Master's Programme in Adult Learning and Global Change

Internationellt masterprogram i vuxnas lärande och globala förändringar
60 credits

L7MLG

Valid from: 2025 Autumn semester

Determined by

The Board of Educational Science

Date determined

2020-06-04

Revised by

Course Syllabus Board at the Faculty of Educational Sciences

Revision date

2020-08-28; 2021-05-25; 2022-08-15; 2022-08-29; 2023-08-28; 2024-09-09

Registration number

LiU-2024-00047; LiU-2023-00200; Dnr LiU-2020-03003; LIU-2020-02080; LiU-2021-01219; LiU-2022-00079

Offered first time

Spring semester 2007

Offered for the last time

Replaced by

Introduction

This programme is designed to enhance practitioners´ ability to work in the globalising world and to challenge the traditional perspectives of globalisation. It will do this by developing a critical perspective on globalisation and a reflective and strategic practice. The characteristic feature of the programme will be a dialectic between students' personal experience and the conceptual resources of the programme. This means that the bodies of perspectives and theories, including many areas including the field of adult education, with which students will be brought into contact.

There is an emergent field of practice which concerns a global phenomenon; the learning dimension of practitioners and the way practitioners act on and construct their different contexts. This diverse group of practitioners faces new challenges, which accompany the accelerating globalisation of economy, society and culture. The impact of globalisation could be described in terms of economic shifts, in terms of new forms for communications and networking, the use of new technologies, working across differences etc. These challenges also include demands for greater effectiveness and productivity, and the complexities of furthering social justice and equity.

The contexts of learning are changing in response to globalisation and practitioners in different areas will face the impact of this. The learning dimension will become an important feature of many practitioners. Instability and change will be characteristic and constitute the incentives to look for new perspectives in order to cope with the unknown. The skills and qualities needed will be networking skills, the ability to work with people from other cultures. Another dimension is also to be able to work from a distance, to handle new communication forms and to promote virtual communities.

Adults learn in a diverse field of practice, with many specialisms; human resource development, health care education, community based adult education, vocational education, basic education, etc. Practitioners also perform a variety of roles, they are teachers, administrators, policy makers, facilitators of organisational learning and so forth. Other practitioners, e.g. managers, lawyers and engineers, also have a learning dimension to their work. They learn and teach in their daily practice, often informally and incidentally.

Purpose

The aim is to provide a high quality Master’s degree in Adult Learning, which in both content and process gives students an insight into globalisation and cross-cultural collaboration.

The programme should also enhance the understanding of different contexts and provide experience of working in a variety of study modes.

Aim

Knowledge and understanding

- to encourage understanding of commonalities and differences across different contexts for adult learning
- to understand knowledge based societies and the implications for learning
- to develop understanding of the globalisation discourses
- to appreciate the historical context of present developments and link these to one's own sites of practice
- to challenge orthodoxies in adult learning theory and practice

Skills and abilities

- to learn to use teaching and learning technologies globally
- to learn how to learn and work globally

Values and attitudes

- to develop cultural sensibilities and sensitivities
- to adopt a multifaceted equity perspective on all issues of learning
- to engage in reframing of one's own professional practice
- to create networks of relationships across countries and help establish a global community of adult learning practitioners

Content

The programme consists of 8 courses. The first course of the programme introduces the structure of the programme and also aims to develop a number of skills that are central to the two years of the programme. The following four courses focus on different content themes or 'perspectives', designed to be relevant to students with different interests and backgrounds. Then, a course focusing on research methods is followed by a research project for those universities where an independent project is required for a Master's degree. Linköping University is one of these universities. In the last semester, a course is also taken to complete the common activities introduced in the first course of the programme.

The courses are listed below in chronological order:

- Locating oneself in Global Learning, part 1, 4,5 hp/ECTS
- Adult Learning: Perspectives and Contexts, 7,5 hp/ECTS
- Work and Learning, 7,5 hp/ECTS
- Fostering Learning in Practice, 7,5 hp/ ECTS
- Global/Local Learning, 7,5 hp/ECTS
- Understanding Research, 7,5 hp/ECTS
- Locating oneself in Global Learning, Part II, 3 hp/ECTS
- Researching Adult Learning: Project work, 15 hp/ECTS

The content, methods, learning goals and examinations of each course are described in separate curriculum.

Teaching and working methods

The programme is a distance learning collaboration between Linköping University, Sweden, the University of British Columbia, Vancouver, Canada and the University of the Western Cape, Cape Town, South Africa.

Entry requirements

- Bachelor´s degree, equivalent to a Swedish Kandidatexamen, with a major in adult education, adult learning or other subject relevant to the field of adult learning
  or
  Bachelor´s degree, equivalent to a Swedish Kandidatexamen, and additional academic studies relevant to the field of adult learning of at least 60 credits
  or
  Teacher´s degree for Upper-Secondary School
  or
  Bachelor's degree, equivalent to a Swedish Kandidatexamen, and additional clearly documented work experience of at least one year, full time, in adult education and/or adult learning.
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6 eller Engelska nivå 2)
  Exemption from Swedish

Degree requirements

Completed studies will lead to a Master's degree; Master of Arts and Social Science with a major in Adult´s Learning. A diploma certificate will be issued on request after the reported completion of all prescribed courses and the concluding Master's thesis provided that the student meets with the general and specific admission requirements. Students who do not fulfil all requirements to receive a Master of Arts and Social Science will receive a Transcript of Record of courses completed satisfactorily.

Degree in Swedish

Filosofie magisterexamen med huvudområde Vuxnas lärande

Degree in English

Degree of Master of Arts and Social Science (60 credits) with a major in Adult Learning

Specific information

Credit System

Credits are given for each course in terms of credit points (hp). 1,5 hp/1,5 ECTS credits corresponds to one week of full-time studies, and full-time studies require at least 40 hours per week. A full academic year is thus 60 credits/60 ECTS credits.

Accreditation of previous studies

The Faculty Programme Director decides whether previous studies could be accredited as a part of the Master's programme or not.

Examination and grading

The requirements for examination for each course are specified in the course descriptions.

The Grades used in the programme as described in each syllabus respectively. The students also a given grades according to the ECTS grading scale A-F.

Diploma Certificate

Completed studies will lead to a Master's degree; Master of Arts and Social Science with a major in Adult´s Learning. A diploma certificate will be issued on request after the reported completion of all prescribed courses and the concluding Master's thesis provided that the student meets with the general and specific admission requirements. Students who do not fulfil all requirements to receive a Master of Arts and Social Science will receive a Transcript of Record of courses completed satisfactorily.

Deviations from programme syllabus.

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

Curriculum

Semester 1 (Autumn 2026)

Course code	Course name	Credits	Level	Weeks	ECV
LIVLD2	Locating Oneself in Global Learning, Part I	4.5	A1X	v202634-202638	C
945A02	Adult learning: Perspectives and Contexts	7.5	A1X	v202641-202650	C
LIVLD4	Work and Learning	7.5*	A1X	v202701-202711	C

Semester 2 (Spring 2027)

Preliminary courses

Course code	Course name	Credits	Level	Weeks	ECV
LIVLD4	Work and Learning	7.5*	A1X		C
LIVLE2	Fostering Learning in Practice	7.5	A1X		

Semester 3 (Autumn 2027)

Preliminary courses

Course code	Course name	Credits	Level	Weeks	ECV
945A05	Understanding research	7.5	A1X		C
LIVLD6	Global/Local Learning	7.5	A1X		C

Semester 4 (Spring 2028)

Preliminary courses

Course code	Course name	Credits	Level	Weeks	ECV
945A10	Researching Adult learning: Project work	15	A1X		C
LIVLE1	Locating Oneself in Global Learning, Part II	3	A1X		C

ECV = Elective / Compulsory /Voluntary
*Kursen läses över flera terminer