the University of Manitoba Library)

The Consultation on Adult Literacy in Manitoba (2008). Report submitted to Manitoba Advanced Education and Literacy (accessible at http://www.edu.gov.mb.ca/ael/all/adultliteracystrategy/pdf/final_report_en.pdf)

COURSE OVERVIEW

The course is composed of four modules:

1. Critical Reflection and the Field of Adult Education.

This module will examine what activities fall within the boundaries of adult education, including the variety in terminology and definitions, the purposes of adult education and the types of adult education institutions and their participants. Two key ideas underlying adult education will also be examined; Androgogy and its relationship to Pedagogy and Brookfield's model of Critical Thinking.

2. Philosophies of Adult Education.

In this module, you will be introduced to three major philosophies in adult education and their significance for the workplace. You will identify your own working philosophy, and develop a coherent set of beliefs to guide your own practice as an adult educator.

3. History of Adult Education in Canada.

In this module, you will study the historical development of adult education in Canada and how societal factors impacted past educational programs. In addition, the importance of ideological perspective on the recording and interpretation of the history of adult education in Canada will also be examined.

4. Factors Shaping Adult Education Today

This module will bring together the strands of the three previous modules by examining selected topics and the socio-economic forces that affect the development and delivery of adult education programs in Canada today.

EVALUATION AND GRADING

You should acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the *University of Manitoba Undergraduate Calendar*. Note: These policies are also located in your *Distance and Online Education Student Handbook* or you may refer to Student Affairs at <http://www.umanitoba.ca/student>.

DISTRIBUTION OF MARKS

Assignment	Percentage
Assignment 1 Assignment 2	10% 40%
Mini Assignments	50%
Total	100%

GRADING SCALE

Letter grade	Percentage range	Description
A+	95 - 100	Exceptional
A	90 - 94	Excellent
B+	85 - 89	Very good
B	80 - 84	Good
C+	75 - 79	Satisfactory
C	70 - 74	Adequate
D	60 - 69	Marginal
F	0 - 59	Failure

Please note: All final grades are subject to departmental review.

ASSIGNMENTS

Overall assignment goal

The assignments are designed to support the individual student, as well as the class as a whole, toward progressive learning and development throughout the course duration. Completion of the assignments and readings will help to ensure that all students have the foundational knowledge required to participate and contribute to their colleagues', as well as their own education. Reflecting the reality of adult learning contexts, sixty per cent of the course grade is based on group work and interaction; all students are dependent on each other. Consistent application of assignment due dates are therefore warranted.

The assignments and readings are distributed throughout the term to encourage students to prepare and budget their resources accordingly. Exceptional circumstances need to be addressed to the instructors' attention as soon as possible. Health and personal circumstances that directly affect a students' adherence to the class assignment dates, require documentation to support the student's circumstances (i.e. obituary notice, physician note on clinic letterhead; charges for a physician's note is the student's responsibility).

It is your responsibility to verify that assignments delivered or sent via mail, courier or electronically have reached your instructor. During the course, there are two major assignments and nine short mini-assignments which are based on module readings.

1) Major assignment 1 Critique of a Paper Value 10%

Details of the requirements for this assignment are shown on the course website.

Due date: End of Week 8

2) Major assignment 2 Providers of Adult Education Value 40%

You are to survey some of the adult education providers in Manitoba and interview some adult educators. Details of the requirements for this assignment are shown on the course website.

Due date: End of Week 13

3) Mini assignments Value 50%

There are nine mini assignments during the course. These involve discussion questions, short individual answers, and a small research project, based on Module 3 course readings, which you are to post in a discussion forum so your colleagues can see it. The schedule and rubrics are on the course website in the Assignment widget.

Informing of Grades

Instructors will make every effort to return grades in a prompt manner. Instructors have the discretion to deduct marks for failing to meet the requirements as specified by the assignment details, grading rubrics, course outline and/or any other specifications relevant to completion of the assignment.

Sexual Harassment and Violation of Human Rights

- The University of Manitoba endeavors at all times to provide an environment that is supportive of the fair treatment of all members of the University community and is conducive to relationships based on mutual respect, cooperation and understanding.
- The University does not condone behavior that is likely to undermine the dignity, self-esteem or productivity of any staff member or student.
- The University must not and will not condone any unreasonable discrimination based on, inter alia, racial, ethnic or national origin, age, sex, sexual orientation, ancestry, disability, religious belief or political belief, and any coercive or harassing behavior that violates not only the human rights of the victim but also the fundamental human rights and values of the University, including the value it places on high standards of personal and professional integrity and responsibility.
- Violations of academic integrity including plagiarism, cheating, vandalism, sexual harassment and human rights are serious offenses and may lead to a range of disciplinary measures up to, and including, dismissal or expulsion.

Plagiarism, cheating, and examination impersonation

You should acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba *Undergraduate Calendar*. Note: These policies are also located in your *Distance and Online Education Student Handbook* or you may refer to Student Affairs at <http://www.umanitoba.ca/student>.

DISTANCE AND ONLINE EDUCATION (DE) STUDENT RESOURCES

In your course website there are links for the following:

- Contact Distance and Online Education Staff
- Distance and Online Student Handbook
- Distance and Online Education Website

ACKNOWLEDGMENTS

Content specialist:



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University of Manitoba

David Kirby is the former Director of the Centre for Higher Education Research and Development at the University of Manitoba. Previously he has worked at Memorial University, The University of Calgary, Royal Roads University and Queen's University, holding a variety of academic and administrative appointments. Dr. Kirby has considerable experience in the field of distance and on-line education, having conducted research and evaluation in both national and international contexts, as well as consulting for a number of government agencies. His research interests include on-line learning communities, and institutional communities. Dr Kirby also holds an adjunct position in the Graduate Division of Educational Research at the University of Calgary.

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University of Manitoba, Distance and Online Education

	
<p><i>An award-winning, nationally recognized program for those involved with the instruction and training of adults, and the administration of adult education.</i> Offered face-to-face or by distance delivery since 1990 by a partnership of Western Canadian Universities: University of Manitoba University of Saskatchewan University of Alberta University of Victoria The CACE Program is a dynamic professional development program with an emphasis on the application of theory and knowledge into skilled practice. Four core courses and 100 contact hours of elective workshops or courses are required for the Certificate. In the CACE Program, you can expect interactive learning, broad and varied perspectives on adult education, classmates with a diversity of experience and extremely knowledgeable instructors who model best practices in adult education and training. Choose from courses offered:</p> <ul style="list-style-type: none"> • Evenings • Weekends • On-site or distance <p><i>Week-long in summer</i></p>	<p>CACE Courses as Degree Credit The four core courses in the CACE program are cross-listed as both certificate courses in Continuing Education and as undergraduate courses in the Faculty of Education at the University of Manitoba. These four courses may count as credit towards the complementary course requirements in the Bachelor of Education and Post Baccalaureate Diploma (PBDE) offered through the Faculty of Education. The completed CACE Program may also be considered as 15 credit hours towards the fourth year required for admittance to a Masters of Education degree program in the Faculty of Education for individuals who only have a three-year undergraduate degree. To take any of the four CACE core courses as university credit courses you must register through the Aurora Student (at umanitoba.ca) using the degree course numbers that follow:</p> <p>EDUA 1560 Adult Learning and Development EDUA 1570 Foundations of Adult Education EDUA 1580 Program Planning in Adult Education EDUA 1590 Facilitating Adult Education</p> <p>Visit the Faculty of Education website (umanitoba.ca/faculties/education) for admission requirements in the Bachelor of Education and PBDE Programs.</p>
<p>Sandra Stechisen, Program Administrator 474-6685 or Toll-free: 1-888-216-7011 ext. 6685 Fax: (204) 474-7660 E-mail: sandra_stechisen@umanitoba.ca</p> <p>umanitoba.ca/extended/coned/cace</p>	