

**THE UNIVERSITY OF BRITISH COLUMBIA
DEPARTMENT OF EDUCATIONAL STUDIES
EDST 518 (22): THEORIES AND RESEARCH ON ADULT LEARNING**

Term: Winter 2 (Jan. 8 - Apr 12, 2024)
Time: Thur. 4:30-7:30 PM
Class Room: Neville Scarfe - 204A

Instructor: Dr. Hongxia Shan
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Phone: 604-822-3349

IMPORTANT NOTE:

This course is delivered in person. Before you come to class, you are encouraged to conduct a health check <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/covid/daily-health-check-english.pdf>. For people with symptoms of cold, please send a note to the instructor and join the class using the zoom link provided in **Zoom on Canvas (to come)**. There is no need for you to show a doctor's note. I encourage all class participants to bring their laptop to the class so that we can accommodate peers who might need to join over zoom.

COURSE DESCRIPTION

At the heart of all adult education practices is an understanding of adult learning. This course introduces you to the major and emerging schools of thoughts, theories and research on adult learning. It brings together brain-based learning, and the somatic, and spiritual dimensions of learning, before it moves into traditional adult educational theories i.e., experiential learning and transformative learning. It also introduces you to the sociocultural and sociomaterial theories, which direct attention to the ordering and organization of practices that give rise to learning. The class would also have opportunities to examine topical areas such as the digital technology (Generative AI) and adult learning, cross/intercultural learning, and equity, diversity and inclusion and adult learning. A key feature of this course is that it integrates theoretical exploration of adult learning with reflective inquiries into adult learning, education and organizational practices that pertain higher education, professional education, community-based education, immigrant education, workplace learning and other activities in the everyday life. Throughout the course, you would be encouraged to inquire into who we are as adult learners, what constitutes learning, what is considered good learning, and how learning may be fostered. Through this course, you will develop a critical appreciation of learning theories and research in relation to your teaching, learning and other educational or work practices.

LEARNING OBJECTIVES

By the end of this course, you will be able to:

- *Describe and critically appreciate a range of theoretical perspectives of adult learning, along with the strengths and limitations of each;*
- *Re/consider educational research, and/or educational, professional, and organizational as well as personal practices by referring to some of the theoretical perspectives;*
- *Develop your own heuristic of adult learning in relation to your own research and professional practices.*

CLASS FORMAT

This course will be delivered through a seminar format. It will draw on the weekly readings as well as your personal and professional experiences working with adults to compare, clarify and synthesize ideas and knowledge. *Since we will depend on one another for our learning, please attend all classes and come prepared for class discussion and other activities.*

COURSE ASSIGNMENTS/ACTIVITIES AND MARKING RUBRICS

Assignment/Activity	Weight	Due date and notes
1: Class participation	15%	10% self-assessment – Apr. 12; 5% by instructor
2: Learning theory presentation and discussion facilitation	25%	15% self-assessment – a week after the presentation; 10% by instructor
3: Inquiry project presentation – individual or in groups	20%	As per the sign-up sheet
4: Final course essay	40%	Apr. 12