



Course Information

Prefix & number	Title
EDST 514 941	Adult Education Program Planning Theory
Instructor	Prerequisites or restrictions (if any)
Kapil Regmi	Graduate students only

Focus or Content

A program is an arrangement of activities and experiences designed to promote adult learning. Programs may be single events or an elaborate series of related events; they may last an hour or last for years; they may be highly structured or fluid; and may be based on institutions or communities.

If we regard education as the provision of systematic or organized learning experiences, then it can be argued that program planning is at the core of adult education practice. It is hard to imagine what the landscape of adult education would look like if practitioners were not engaged in program planning. Planning is a complex process that substantially influences and is influenced by the context in which it occurs. Planning is also a social process, so it is influenced by the same social, cultural, political and economic factors that influence other human endeavors.

Although it is possible to learn how to plan programs without a thorough understanding of the theoretical, conceptual, and philosophical perspectives which undergird practice, this course will emphasize the development of such understanding and the important relationship between theory and practice. The purpose of this course, then, is to provide an opportunity to study the process of program planning from theoretical, conceptual, and philosophical perspectives with the intent of promoting more informed, insightful and reflective practice.

Students will be expected to read a wide range of source materials and to become familiar with several different approaches to planning in adult education. Students are encouraged to explore and extend current critiques of planning models and frameworks so that we all can achieve a better understanding of the strengths and limitations of the planning paradigms and processes found in adult education.

Goals, Objectives or Learning Outcomes

At the conclusion of the course, students will be able to:

- Describe the historical evolution of planning theory and its current state of development within adult education in both Western and non-Western contexts.

- Identify the key theorists in program planning and the unique contributions made by each to our understanding of practice.
- Explain the assumptions, key concepts, dominant metaphors, and social processes embedded in at least three planning models, frameworks or approaches and evaluate the strengths and weaknesses of each in relation to the purpose it was designed to achieve.
- Articulate a way of thinking about program planning that is consistent with your personal philosophy, is compatible with the context in which you work – or hope to work – is adaptable to the variety of planning situations you are likely to face and is defensible from a moral-ethical viewpoint.

Assignments or Assessment Process

Students are required to complete the following four assignments:

1. Reflective Essay – 15% of course mark
2. Inquiry Group Presentation – 30% of course mark
3. Self-Assessment of Participation – 15% of course mark
4. Analytical Paper or Planning a Project – 40% of course mark

Notes/Other

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