



Course Information

Prefix & number	Title
EDST 518	THEORIES AND RESEARCH ON ADULT LEARNING
Instructor	Prerequisites or restrictions (if any)
Dr. Hongxia Shan Hongxia.shan@ubc.ca	N/A

COURSE DESCRIPTION

At the heart of all adult education practices is an understanding of adult learning. This course introduces you to the major schools of thoughts and theories, and interdisciplinary 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, both approach learning as a performative effect of the ordering and organization of social practices. The class would also have opportunities to examine topical areas such as digital technology and adult learning, cross/intercultural learning, and inclusivity and diversity in 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 informal and nonformal learning spaces in the everyday life. Throughout the course, you would be encouraged to query who we are as adult learners, what constitutes learning, what is considered good learning, and how learning may be fostered in practice. Through this course, you will develop a critical appreciation of learning theories in relation to your teaching, learning, research and other educational or work practices.

LEARNING OBJECTIVES

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

- *Appreciate critically major theoretical perspectives of adult learning, i.e., understanding the strengths and limitations of each;*
- *Apply some of these theories to your research, and/or educational, professional and personal practices;*
- *Develop your heuristic of adult learning in relation to your research and practices.*

COURSE ASSIGNMENTS/ACTIVITIES AND MARKING RUBRICS

Assignment/Activity	Weight
1: Class participation	15% (10% self assessment)
2: Learning theory discussion facilitation	25%
3: Inquiry project presentation – individual or in groups	20%
4: Final course essay	40%