

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

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Office Hours: By appointment

COURSE DESCRIPTION

At the heart of all adult education practices is an understanding of adult learning. This course introduces you to both established and emerging theories, and research on adult learning. It addresses learning from a neurological perspective before it moves into adult educational theories such as andragogy, self-directed learning, heutagogy, experiential learning and transformative learning. It also examines adult learning from non-western perspectives, highlighting the somatic and spiritual dimensions of learning. For people interested in work-related learning and organizational learning, this course will also offer an initial introduction to community of practices, cultural historical activity theories, and sociomaterial theories, all of which approach learning as an effect of the ordering and organization of practices. The class would also have opportunities to examine topical areas such as digital technology and adult learning and trauma and adult learning.

A key feature of this course is that it integrates theoretical exploration of adult learning with reflective inquiries into adult education and learning practices that pertain to higher education, professional education, community-based education, immigrant education, workplace learning, and other activities in 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 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	Notes
1: Class participation	15%	10% self-assessment 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%	