UNB | Education
EST. 1785 UNIVERSITY OF NEW BRUNSWICK

**ED 6143 – Origins and Trends in Adult Education (3ch)**
**Fall 2025 (September 3 – December 9)**
**Thursdays 5:00 - 7:50pm AST**

***Territorial Acknowledgement:***

We recognize and respectfully acknowledge that all UNB course interactions take place on the unsurrendered and unceded traditional lands of Wolastoqiyik (Maliseet). This territory is covered by the Treaties of Peace and Friendship which the Wolastoqiyik (Maliseet), Mi'kmaq and Passamaquoddy peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Wolastoqey (Maliseet), Mi'kmaq and Passamaquoddy title and established the rules for what was to be an ongoing relationship between nations.

Hello! And welcome to ED 6143: Origins and Trends in Adult Education. My name is Kendra, and I will be your instructor for this course. I have been facilitating classes at the undergraduate and graduate levels at UNB since Fall 2017 for both the Faculty of Education and the Faculty of Management.

My areas of research lie in adult development, the transition to adulthood, conceptions of adulthood (how youth construct their understanding of what it means to be an adult), the #adulting phenomenon, precarious employment and union learning. My areas of facilitation include adult learning, methods and strategies of facilitating adult learning, distance education, online education, educational / instructional technologies and data visualization.

# MEET YOUR INSTRUCTOR

Kendra Haines
khaines@unb.ca
Office hours: by appointment

## COURSE DESCRIPTION

In this course, we will explore adult education from both contemporary and historical perspectives. The first section of the course will provide students with an understanding of adult education in terms of its definitions and the philosophies that under pin most adult education theory and the history of adult education movements in Canada. The third section of this course looks at contemporary issues. We will consider adult education and its, often, contentious relationship with the economy and economic development. We will also explore social justice and globalization in this section.

## COURSE OBJECTIVES

**At the end of this course, students will:**

- Have a greater understanding of the origins of adult education;
- Understand the key issues and debates in contemporary adult education;
- Have a greater understanding of the political economy of adult education; and
- Have a greater understanding of policy development in the context of adult education.

### *Accessing the Course*

This course is delivered using distance technologies – Zoom/ Teams and D2L, Thursdays 5:00-7:50pm for the duration of the course. It is the students responsibility to have adequate and consistent technology (hardware, software and internet) access to complete the course.

Please download the desktop application or the mobile device client. We may need to switch to Teams as UNB is transitioning all classes from Zoom to Teams. If this happens, I will send an email with an invite to our Class Team.

**REQUIRED BOOKS AND READINGS**

We have one required book for this course that is available through the publisher as a digital eBook. The text can be found on Amazon as well as a used book. We will also be **using a variety of readings (journals and chapters) from other books.** These readings will be posted in our Course Reserves hosted at the Harriet Irving Library. **There will be on average two-three readings** per week with optional content for you to explore.

Optional: Welton, Michael. (2013) Unearthing Canada's Hidden Past: A Short History of Adult Education. Thompson Publishing: Toronto. http://thompsonbooks.com/higher-ed/adult-education/unearthing-canadas-hidden-past-9781550772289/

## COURSE GUIDELINES

Along with the general University and Departmental regulations regarding your participation in this course (plagiarism, etc.) I would like to provide a few guidelines for us to keep in mind as we progress through the course.

### *Respecting our fellow learners:*

We are a diverse group of learners and we each bring our own knowledge and experience to the class. I hope that we can create a dynamic and supportive learning environment. To that end, I would ask that we treat each other respect in our interactions. We all have something to contribute. I encourage reflective practice for this course and encourage you to bring your experiences to the discussions. However, while sharing your experience is welcome, please try to avoid making the discussions overly personal. *Note that reflection is more about how something makes you think rather than how something makes you feel.*

- You do not need to share anything about yourself that you do not wish to. No one is to pressure others to share private information.
- Please ensure that what you are sharing is relevant to the topic.
- Anything shared during this course is **confidential** and must not be shared with persons who are not members of the class.

### *Discussion etiquette*

*Please be respectful of your fellow students when they are speaking. Try to ensure that you allow opportunities for others to speak in class as well. Analyzing, critiquing and defending arguments are important elements of the learning process. Please try to ensure that your comments and critiques are constructive in nature. Learning to offer and receive constructive criticism will help you to refine and improve your work.*

### *Language*

All language for this course must be non-racist, non-sexist, non-homophobic. How a paper is written and what it says are not separate issues, but rather components of the whole project and are evaluated accordingly.This classroom will be conducted in way that values mutual respect. I encourage your active participation and welcome respectful discourse and reasoned debate. It is important to refrain from language and conduct that demonstrates a lack of respect for anyone's race, class, gender identity or expression, sexuality, culture, beliefs or abilities.

***Chosen Names and Personal Pronouns***

Chosen Names and Personal Pronouns: Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns, for example: they/them/theirs, ze/zir/zirs, etc. Rosters do not list gender or pronouns so you may be asked to indicate the pronouns you use so that I don't make assumptions based on your name and/or appearance/self-presentation (you are not obligated to do so). If you use a chosen name, please let me know. Chosen names and pronouns are to be respected at all times in the classroom. Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not however, tolerate repeated comments which disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen name and personal pronouns may evolve over time, so if at any point during the semester you would like to be addressed differently, please let me know.

We have an opportunity in this class to hear from people with different viewpoints and open some lines of communication about difficult or emotional topics. All opinions are welcome, as long as they are grounded in the evidence and presented respectfully. I reserve the right to manage, intercede, side-line, or stop a conversation if it is leading us too far off track or if it is disrespectful to others.

I'm (Professor) Kendra, and I use the pronouns she, her and hers. Pronouns are the parts of speech we use to refer to someone instead of their name. Using the right pronoun, like using someone's correct name, is a way to show respect."

**This course is taught using team-based collaborative learning and supports the development of a "brave" classroom.** When groups of people who share a social and cultural context work together to learn, a culture or community of learning develops with everyone's participation supporting a collective effort to learn something new (Bichindaritz & Marling, 2006; Brown & Campione, 1994; Duncan & Barber-Freeman, 2008; Lave & Wenger, 1998). The shared objective, combined with the diversity of expertise offered by each member of the group and sharing what is learned while learning how to learn, all play a significant role in a learning community. Diversity of thought and experience does not hinder a learning community; the learning community actually benefits from the variety of experiences of its members, making it a more supportive learning environment.

### *My participation*

You will learn that adult education theorists believe the role of an adult educator is to facilitate learning and to encourage and support a transformative learning environment that incorporates experiential learning. It is also a hallmark of adult education that we model our practice. Thus, our classes will be seminar style, grounded in and modelled on these principals of adult education.

So, while I am happy to propose topics for discussion and while we do have to stay relatively focused on the broad topic the course, I would encourage you to consider the issues raised in each reading and think about what questions may arise for you from those readings or how any given issue may relate to your experience and be prepared to share your thoughts and ideas with the class each week. In good adult education fashion, we will learn from each other as well as from materials and resources.

The best means of contacting me is through email at khaines@unb.ca. I do not have office hours, per se as we are all working virtually. If you want to meet with me I am happy to do so through Zoom or Teams at a time that is suitable to both of us.

I will respond to regular emails and course inquiries regularly throughout the week. Emails sent after 3:00pm Friday may not be addressed until the following Monday.

## PLAGIARISM AND ACADEMIC OFFENCES

The University of New Brunswick places a high value on academic integrity and has a policy on plagiarism as well as cheating and other academic offences. Plagiarism includes:

1. Quoting verbatim or almost verbatim from any source, including all electronic sources, without acknowledgement;
2. Adopting someone else's line of thought, argument, arrangement, or supporting evidence without acknowledgment;
3. Submitting someone else's work, in whatever form, without acknowledgment;
4. Knowingly representing as one's own work any idea of another.

Examples of other academic offences include:

1. Cheating on exams, tests, assignments or reports;
2. Impersonating somebody at a test or exam;
3. Obtaining an exam, test or other course materials through theft, bribery, collusion, purchase or other improper manner;
4. Submitting work that has been created using ChatGPT or other AI "writing" systems
5. Submitting coursework that is identical or substantially similar to work that has been submitted for another course;
6. And more as set out in the academic regulations of the School of Graduate Studies Calendars (Section 15: https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/regulations/academic-offenses.html).

Penalties for plagiarism and other offences range from a minimum of F (zero) in the assignment, exam or test to suspension or expulsion from the University, plus a notation of the academic offence on the student's transcript.

For more information, please go to the Undergraduate Calendar, Section B, Academic Regulation VIII. Academic Offences or the School of Graduate Studies Calendar, University Regulation 15. **It is the student's responsibility to know the regulations.**

**Unauthorized sharing of class materials, notably to file sharing sites**

Generally speaking, instructors at University of New Brunswick (UNB) own the intellectual property of their teaching and research-related materials, including but not limited to: lecture notes, PowerPoint presentations, lab manuals, syllabi, quizzes, tests, exams, and streamed lectures. Classmates are also copyright holders of the materials they create themselves or jointly with others. As a student of this class, you are being provided access to these materials, but you are not being provided permission to copy and share them with others.

Please be aware that sharing of class materials, such as posting files and content to file sharing sites like Chegg and Course Hero, without the instructor's approval as copyright holder (or your classmates if they are the creator or co-creator), infringes on their intellectual property rights. Sharing and posting files and content without the consent of the copyright owner(s) can lead to potential student discipline, up to and including expulsion from UNB (see unauthorized sharing of teaching materials on the Copyright @ UNB website).

**Contract cheating exposes you to severe risks including blackmail**

You may be offered services by individuals and companies that propose to write custom papers and complete quizzes, tests or entire courses on your behalf. Using such contract cheating services are a clear violation of academic integrity and can lead to your expulsion from UNB and the revoking of your degree. You are also making yourself vulnerable to blackmail by these contract cheating companies both during and after the completion of your studies.

**Use of Artificial Intelligence Writing Agents**

**Seek help through UNB's Student Services when you are struggling with your studies**

UNB offers many services to help you when you are struggling with your courses. Please contact the relevant service at UNB's Student Services when you are faced with difficulties.

**Academic Integrity and the Use of ChatGPT and AI**

As a Graduate Student of the University of New Brunswick, it is your responsibility to maintain the highest standards of academic integrity. This includes ensuring that all work submitted for grades is your own original work, and properly citing any sources that you use.The use of ChatGPT and other AI tools can be a helpful aid in completing coursework and assignments. However, it is important to use these tools ethically and responsibly. Plagiarizing the work of others, including the work of ChatGPT and other AI tools, is a violation of academic integrity and will not be tolerated.If you are unsure about the proper use of ChatGPT or other AI tools in your coursework, please speak with your instructor or seek guidance from the college's academic integrity resources. Ignorance of the rules is not a defence against a charge of academic misconduct."

**Penalties for plagiarism and other offences range from a minimum of F (zero) in the assignment, exam or test to suspension or expulsion from the University, plus a notation of the academic offence on the student's transcript.**

**For more information, see the UNB plagiarism policy at: http://nocheating.unb.ca**

In the field of education, we use the APA 7th Edition (American Psychological Association) Style Guide for referencing and citations [https://apastyle.apa.org]. There have been several important updates from APA 6th Edition that you should take note of.

As well as information on how to cite materials for an academic paper, the full APA guide provides information for all elements of academic writing from the purpose of an introductory paragraph to how to craft a sentence. Academic writing is an important part of your academic work so I recommend that you give some thought and some time to these resources. Like many things, writing is a skill that can be learned and bettered with practice. I am happy to help you with that.

## APA Resources

APA Style and Grammar Guidelines
https://apastyle.apa.org/style-grammar-guidelines

APA Style Guide to what's new in APA Style 7th Edition
https://apastyle.apa.org/instructional-aids/whats-new-7e-guide.pdf

APA 7th Edition Student Checklist
https://apastyle.apa.org/instructional-aids/publication-manual-formatting-checklist.pdf

APA 7th Edition Common Reference Examples Guide
https://apastyle.apa.org/instructional-aids/reference-examples.pdf

What's new in APA Style 7th Edition (webinar)
https://youtu.be/jOVZp8m0PCM

A step-by-step guide for APA style student papers (webinar) https://youtu.be/Ae6mQBUVqVE

Citing works in text using seventh edition APA style (webinar) https://youtu.be/Wfzo80CELqw

Creating references using seventh edition APA Style (webinar) https://youtu.be/gmZIfLX_qs8

Academic Writer Tutorial: https://extras.apa.org/apastyle/basics-7e/?_ga=2.172832803.1272569289.1608734026-2097927193.1597601462#

### *Writing and Study Skills Support*

UNB's Student Affairs and Services provides many coaching and mentoring services to assist with writing papers, effective study methods, and other skills development related to student success: http://www.unb.ca/fredericton/studentservices/academics/index.html

To contact the Writing and Study Skills Support Centre: WSS@UNB.CA

The Harriet Irving Library also has a series of guides and documents to help you guide APA 7th Edition as well as issues surrounding plagiarism: https://guides.lib.unb.ca/guide/179

### *Services for Students with Disabilities*

If you are a student with a disability of any type (physical, mental, learning, medical, chronic health, sensory; visible or invisible) you are strongly encouraged to register with the UNBF Student Accessibility Centre (SAC) so that you may receive appropriate services and accommodations. Once you are registered with SAC, I will be notified via the UNBF SAC Accommodation Letter of your specific accommodations. If you would like to discuss your particular needs with me, please book a time for a confidential appointment. http://www.unb.ca/fredericton/studentservices/academics/accessibility/

### *Class Recording and Copyright*

Classes will not be recorded or stored for future use / review. It is your responsibility to attend class. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. Students may not create audio recordings of classes with the exception of those students requiring an accommodation for a disability, who should speak to the instructor prior to beginning to record lectures. Students creating unauthorized audio recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

### *Library Support*

The Harriet Irving Library (HIL) is the main library on campus that is accessible to students both on and off campus (eBooks, eJournals, other electronic resources). To access the library holdings, you will need to use your UNB user account. This is where you will also be accessing course readings and resources. Distance Education students living in Canada are eligible for delivery of books from the UNB collection to their home address free of charge. For more information, please visit the Distance Education Library Service page. To use this service, you will need to have your library bar code that is found on your student ID.

The library has several subject and course guides available to students based on their area of study. They maintain a subject guide page for adult education students that contains links to the most commonly accessed library resources, as well as resource videos to help you navigate the library system. You also have access to our education research librarian Marc Bragdon (mbragdon@unb.ca). Please don't hesitate to contact him when you are researching for your assignments. He is available to help you through the process.

The library research desk, located in the library commons, can help you to develop your research strategy for any paper you may be writing. You can visit them in person, or give them a call at (506) 453-3546 or email: askus@unb.ca .

### *Technical Support*

Information Technology Services (ITS) Help Desk: 457-2222, itservicedesk@unb.ca at the Harriet Irving Library Learning Commons. http://www.unb.ca/its/get-it-help.html

## ASSESSMENT

There are three assignments / tasks in ED 6143 to complete to meet course requirements.

Please pay close attention to due dates and requirements.

**Choose one of the two following options for Assignment 1**

**<u>Assignment 1a:</u> Adult Educator Biography OR Adult Education Movement OR Theme Report (30%)**
**Due: October 30, 2025**

Choose an individual who has made a significant contribution to Adult Education and write their biography **OR** choose an Adult Education "Movement" that has had a significant impact on the Canadian Adult Education landscape. We will be examining several individuals who have made significant contributions to adult education and several adult education movements that have shaped the landscape of adult education in this course. You are not limited to these. The individual / movement can be either contemporary or historical. You are not limited to Canadian adult educators or Canadian adult education movements.

For the biography, you should consider, but not limit yourself to, the following information for inclusion:

- Early years
- Geographic, cultural, social and political context of the individual's life
- Coming to work in adult education
- Their contribution to the field

For the "movement" you should consider, but not limit yourself to, considering the following information for inclusion

- When did the movement begin / end?
- Who were the players? (individuals, institutions, political parties, organizations…)
- Geographical, cultural, social and political context of the movement?
- Why is this movement / event significant to Adult Education?
- Impact on Adult Education

Some suggestions to get you started (pay attention to the "players" and "movements" in our readings

| | |
|---|---|
| J. Roby Kidd | Mechanic Institutes |
| Father Jimmy Thompkins | Women's Institutes |
| Father Moses Coady | Workers Education Association |
| Alfred Fitzpatrick | Canadian Reading Camp / Frontier College |
| Malcolm Knowles | YMCA/YWCA |
| Patricia Cranton | National Farm Radio |
| E.A. (Ned) Corbett | Distance / Online Learning |
| Dorothy MacKeracher | Farmers Institute |
| Leona M. English | Role of the National Film Board in Adult Education |
| Alan Thomas | The 1919 Report (UK) |
| Watson Thomson | Adult Education in Neoliberalist Times |

**Assignment 1b: Student-Facilitated Class Session (30%)**
**Due: Choose your date of facilitation.**

As part of our exploration of *Origins and Trends in Adult Education*, you will design and facilitate one full class session. This assignment is intended to give you experience in leading adult learning, applying course concepts, and engaging peers through interactive methods.

**Task:**
You will select a topic either:

1. Directly related to the weekly theme outlined in the course syllabus, **OR**
2. A topic connected to the broader field of adult education, focusing on its origins and/or emerging trends.

**Process & Expectations:**

- **Topic Selection:** Confirm your chosen week/topic at least **two weeks before your facilitation date**. This ensures there is adequate time to organize readings, resources, and learner preparation.
- **Preparation:** In collaboration with the instructor, you will identify key readings and/or supplementary resources for classmates to review in advance.
- **Facilitation:** Lead a 50–75 minute class (it can go longer as they often do) that includes:
    - A clear overview of the topic and its relevance to adult education.
    - Integration of theoretical perspectives discussed in class.
    - A learning activity or discussion that engages peers actively (e.g., case study, small group work, debate, problem-solving task).
    - A brief debrief/summary that ties the session back to course themes.
- **Materials:** Provide slides, handouts, or guiding questions (if applicable) for participants.

**Deliverables:**

- Facilitation plan (submitted at least 3 days in advance — does not need to be a formal "lesson plan" — a rough roadmap.
- A short reflection (1–2 pages) after your facilitation, connecting the experience to your understanding of adult education.

**Assignment 2: Adult Educator Biography OR Adult Education Movement OR Theme Pecha Kucha (25%)**
**Due: November 22, 2025**

This assignment builds off of Assignment 1. In this part of our Adult Educator Biography or Adult Education Movement exploration you will create a Pecha Kucha presentation based on your Assignment 2: Adult Educator Biography OR Adult Education Movement "Wikipedia Style" Report.

Please submit a video version (.mp4) of your Pecha Kucha (directions will be provided on how to export a power point as a video or you may record yourself giving the Pecha Kucha 'live').

**Further assignment details (What is a Pecha Kucha, How to Create a Pecha Kucha, How to Submit your Pecha Kucha) will be posted in D2L.**

**Assignment 3: Sharing / Commenting on Peers Pecha Kucha (15%)**
**Due: November 23 - December 4, 2025**

*** Note No Class April 6, 2023 as you will be viewing your peers Pecha Kuchas presentations during the week.

During this period, you will view and comment on 4 peer Pecha Kucha presentations assigned by your instructor. I do encourage you to view all of your peers presentations as we will be creating a rich tapestry of Adult Education's past, present, and future.

**Further assignment details will be posted in D2L.**

**<u>Assignment 4</u>: Course Mind Map + Learning Reflection + Attendance/Class Participation (30%)**
**Due: December 9, 2025**

Throughout the term you will keep a "living" mind map / concept map to illustrate the connections between ideas, concepts, approaches, or theories covered in class. This will be your physical record of how you see the connections between the ideas, concepts, approaches and theories covered in class and in your own independent research.

In addition to the mind map / concept map, you will also submit a reflective essay (aprox 2-3 pages) reflecting upon what you have learned, how it has had an impact on your understanding of adult education as a field, how you will apply what you have learned to your practice, and how you would assess your participation in the course for the term.

What constitutes participation?

- Attending class regularly: missing class has an impact on your learning. There are times where an absence is unavoidable (ie: family emergency, illness, deployment, medical appointments). Please try your best to ensure you are available for class.
- Completing your readings
- Engaging in discussion with your peers and instructors during large group and small group activities
- Diving deeper than what the syllabus and course content is presented to you

## COURSE SCHEDULE

Each week we will have assigned readings either from the two required texts or supplementary required readings that will be provided. I will not assign specific questions for discussion each week, but you should be prepared to discuss the key issues and debates raised in each of the readings in class. You might, for example, consider keeping the following questions in mind as you read:

- *What are the key issues raised in this reading?*
- *What do I think about these key issues?*
- *Do I agree with the author(s) main thesis (argument)?*
- *How does this relate to my own practice?*

### Class 1: September 4, 2025 - Welcome / Historical Foundations

Welton, M. (2013). A Bird's Eye View of Canadian Adult Education History. In T. Nesbit, S.M. Brigham, N. Taber and T. Gibb (Eds). Building on Critical Traditions: Adult Education and Learning in Canada (pp. 19-28).Thompson Educational Books.

Rose, A. D. (2021). History of Adult and Continuing Education. In T. S. Rocco, M. C. Smith, R. C. Mizzi, L. R. Merriweather, & J. D. Hawley (Eds.) The handbook of adult and continuing education (pp.22-30 ). Stylus Publishing, LLC.

Recommended Resources
Chronology of Adult Education in Canada: https://www.ufv.ca/adedfiles/encyclopedia/Chronology/Chronology%20Aug%202004.html

Draper, J., & Carare, J. (1998). Selected Chronology of Adult Education in Canada. Canadian Journal for the Study of Adult Education, 12(2), 44–76.

### Purposes and Philosophies

### Class 2: September 11, 2025 - Purposes and Philosophies

MacKeracher, D. (2009). Social change in historical perspective. New Directions for Adult and Continuing Education, 2009(124), 25–35.

Scott, L., Mizzi, R.C., and Merriweather, L.R. (2021). Philosophical Foundations of Adult and Continuing Education. In T. S. Rocco, M. C. Smith, R. C. Mizzi, L. R. Merriweather, & J. D. Hawley (Eds.) The handbook of adult and continuing education (pp.223-231). Stylus Publishing, LLC.

## Class 3: September 18 - Histories Part 1

Welton, Chapter 1: Reclaiming our Past
Welton, Chapter 2: New World (1492-1760)
Welton, Chapter 3: Age of Improvement 1760-1880

## Class 4: September 25 - Histories Part 2

Welton Chapter 4: Age of Transformation 1800-1929

Robins, N. (1987). Useful education for the workingman: The Montreal Mechanic's Institute, 1828-70. In M. R. Welton (1987/2018). Knowledge for the people : The struggle for adult learning in English speaking Canada, 1828-1973 (Ser. Symposium series, 18) (pp. 20-34). University of Toronto Press.

Please let Kendra know your proposed PechaKucha topic area by this day; we will have a collaborative word document for you to post your planned topic of exploration.

## Class 5: October 2 - Histories Part 3

Welton, Chapter 5: Crisis of Democracy 1929-1960

English, L. M. (2011). Adult education on the Newfoundland coast: Adventure and opportunity for women in the 1930s and 1940s. Newfoundland and Labrador Studies, 26(1), 27–54.

Dennison, C.J. (1987)."Housekeepers of the community": The British Columbia Women's Institutes 1909-46. In M. R. Welton (1987/2018). Knowledge for the people : The struggle for adult learning in English speaking Canada, 1828-1973 (Ser. Symposium series, 18) (pp. 97-111) University of Toronto Press.

## Class 6: October 9 - Histories Part 4 - The Antigonish Movement

Crane, J.M. (1983) The Antigonish Movement: An historical sketch, International Journal of Lifelong Education, 2:2, 151-161

Lotz, J. (formerly) and Welton, M.R. (1987). Knowledge for the people: The origins and development of the Antigonish Movement. In M. R. Welton (1987/2018). Knowledge for the people :The struggle for adult learning in English speaking Canada, 1828-1973 (Ser. Symposium series, 18). University of Toronto Press.

Stabler, E. (1986). Chapter 4: James Tompkins and Moses Coady: The Antigonish Movement in Nova Scotia. Founders: Innovators in education, 1830-1980 (pp.156-197). University of Alberta Press. https://unb.on.worldcat.org/v2/oclc/15467488

## Contemporary Issues: Economics, Social Justice, and Globalization

### Class 7: October 16

Welton, Chapter 6: Adult Learning Under Siege 1960-2012

Gouthro, P. A. (2009). Neoliberalism, lifelong learning, and the homeplace: problematizing the boundaries of "public" and "private" to explore women's learning experiences. Studies in Continuing Education, 31(2), 157–172.

### Class 8: October 23

Holford, J. (1995). Why social movements matter: adult education theory, cognitive praxis, and the creation of knowledge. Adult Education Quarterly, 45(2), 95–111.

Walker, J. and Butterwick, S.. (2021). Education to Change the World: Learning within/through social movements. In T. S. Rocco, M. C. Smith, R. C. Mizzi, L. R. Merriweather, & J. D. Hawley (Eds.) The handbook of adult and continuing education (pp.322-329). Stylus Publishing, LLC.

### Class 9: October 30

Gouthro, P. (2009). Life histories of Canadian women as active citizens: Implications for policies and practices in adult education. Canadian Journal for the Study of Adult Education, 21(2), 19–35.

Guo, S. (2012). Connected Understanding: Internationalization of Adult Education in Canada and Beyond. Canadian Journal for the Study of Adult Education, 23(1), 73–89.

### Class 10: November 6 - Decolonizing Adult Education

Hanson, C. and Jaffe, J. (2021). Decolonizing Adult Education. In T. S. Rocco, M. C. Smith, R. C. Mizzi, L. R. Merriweather, & J. D. Hawley (Eds.) The handbook of adult and continuing education (pp.341-349). Stylus Publishing, LLC.

Histories of Aboriginal Adult Education in Canada, Wendy E.Burton and Gwen Point

From Territory to Human Resources: A History of Colonial Adult Education in the Central Arctic

**GRADING RUBRIC**

| Class 11: November 20 - Online and Distance Education |
| --- |
| Arghode, V., Brieger, E. W., & McLean, G. N. (2017). Adult learning theories: Implications for online instruction. European Journal of Training and Development, 41(7), 593-609.<br><br>Zawacki-Richter, O., et al. (2020). Elements of Open Education: An Invitation to Future Research. International Review of Research in Open and Distributed Learning, 21(3), 319–334.<br><br>Upload your Pecha Kucha Video to our class Flip (formerly Flipgrid). Details will be provided in class. |
| **Class 12: November 27 - Pecha Kucha Presentations** |
| We will not have class this week (April 6. 2023). Between November 23, 2025 and December 4, each student will be assigned 3-4 of their peers Pecha Kucha's to view and comment on. You are more than welcome to view and comment on all of your peers  Pecha Kucha's as they cover a variety of topics, movements, individuals, and history of Adult Education. |
| **Class 13: December 4 - The Future of Adult Education** |
| Carter, L., & Janes, . D. (2021). Linking the Past, Present, and Future of Canada's Adult and Continuing Education Unit: A Conceptual Paper for Post-2020 Times: A conceptual paper for post-pandemic times. Canadian Journal for the Study of Adult Education, 33(2).<br><br>Welton, M. (2001). Navigating in the New World Disorder: Global Adult Education Faces the 21st Century. Canadian Journal for the Study of Adult Education, 15(1), 47–63. https://cjsae.library.dal.ca/index.php/cjsae/article/view/1907 |

**A: Excellent performance:** Demonstrates a comprehensive understanding of a wide range of issues related to the topic under consideration. Arguments are clearly informed by thoughtful reflection on relevant research and professional literature. Drawing on work from class and readings, appropriate illustrations and examples are used to illustrate and support the points made. Shows thoughtful attention to appropriate details and is able to communicate an awareness of uncertainties and contradictions in the field. The product is professionally written and/or presented.

| Letter Grade | Percentage Equivalent |
|---|---|
| A+ | 95-100 |
| A | 90-94 |
| A- | 85-89 |

**B: Good Performance:** Demonstrates a solid understanding of a wide range of issues. The discussion of topics is articulate showing a strong appreciation of trends and issues. Points are illustrated and supported with appropriate examples from class and readings. May tend to emphasize general points without specific attention to detail and one right answer rather than an appreciation of uncertainties and contradictions in the field. The product is professionally written and/or presented.

| Letter Grade | Percentage Equivalent |
|---|---|
| B+ | 80-84 |
| B+ | 75-79 |
| B | 70-74 |

**C: Satisfactory Performance:** Demonstrates some understanding (perhaps somewhat incomplete or superficial) of a range of issues. Points are illustrated and supported with examples from class and readings. Evidence of limited understanding of uncertainties and contradictions in the field. The quality of the work is inconsistent and the product contains some grammatical and structural problems.

| Letter Grade | Percentage Equivalent |
|---|---|
| C | 60-69 |

**D: Less than Satisfactory Performance:** Demonstrates only a limited awareness of many issues related to the field. May use appropriate terminology but does not provide adequate illustration and support from class work and readings. There is no demonstrable sense of the range of issues in the field. The work is not professionally written and/or presented.

| Letter Grade | Percentage Equivalent |
|---|---|
| D | 50-59 |

**F: Failure:** Demonstrates considerable lack of awareness of a range of issues related to policy and practice. There are severe misconceptions of key ideas. There is the appearance of a general lack of preparation. The work is not professionally written and/or presented.

| Letter Grade | Percentage Equivalent |
|---|---|
| F | 0-49 |

**NOTE: The grade book (spreadsheet) function in D2L will not be used to display grades. You will receive your graded feedback in your assignment or as an attachment.**

**NOTE: A Grade of C is required for degree credit in the MEd program.**