

Course size (nominal values; actual values may depend on programme)  
 Credits 5.0 Study time 150 h Contact hrs 45.0 h

Course offerings and teaching methods in academic year 2018-2019

B (semester 2)	Dutch	seminar	17.5 h
		microteaching	17.5 h
		guided self-study	5.0 h
		lecture	5.0 h

Lecturers in academic year 2018-2019

De Wever, Bram PP06 lecturer-in-charge

Offered in the following programmes in 2018-2019

	crdts	offering
<a href="#">Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)</a>	5	B
<a href="#">Master of Science in Educational Sciences (main subject Special Education, Disability Studies and Behavioral Disorders)</a>	5	B

Teaching languages

Dutch

Keywords

lifelong learning, adult education, continuing education, labour market, professional and vocational education training

Position of the course

This course is situated with the area of educational levels and focuses on learning environments for the target group of adults; theoretical, pedagogical, structural, and policy elements are discussed.

Contents

In this course the following topics are discussed:

- concepts of adult education and lifelong learning
- 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

- Bergevin, Paul E. (1967). *A Philosophy for Adult Education*. New York: Seabury Press.
- Boud, David. (1995). *Enhancing Learning through Self Assessment*. London: Kogan-Page.
- Boud, David, and V. Griffin, (1987). *Appreciating Adults Learning: From the Learners' Perspective*. London: Kogan-Page.
- Galbraith, Michael W. (2004). *Adult Learning Methods: A Guide for Effective Instruction*, 3rd edition. Malabar, Florida: Krieger Publishing Company.
- Jarvis, Peter. (1987). *Adult Learning in the Social Context*. London: Croom Helm.
- Jarvis, Peter (2009). *Adult Education and Lifelong Learning: Theory and Practice*. New York: Routledge.
- Knowles, Malcolm. (1980). "How Do You Get People to Be Self-Directed Learners?" *Journal of Training and Development*, 34 96-99.
- Knowles, Malcom S., Holton III, Elwood F., Swanson, Richard A. (2005). *The Adult Learner, Sixth Edition: The Definitive Classic in Adult Education and Human Resource Development*. New York: Elsevier.
- Merriam, Sharan B., Caffarella, Rosemary S., Baumgartner, Lisa M. (2007). *Learning in Adulthood: A Comprehensive Guide*, 3rd Edition. San Francisco: Jossey-Bass.

#### Course content-related study coaching

- Support using MINERVA.
- By appointment.

#### Evaluation methods

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%).

In order to pass the course students have to obtain a final score of at least 10/20 and have to obtain at least the equivalent of 8/20 on all parts of the evaluation. In that case, final scores of 10/20 and above will be reduced to the highest fail quotation (9/20). Students will not be deliberated if they obtain an equivalent of 8/20 on at least one part of the evaluation. In that case final scores of 8/20 and above will be reduced to the highest non-deliberative quotation (7/20).