

## Adult Education, basic course

Vuxenpedagogik, grundkurs

15 credits

Single subject course

911G13

Valid from: 2024 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
The Board of Educational Science	Education	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2007-05-15	First cycle	G1N
<b>Revised by</b>	<b>Disciplinary domain</b>	
Course Syllabus Board at the Faculty of Educational Sciences	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
2021-03-08; 2019-09-10	Education	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2007		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande		

## Intended learning outcomes

On completion of the course, the student should have improved knowledge and understanding of:

- conditions for adult learning - knowledge and learning in relation to adults
- \* describe and problematise adult learning, orally and/or in writing

## Course content

The course consists of three parts. Lifelong learning and changing adult education - this part covers adult learning and lifelong learning as policy areas, and also adult education changing over time. Different contexts for adult learning are problematised

Learning in adulthood - this part covers the adult student and the prerequisites for lifelong learning and participation in adult education. The importance of the adult's everyday life, earlier experiences of studies, ethnicity, gender and disabilities for the studies is problematised in the course.

Knowledge, learning and education perspectives - in this part, different knowledge, learning and education perspectives connected to different contexts of adult learning are problematised

## Teaching and working methods

Lectures are alternated with seminars and reflection and tutoring sessions. The contents of the course are processed with varied individual and collective working methods. A central element is field studies connected to the theoretical contents.

## Examination

The course is examined continuously through oral and written assignments in seminars, individually and in groups.

Applies to all courses regardless of grading scale.

- Students failing an exam covering either the entire course or part of the course two times are entitled to have a new examiner appointed for the reexamination.

If the course has a three-graded grading scale (U - VG), following applies:

- Students who have passed an examination may not retake it in order to improve their grades.

The following applies to courses that include a compulsory component:

- If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

## Grades

Two grade scale, older version, U, G

## Other information

Course revised 2020-04-02; Dnr LiU-2020-01361

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.

### **About teaching and examination language**

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is Swedish, the course as a whole or in large parts, is taught in Swedish. Please note that although teaching language is Swedish, parts of the course could be given in English. Examination language is Swedish.
- If teaching language is Swedish/English, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English (depending on teaching language).
- If teaching language is English, the course as a whole is taught in English. Examination language is English.