Course Specifications
Valid in the academic year 2017-2018

Course

Lecturers in academic year 2017-2018
De Wever, Bram
PP06 lecturer-in-charge

Offered in the following programmes in 2017-2018

- Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)
  - credits: 5
  - offering: B
- Master of Science in Educational Sciences (main subject Special Education, Disability Studies and Behavioral Disorders)
  - credits: 5
  - offering: B

Teaching languages
Dutch

Keywords
lifelong learning, adult education, continuing education, labor market, professional and vocational education training

Position of the course
This course contributes to the following competence areas:

M.1.1. Being able to indicate and critically reflect on pedagogical, educational and orthopedagogical theoretical concepts.

M.1.2. Apply advanced pedagogical, educational and orthopedagogical knowledge in order to analyse pedagogical, educational and orthopedagogical situations and processes.

M.2.1. Have critical insight in the international scientific research literature within the (ortho) pedagogy and educational sciences.

M.2.2. Being able to deal critically and scientifically with theories, practice and policy regarding education and pedagogy

M.3.4. Demonstrate an active attitude towards permanent knowledge development, problem-solving and lifelong learning and bear witness to independence in regulating one's own learning process.

M.4.6. In the context of teamwork realize one's own expertise and being able to confront and integrate this with points of view and competencies of others.

M.5.1. Hold open the social debate and construct a substantiated analysis of how pedagogical, educational or orthopedagogical practices contribute to social changes.

M.6.3. Being able to design, implement and evaluate pedagogical, educational or orthopedagogical interventions and treatments.

Contents
In this course the following topics are discussed:
- concepts of adult education and lifelong learning

(Affirmed)
• theories and practices of learning and instruction in adult education
• social context of adult learning
• educational needs and participation
• assessment and evaluation in adult education
• characteristics of adult learning and implications for designing learning environments and the didactic design from a constructivist perspective
• overview of adult education and higher education
• Flemish and European policies of higher education, adult education, and lifelong learning
• distance education and open learning
• methods and techniques for adult education

Initial competences

Final competences
1 Discussing theories and practices of learning and instruction in adult education.
2 Grounding learning environments for adults on the base of instructional theories and empirical research.
3 Elaborate a solution for a given adult learning problem.
4 To collaborate with other students in order to create a learning environment for adults in an authentic context.
5 Describing and explaining current learning environments for adults from instructional and educational-sociological theories and research.
6 To organize learning activities in an authentic learning environment for adult education and to be able to reflect critically on this.
7 Developing prototypes or “proof of concepts” of learning environments for adults that are grounded in theories and empirical research.
8 Analyzing and critically discussing recent scientific literature with respect to theory, policy, and methods of adult education.

Conditions for credit contract
Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract
This course unit cannot be taken via an exam contract

Teaching methods
Guided self-study, lecture, microteaching, seminar

Learning materials and price
• Reader (available through Minerva).
• Online texts and references (Dutch and English) distributed via Minerva.
Estimated cost: 25 EUR.

References

Course content-related study coaching
• Support using MINERVA.
Evaluation methods
detail end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period
Oral examination

Examination methods in case of periodic evaluation during the second examination period
Oral examination

Examination methods in case of permanent evaluation
Portfolio

Possibilities of retake in case of permanent evaluation
examination during the second examination period is possible in modified form

Extra information on the examination methods
Details on periodic evaluation:
• Oral exam with written preparation

Details on permanent evaluation:
• Method: Individual portfolio based on individual and/or group task (including individual critical reflection).
• Frequency: Minimal 1 interim evaluation of the task + evaluation of the finished portfolio
• Description of second exam opportunity: a compensating activity between the first and the second exam period
• Feedback: individual (by appointment)

Calculation of the examination mark
A combination of periodic evaluation (50%) and permanent evaluation (50%). Students who do not participate in all required elements of the periodic and permanent evaluation will at most receive a non-deliberative quotation (7/20). Those who do participate in, but do not pass all required elements of the periodic and permanent evaluation, will at most receive a non-deliberative quotation (7/20).