

Adult learning: Perspectives and Contexts

Adult learning: Perspectives and Contexts

7.5 credits

Programme course

945A02

Valid from: 2022 Spring semester

Determined by	Main field of study	
The Board of Educational Science	Adult Learning	
Date determined	Course level	Progressive specialisation
2006-11-28	Second cycle	A1X
Revised by	Disciplinary domain	
Course Syllabus Board at the Faculty of Educational Sciences	Social sciences	
Revision date	Subject group	
2021-03-08; 2019-09-10; 2021-03-12; 2021-09-06	Educational Sciences/General Didactics	
Offered first time	Offered for the last time	
Autumn semester 2007		
Department	Replaced by	
Institutionen för beteendevetenskap och lärande		

Course offered for

- Master's Programme in Adult Learning and Global Change

Entry requirements

The course is a part of the Intercontinental Master's Programme Adult learning and Global Change.

Intended learning outcomes

The course will enable students to

- Gain understanding how global differences generate different conditions for learning based on elaboration and discussion of personal experiences of learning contexts
- Develop understanding of contemporary theories of learning, applied in relation to the area of adult learning, through the analysis and comparison of their central concepts
- Identify, analyse and discuss how diversity or uniformity relating to global dimensions of learning affects the way people live, think and act locally or regionally.

Course content

This course focuses on contemporary theoretical perspectives on learning and mutual relationships between central concepts within them, such as meaning, context, and experience. It deals with the processes and outcomes of learning beyond the compulsory school system, regardless of whether they take place in higher education, municipal adult education, popular adult education or in workplaces. The significance of various contexts for the content and outcome of learning is emphasised, as well as the significance of varying approaches to understand the process and product of learning. Moreover, global dimensions of learning are treated in relation to the students' experiences.

Teaching and working methods

The rationale for the working forms in the course is that understanding is promoted through elaboration of experiences that are further subjected to theoretical analyses and discussed in interaction with peers in a global learning community. Course activities take place online. Participating fully in this unit involves completing the required readings, engaging in discussions and other group activities, as well as completing assignments on time.

Examination

The examination comprises of three parts:

First, an individual assignment demonstrating students' understanding of the theories on learning. The description of the theories should be made with regard to their most distinctive features. The paper should also comprise a comparison between the three perspectives on learning by referring to similarities and differences.

The second assignment is a group assignment. The students should analyze global dimensions relating to personal learning contexts drawing on the theories that they have been studying.

Thirdly, regular and active participation in online discussions throughout the course is mandatory.

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

ECTS, EC

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 carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

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.