



Handbook

Post-Secondary Undergraduate Programs

Faculty of Education

Last updated August 2017

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Welcome to the Faculty of Education and Post-Secondary Education Programs

Welcome to the Faculty of Education

As you begin your program of studies in post-secondary education and on behalf of all of our professors and staff, I extend a warm welcome to the Faculty. You are now part of Memorial University's Faculty of Education community, an organization that had its beginnings in 1921 – almost 100 years ago.

We recognize that our post-secondary education students come from diverse occupational fields and are situated at different points in their careers. Our post-secondary diploma and degree programs are carefully designed to be accessible to a diverse community of learners. We continually strive to keep our programs current and relevant and we structure our course design and delivery in ways that create the conditions for you to be successful, regardless of your prior learning.

Throughout this next phase in your life experience, I urge you to reflect on what kind of educator you want to be. How can you be a positive force in the lives of your students? How can you be a supportive colleague and an asset to the organizations to which you will belong? These are all important questions to consider as you embark on this journey.

The first priority of our Faculty is a commitment to improving the human condition through education. This is a serious responsibility; one that you are now charged with enacting, beginning with your first course. The influence you will have, whether as an instructor or a student services professional will be important to your students and to the communities they will, in the future, help to build.

Best wishes,

Gerald

Gerald Galway, Ph.D.
Associate Dean of Education (Undergraduate Programs)

Faculty in the Post-Secondary Programs



Dr. Cecile Badenhorst

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Bio: Cecile Badenhorst is an Associate Professor in the Adult Education/Post-Secondary program in the Faculty of Education at Memorial University. She has a BA (Honours) degree from the University of the Witwatersrand in Johannesburg, South Africa, an MA from UBC, Vancouver and a PhD from Queen's University in Kingston, Canada. After her PhD, Cecile worked in the rural areas of South Africa with Adult Basic Education non-governmental organizations. She then moved into adult education curriculum development. In 1998, she began working with Masters and PhD students on research and writing at the University of the Witwatersrand, South Africa. In 2011, she moved to Memorial University, Newfoundland, Canada. Her research interests are post-secondary and adult learning experiences particularly graduate research writing, academic literacies and qualitative research methodologies. She has written three books in this area: *Research Writing* (2007), *Dissertation Writing* (2008) and *Productive Writing* (2010). She is also co-editor of a recent book: *Research literacies and writing pedagogies for Masters and Doctoral writers* (Brill, 2016). In 2015, she was awarded a Carnegie African Diaspora Fellowship to develop and deliver graduate writing pedagogy in South Africa. She is currently Chair of the Post-Secondary Program.

Teaching: She teaches on the Post-Secondary Instructor's Certificate, and the Post-secondary undergraduate and graduate programs. Specifically, she has taught academic literacies, the sociology of adult education, general methods of teaching in Post-Secondary, course organization and development and graduate research writing. She has also taught the doctoral level course, Advanced Research Methods.

Supervision interests: She supervises Masters and Doctoral students in the areas of undergraduate and graduate student and faculty writing, research/thesis writing, writing for publication, supervisor/student relationships, doctoral pedagogy, arts-based research, autoethnography, post-qualitative research, university/adult teaching/learning and curriculum development, and diversity and internationalisation in university contexts.



Dr. Christine Arnold

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Biography: Christine Helen Arnold is an Assistant Professor in the Adult Education/Post-Secondary program in the Faculty of Education at Memorial University of Newfoundland. She holds a B.A. (Honours), B.Ed. (Intermediate/Senior), and M.Ed. in Teaching, Learning and Development from Brock University in St. Catharines, Canada and a Ph.D. in Higher Education from the University of Toronto/OISE in Toronto, Canada. Her research interests include the student experience in post-secondary education, with a focus on student affairs/services and student mobility/transitions. More specifically, she studies student transitions in post-secondary education and the extent to which organizational and information frameworks support movement. Dr. Arnold is a leading scholar of national and international pathway models, with numerous funded projects and published works to her credit. She has published policy reports, journal articles, and book chapters on the following topics: college and university organizational structures to support student success; institutional behaviour and culture as it relates to student access and attainment; credit transfer and articulation; work-integrated learning; and student affairs/services.

Dr. Arnold is currently the co-Principal Investigator of the Learning Outcomes for Transfer (LOFT)—Publication Project and Blueprints for Student Success Project, and Collaborator on the Landscape of Accessibility and Accommodation for Post-Secondary Students with Disabilities Project and Post-Secondary Mobility and the Experience of Transfer for Students with Disabilities Project. In addition, she is a member of the ONCAT Learning Outcomes Steering Committee, member of the Editorial Advisory Board for the *Canadian Journal of Higher Education (CJHE/RCES)*, and Canadian representative for the International Study Association on Teachers and Teaching (ISATT). In previous roles, she has had the privilege of working with the Higher Education Quality Council of Ontario (HEQCO), Ontario Council of Articulation and Transfer (ONCAT), Pan-Canadian Consortium on Admissions and Transfer (PCCAT), the Centre for the Study of Canadian and International Higher Education (CIHE), and several Canadian colleges and universities on issues of post-secondary policy.

Teaching: Dr. Arnold teaches within the Adult Education/Post-Secondary undergraduate and graduate programs with a focus on foundations of post-secondary education; critical issues in post-secondary education; post-secondary education policy; student development; student transitions and readiness; the community college and systems of post-secondary education; student affairs/services administration, culture and leadership; international and comparative education; and research design and methods.

Supervision Interests: Dr. Arnold supervises graduate students in the areas of student development and success in post-secondary education; student mobility and credit transfer systems; access and attainment of underrepresented student populations; quality assurance and learning outcomes; organizational structures and leadership in student affairs/services; and the role of qualifications and community college/vocational education.



Dr. John Hoben

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Bio: John is an Assistant Professor in the Faculty of Education's Adult Education/Post-Secondary Program. A non-practicing lawyer and graduate of the University of Western Ontario's Faculty of Law as well as the PhD program at Memorial University's Faculty of Education. In 2001 he was the recipient of the Law Society of Upper Canada's Award for Academic Excellence and is currently a member of the Law Society of Upper Canada and the Law Society of Newfoundland and Labrador. In 2007 he was awarded a three year Canada Graduate Scholarship (Doctoral) from the Social Sciences and Humanities Council of Canada to conduct a qualitative study of teachers' perceptions of free speech. For the first two years of his studies, his PhD research was also funded by an Aldrich Fellowship from Memorial University. The issue of teacher censorship in North America was the topic of his first book, *Learning What You Cannot Say* (2015).

John's academic service includes work at the national level with the Canadian Association for University Continuing Education (CAUCE)'s Research and Program Awards Committees and locally as a Board member on the Great War Project (an interdisciplinary problem based learning initiative about the Second World War). John is also a reviewer for the *Teacher's College Record*, the *Canadian Journal for the Scholarship of Teaching and Learning*, the *Journal of Mixed Methods Research* and the *Canadian Review of Art Education*. His most recent project is a program for mathematics education for graduate student tutors at Memorial funded by a Teaching Framework Funding Competition grant and led by two faculty members from the Department of Mathematics and Statistics. He is also a lead investigator on a community-based learning project also funded by a second Teaching Framework Competition grant with faculty members from Memorial's School of Pharmacy and partners in Memorial's School of Nursing and the Faculty of Medicine.

When not working or spending time with his family John also has a longstanding interest in both creative and scholarly writing. A former recipient of Memorial's A.C. Hunter Award, he has won awards for his creative writing at the university and provincial levels and has authored

publications in scholarly books and journals on a wide array of topics related to education and the law including: international law, free speech, postsecondary and adult education, qualitative research, assessment, racism in education and democratic education.

Teaching: John has worked extensively with faculty and graduate students across all disciplines and faculties as an instructor and coordinator of the Teaching Skills Enhancement Program. In addition to the TSEP, over the past ten years he also has taught in online and face to face environments for both Memorial's Law and Society Program and its Faculty of Education. For part of that time he also served as the Manager of Academic Programs for MUN's Law and Society Program and more recently served as the Coordinator for the President's Award for Outstanding Teaching (Faculty). He has taught approximately a dozen graduate and undergraduate university courses at Memorial University and the University of Western Ontario and has created five undergraduate courses as well as a number of online learning resources for Memorial Faculty. He has also taught at the high school and college levels and has offered presentations and professional development experiences for faculty, graduate students on topics such as co-operative learning, student-centered learning, course design, assessment, graduate seminar teaching and using technology in the classroom. He currently teaches courses in the areas of professional ethics, issues and trends in post-secondary education and adult education, vocational education and the law of post-secondary institutions.

Supervision Interests: John supervises graduate students in the areas of teaching and learning, citizenship education, post-secondary legal policy and governance, educational law, internationalization, ethics, and the commercialization of higher education.



Dr. Vernon Curran

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Bio: Vernon Curran (MEd, PhD) is Associate Dean of Educational Development and Professor of Medical Education with the Faculty of Medicine, Memorial University. Vernon also holds a cross-appointment with the Faculty of Education at Memorial University and teaches in the undergraduate and graduate degree programs in Adult Education and Post-Secondary Studies. He is currently chair of the Certificate program in Medical Teaching offered through the Office of Professional Development, Faculty of Medicine and past Director of the Centre for Collaborative Health Professional Education, Memorial University and past Director of Academic Development, Faculty of Medicine. He has received the ‘Distinguished Researcher Award’ and ‘Award of Excellence (Program Award)’ from the Canadian Association for University Continuing Education (CAUCE), and the Junior Award for Contribution to Medical Education from the Canadian Association for Medical Education (CAME).

Vernon holds degrees in psychology, adult education, educational technology and extension studies and his research has focused on program evaluation, assessment and educational strategies in medical and health professions education; continuing professional education in health professions; digital learning and simulation-based learning; and interprofessional education in the health professions.

Teaching: He teaches in the areas of adult learning and development, teaching and learning in medical education, educational scholarship and research in post-secondary education, and interprofessional education in the health professions.

Supervision interests: Supervision has included MEd and PhD theses in the areas of: assessment and program evaluation in post-secondary education; continuing professional education; school to work transition experiences of post-secondary education graduates; distance education, digital learning and adult learners; and interprofessional education and collaboration in the health professions.

Selecting a Program

The Bachelor of Education (Post-Secondary) as a First Degree and Bachelor of Education (Post-Secondary) as a Second Degree are designed to prepare individuals in a variety of instructional and leadership roles in formal and informal post-secondary education, including careers in academic, adult, community, technical and trades, and professional education.

Diploma in Adult Learning and Post-Secondary Education. The Diploma in Adult Teacher Education and the Diploma in Post-Secondary Education have been replaced with the Diploma in Adult Learning and Post-Secondary Education. A student currently admitted to the former programs may choose to transfer to the new program or complete the former program by August 31, 2016. Students are advised to contact Beverly Fraize (bfraize@mun.ca) for further information on the transfer process.

For further information on the above programs please refer to the following link:
<http://www.mun.ca/educ/undergrad/>

How to apply

To ensure you receive equal consideration in the admission process, your application and supporting documents must be received by the [application deadline](#). Only fully completed applications which include the supporting documentation will be processed. Any information received late, or not at all, will affect our ability to evaluate your academic and work related credentials and will impact our ability to make an offer of admission. Memorial University requires full disclosure of an applicant's post-secondary academic history. Internationally-educated domestic applicants must include credential assessments and proof of English language requirement completion in addition to the requirements set out for each program. All students must first meet Memorial University General Admission Regulations before they can be considered for any undergraduate program within the Faculty of Education. Admission decisions are normally sent within six weeks of the application deadline date.

The application to the Diploma in Adult Learning and Post-Secondary Education and Post-Secondary as a First and second Degree consist of:

- The Faculty application (online)
- Supporting documentation:
 - Two references (contact information provided on the online application. Your references will be emailed the required form)
 - Work Experience form (required for the First Degree only). Submitted online through the online application.
 - Personal Statement (required for the Second Degree only)
In essay format prepare a detailed statement indicating why you would like to work in the post-secondary sector and what your area of specialization is or will be. Submitted through the online application.
 - Resume (optional, can be sent directly to the Office of the Registrar)
 - All transcripts including awarded certificates & diplomas sent directly to the Office of the Registrar
- There is no fee to apply to the Faculty of Education. However if you are new or returning student, you will be required to pay a Memorial University application processing fee.

Online Application process for Current Memorial Students

- Sign-in online through self-service,
- Select student main menu
- Select the Admissions tab.
- Select undergraduate programs
- Select the admission term followed by fill out application
- Select campus and program of study
- Select St. John's campus followed by Select Professional Faculty/School Programs
- Select Faculty of Education. Once you select Faculty of Education you will then select the faculty program. This will bring you to the online faculty application which you must fill out and submit.

Online Application process for non-current or new Memorial students

- Select Become a student on the Memorial University Main page
- Select Undergraduate apply
- Select Apply Online
- Create an Account
- Select undergraduate programs
- Select the admission term followed by fill out application
- Select campus and program of study
- Select St. John's campus followed by Select Professional Faculty/School Programs
- Select Faculty of Education. Once you select Faculty of Education you will then select the faculty program. This will bring you to the online faculty application which you must fill out and submit.

Provincial Post-Secondary Instructor Certificate

This certificate is issued by the Provincial Government of Newfoundland and Labrador. The courses for the certificate are offered by the Faculty of Education. A student requiring Education courses for the Certificate should contact the Office of Undergraduate Programs, Faculty of Education at least one month in advance of registration for information on registration and procedure.

Information on the certificate can be found here:

<http://www.aesl.gov.nl.ca/postsecondary/instructorcertification.html>

Assistance and Contact information

General Undergraduate Admission to Memorial University

Room A-2000
Arts and Administration Building
Telephone: (709) 864-4431
Fax: (709) 864.4893 or (709) 864.2337
Email: admissions@mun.ca (Application and Admissions Inquiries)
transfer.credit@mun.ca (Transfer Credit Inquiries)

Admission to the Faculty of Education

G.A. Hickman Building
Room ED-2026
Ms. Roxanne McHugh
Admissions Officer
E-mail: rmchugh@mun.ca
Phone: (709) 864.6934
Fax: (709) 864.6935

Ms. Fay Whelan
Admissions Assistant
E-mail: fwhelan@mun.ca
Phone: (709) 864.6934
Fax: (709) 864.6935

Education Academic Advice

Course selection and registration: Ms. Beverly Fraize
Student Advisor
E-mail: bfraize@mun.ca
Phone: (709) 864.3485
Fac: (709) 864.2001

Frequently Asked Questions

a) **Why should I take this program?**

The program is designed to prepare individuals in a variety of instructional and leadership roles in formal and informal post-secondary education, including careers in academic, adult, community, technical and trades, and professional education. A tentative [Program Plan](#) has been developed to aid students in course planning. This list is subject to change pending enrollment and availability of instructors.

b) **Can I complete this program completely online?**

Yes, the program may be completed online via Brightspace (D2L). However, this will depend on the electives you wish to take, as all elective courses are not offered via distance.

c) **What types of activities take place during the courses?**

The program is composed of courses, normally available online. There will be a required practicum beginning 2018.

d) **Can I take the courses in any order?**

The required courses may be completed in any order. Students should consult the University Calendar for elective pre-requisites.

e) **How long is the program?**

Students usually enrol part-time (1-2 courses per semester); full-time students may be able to complete the program in 2 years.

f) **How much does it cost?** <http://www.mun.ca/regoff/calendar/sectionNo=REGS-0061>

g) **Obtaining a MUN email address**

Students needing an e-mail account can do so over the web by choosing the "**Setup Your Account**" option at <https://my.mun.ca>. Your student # and pin # will be required as part of this setup. This will generate a MUN Login ID for you. You will need this Login ID for accessing email, the portal (my.mun.ca) or creating a "nice" email name for yourself.

h) **I have been accepted to the program. What do I do next?**

After receiving admission into the program, every student is required to accept or decline the offer. Prior to registering for courses students should review the tentative list of courses scheduled for offering at http://www.mun.ca/educ/undergrad/BEPS_Plan_2017-2018.pdf.

i) **Registering for courses**

Registration in Education courses is normally restricted to those who have been admitted to a degree or diploma program in the Faculty of Education. A student in first year in other Faculties or Schools who has completed not fewer than 24 credit hours may register for the following courses in Education without acceptance to a program (when space is available): 2040, 2050, 2222, 2800, 2803, 3210, 3211, 3565, 3570, 3571, and 3660.

Such students are advised to consult degree or diploma regulations to determine which, if any, of the above courses may be applied to his/her program

<http://www.mun.ca/regoff/calendar/sectionNo=EDUC-1371>.

j) **Accessing on-line courses**

To access your online course(s) visit online.mun.ca and log in with your MUN login credentials. Once you have logged in, you may familiarize yourself with Brightspace (D2L), Memorial's learning management system.

Need help? View a complete Brightspace (D2L) tutorial, or visit our Technical Resources site for students https://www.citl.mun.ca/learning/s_support/CourseLogin.php.

Note: You can log in to Brightspace (D2L) as soon as you register; however, your course may not be available to view until the instructor adds you, which typically occurs close to the first day of classes.

k) **I have attended another institution and think I may have transfer credits. How do I check this?**

Course equivalency is determined by the academic unit responsible for each respective subject area. This is done by comparing the course and transcript information available for each student with existing Memorial University courses in that subject area. The process is coordinated by the Office of the Registrar.

A number of courses from many recognized post-secondary institutions have already been evaluated for equivalency with Memorial University courses. Where precedents exist, transfer credit may be awarded by the Office of the Registrar when the student's transcript is received. For more information, visit the [University Calendar](#) and the [Information for Transfer Students](#) page.

l) **I wish to plan ahead. How do I know which courses will be offered each semester?**

A list of course offerings for the academic year is available at

<http://www.mun.ca/educ/undergrad/registration.php>.

m) **How do I apply to graduate?**

The Application for Graduation is available through Memorial Self Service upon selection of the 'Graduation' link on the Main Menu. The following application deadlines apply:

Spring Graduation / Convocation (May): January 15th

Fall Graduation / Convocation (October) : July 15th

https://www.mun.ca/regoff/graduation/apply_grad.php

n) **How do I receive an official transcript?**

Your Memorial University transcript is the complete and unabridged record of your academic history at this university. Among the many services available through **Memorial Self-Service** is the ability to view your academic record online, to download and print an unofficial copy, and to request a printed official copy of your transcript.

Official transcripts are released directly from the Office of the Registrar at Memorial University, and have the signature of the Registrar.

To **request a printed official copy of your transcript**, click on 'Academic Information Menu' and then 'Request Official Transcript'.

Please note there is a \$10 fee for each Official Transcript. This may be paid with credit card via self service.

Most transcript requests are processed within two working days.

For your security, we cannot accept requests for official transcripts via e-mail or by telephone. Only requests bearing your signature, either in writing or electronically through the secure access to Memorial Self Service, will be processed.

Detailed Information on Education Courses

ED 2700 Academic literacies in Adult and Post-Secondary Learning Contexts (AL, PS)

Credit and Hours	3 credits 30 hours
Course Description	Examines the literacies, discourse and epistemologies of post-secondary learning contexts. Academic areas are ways of knowing which are generated and defended through language, practice and texts. This course explores ways of making explicit these often-implicit activities, it provides opportunities to understand different forms of knowledge, what counts as evidence, and how 'text' are developed, written, read and performed
Prerequisites	None
Learning Outcomes or Goals	This course is designed to: <ol style="list-style-type: none"> 1. introduce learners to the literacies of post-secondary learning contexts; 2. examine the notion of discourse and how it impacts on understandings of knowledge; 3. explore core components of academic discourse such as argument, evidence, critical thinking; 4. analyse the literacy practices and 'texts' that are privileged in these contexts; 5. make decisions and choices about participation in these practices.
Course Topic	<ul style="list-style-type: none"> - Course orientation introduction - Groups and introduction to learning resources - Academic Literacies - Literacy narratives - Rhetoric and genre - Argumentative literacies - Citation literacies - Creativity - Critical literacies - Digital literacies - Emotional intelligence - Working and final assignment
Student Evaluation	The course evaluation has four components: <ol style="list-style-type: none"> 1. Assignment A: A <i>literacy narrative</i> that explores the role academic writing has played in your life. The narrative will describe a situation or problem with

	<p>academic writing and possibly a resolution of sorts. The implication of the narrative incident and an analysis of the significance of the story will also form part of the assignment (20%).</p> <ol style="list-style-type: none"> 2. Assignment B: In this <i>essay</i>, you will read, deconstruct and analyse three academic articles on the topic of Threshold Concepts. The written essay will consist of a mini literature review, which includes an argument and appropriate evidence (20%). 3. Assignment C: contains 3 parts: Part 1 is an essay/digital essay on your own threshold concepts and what you have learned on this course; Part 2 is a reflection on how you constructed Part 1 essay using the techniques learned in this course; Part 3 is a two-paragraph summary of Parts 1 & 2 for the Discussion Forum. 4. Participation in weekly online activities and discussion forums (20%). You will be divided into groups to facilitate the forum discussions. Activities here will include short exercises on weekly topics to be posted on the forum.
Text and Equipment	<ul style="list-style-type: none"> • No course text, materials will be provided in the course shell or through the library system

ED 2710 Course Organization and Development in Post-Secondary Education (AL, PS)

Credit and Hours	3 Credit 30 Hours
Course Description	Examine the development of procedures for the identification of concepts in instructional units; analysis of tasks and identification related competencies; development of resources units.
Prerequisites	None
Learning Outcome or Goals	<p>At the end of this course, participants will be able to:</p> <ul style="list-style-type: none"> • assess the components of course design; and • design and evaluate an integrated course. <p>Learning objectives</p> <p>At the end of each module, participants will be able to:</p> <ul style="list-style-type: none"> • assess why ‘design’ is at the centre of course design; • reflect on the importance of your teaching perspective and how this impacts on course design; • analyze the factors that influence learning and engagement; • relate the learning context to course design; • develop scaffolded course and learning objectives; • create content and resources that support learning; • apply teaching and learning strategies to course design; • incorporate feedback from learners in their course design; • apply and align evaluation and assessment to learning objectives; • assess learning transfer in course design; and • design courses that are integrated.
Course Topics	<p>Week 1: Course orientation and introductions</p> <p>Week 1: What is course design?</p> <p>Week 2: The teacher in you</p> <p>Week 3: Engaged and involved learners</p> <p>Week 4: The learning context</p> <p>Week 5: Course and learning objectives</p> <p>Week 6: Content and resources</p> <p>Week 7: Teaching and learning strategies</p> <p>Week 8: Feedback from learners</p> <p>Week 9: Assessment and learning</p> <p>Week 10: Learning transfer</p> <p>Week 11: Integrated course design</p> <p>Week 12: Working on Assignment C</p>
Student Evaluation	<p>The final course grade will be determined by the following:</p> <ol style="list-style-type: none"> 1. Class Participation (20%) 2. Assignment A (20%): Individual Project – due end Week 4

	<p>3. Assignment B (30%): Group Project – due end Week 8</p> <p>4. Assignment C (30%): Individual Project – due end Week 13</p>
Text Equipment	<p>St. Clair, R. (2015) <i>Creating courses for adults: Design for learning</i>. San Francisco: Jossey-Bass.</p> <p>The course-text is essential</p>

ED 2720 Introduction to Post-Secondary Education (AL, PS)

Credit and Hours	3 Credit 30 Hours
Course Description	It studies the back-ground of post-secondary education and of its development and present forms in Newfoundland, other provinces of Canada, and other countries; the role of federal and provincial governments in post-secondary Education
Prerequisite	
Learning outcomes or Goals	<p>At the end of this course, participants will:</p> <ol style="list-style-type: none"> 1. Know the nature and scope of the field of post-secondary education as a field of academic study; 2. Know the key facets of the historical development of postsecondary education in Canada up until the present day; 3. Know and understand key Provincial reform initiatives in Ontario, British Columbia and Quebec; 4. Analyze current policy initiatives in the Provinces in order to identify key issues and tensions (i.e. institutional autonomy vrs accountability, faculty governance vrs institutional efficiency); 5. Know the meaning of academic freedom and tenure and be able to analyze the role of these rights in the Canadian post-secondary education environment; 6. Analyze the role of educational aims in policy discussions about post-secondary education reform; 7. Write an in-depth research paper that contains a well focused thesis on a topic related to contemporary post-secondary education chosen by the student in consultation with the instructor; 8. Understand the impact of funding changes in creating some of the systemic pressures driving post-secondary reform; 9. Know the difference between empirical and normative claims and discourses and their relationship to post-secondary education; 10. Know common trends and tensions across the three identified Canadian provinces (Ontario, British Columbia and Quebec) related to post-secondary education reform
Other Information	<ol style="list-style-type: none"> 1. How does post-secondary education differ as a field of practice and a field of academic study? 2. What are some challenges and tensions that are inherent in ongoing educational reforms in postsecondary education?

Course Topics	<ol style="list-style-type: none"> 1. What do we mean by PSE? 2. Historical overview of Canadian PSE 3. The changing face of learning in PSE 4. Market forces in PSE 5. Alternative Traditions in PSE 6. Governance in PSE 7. Democracy & its Relevance to PSE 8. The impact of Technology 9. Globalization: Trends & Challenges 10. Social Justice and PSE 11. Civic education in a changing world 12. Accountability & Competing concern
Student Evaluation	<ol style="list-style-type: none"> 1. Online Discussions – 20% Students are expected to write one weekly post of approximately 250 words in response to the assigned forum discussion question which draws on/references the readings as well as one post that provides meaningful and respectful commentary on the post of a fellow student. Participation is an integral part of the course and a means of exploring a range of concepts and should demonstrate knowledge of the assigned readings and resources. Postings should be completed in the week they are assigned and timeliness of the postings will be considered as a grading criteria (i.e. students are strongly discouraged from leaving postings until the end of the course). 2. Reflective/Critical Narrative – 20% (Due date: End of Week 5) Students will write a critical personal narrative on their own educational pathway in approximately 2000 words. In the first half of this assignment they will describe their educational educational experiences up to the time of the present course. Students will evaluate the influence of informal as well as formal educational influences. In the second part of the assignment students will describe the main issues and trends that influenced their educational choices by drawing on course readings and content modules. Critically assess whether your educational experiences helped to cultivate agency in your own life. Students are also asked to consider whether the formal institutional and governmental mechanisms of post-secondary education can create meaningful forms of agency. In your assignment, you will refer to the readings for the first three weeks of class and the content module notes. Students are also reminded to consider social, economic and cultural factors that crate the context for their narrative. Finally, drawing on your own critical insights, suggest future directions and possibilities related to existing trends in PSE.

	<p>3. Article Critique – 20% (Due: End of Week 9)</p> <p>Students will write a critique of one of the scholarly articles listed below. In approximately 2500 words consider the author’s argument and provide a critical assessment of his or her position. Remember that your paper should have a thesis rather than simply consisting of a summary of the article. Be specific and use examples to support your points by drawing, where appropriate, on other course readings and additional scholarly works. Use proper citation (APA style) and provide in text references where appropriate. It is asked that students confirm the selected topic with the course instructor. Students are also asked to make references to at least five peer reviewed sources in their critiques that will help them to obtain some additional context for the article they have decided to critique. Students are also reminded to refer to class readings and content module notes that are related to the critique where relevant.</p> <ul style="list-style-type: none"> • Olive, J.L. (2012) Reflections on the Life Histories of Today’s LGBTQ Postsecondary Students, <i>Journal of LGBT Youth</i>, 9(3), 247-265. • Preston, J.P. (2008). Overcoming the Obstacles: Postsecondary Education and Aboriginal Peoples. <i>Brock Education: A Journal of Educational Research and Practice</i>, 18(1). • Troiano, P., Liefeld, J., & Trachtenberg, J. (2010). Academic Support and College Success for Postsecondary Students with Learning Disabilities. <i>Journal of College Reading and Learning</i>, 40(2), 35-44. <p>4. Research Paper – 40% (Due: End of Week 13)</p> <p>A formal research paper, of approximately 3000 words, following a recognized style guide such as APA , that explores a substantive issue relating to postsecondary education. In assessing conventional practice, students will draw on theories, concepts and research which challenge conventional/dominant perspectives on higher education in Canada today. Students are expected to utilize key course frameworks and class readings. While students are encouraged to question standards practice, they are also reminded of the importance of assessing counter-arguments and other relevant positions held by scholars, researched and practitioners. Students should be able to address the implications of policies and norms while simultaneously exploring the political and cultural context in which these rules arose. While by no means exhaustive, some broad areas of interest include:</p> <ul style="list-style-type: none"> • Student retention • Internationalization • Aboriginal issues in post-secondary education
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	<ul style="list-style-type: none"> • Governance and post-secondary reform • Academic freedom and faculty governance • The law of higher education and student rights • Pedagogical innovation in higher education • The impact of technology on postsecondary education • Citizenship education in a changing world • Education for social justice in higher education • Anti-racist pedagogy in post-secondary education • Vocational education: defining success • Post-secondary finance and institutional reform • Gender differences in the post-secondary workplace • Gender differences in higher education • Human rights in higher education • Sexuality and higher education • Learning disabilities and access to education • Access to higher education • Commercialization of higher education • Causes and consequences of rising student debt loads • Student services and student needs • Self directed learning: challenges and opportunities <p>All papers should be typed using a 12pt font size in double spaced format on pages with one inch margins, and submitted in Microsoft Word (preferably) or Word Perfect format. All papers must adhere to the style requirements of the <i>Publication Manual of the American Psychological Association: Sixth Edition</i>.</p> <p>Grading Criteria All assignments will be graded for clarity, originality, critical thinking, writing quality, knowledge of class readings and relevant scholarly work, as well as the ability to apply theoretical concepts. Students are reminded of the university regulations regarding academic honesty and are asked to respect submission deadlines</p> <p><i>Grading Criteria:</i> Assignments will be graded based a four domain rubric. The rubric is a tool used to assist the instructor in ensuring that assessments are thorough and comprehensive. This rubric includes the following four achievement areas scored on a 5 point scale.</p>
Texts and Equipment	Fisher, D., Rubenson, K., Shanahan, T., & Trottier, C. (2014). <i>The Development of Postsecondary Education Systems in Canada: A Comparison between British Columbia, Ontario, and Québec, 1980-2010</i> . Montreal & Kingston: McGill Queen’s University Press.

ED 2730 General Methods of Teaching in Post-Secondary Education (AL, PS)

Credit and Hour	3 Credits 30 Hours
Course Description	This is an introduction to Teaching and learning Methods in Post-secondary and adult Learning contexts and include Preparation, learning goals, aligning assessment and a range of methods such as facilitation, lecturing, active learning, experiential learning and problem-based learning
Prerequisites	None
Learning outcomes or Goals	<p>The purpose of this course is to introduce teaching and learning methods to post-secondary and adult learning instructors. Participants in this course will explore: readings and videos on how to prepare a class, how to align assessment goals with learning goals, and a range of teaching and learning methods. In addition, learners will apply knowledge learned by demonstrating a teaching practice.</p> <p>Specific objectives (content):</p> <p>This course aims to introduce learners to current information on:</p> <ul style="list-style-type: none"> • adults as learners; • designing learning; • feedback, assessment and evaluation of learning; and • a range of teaching methods, specifically, facilitation, action learning, problem-based learning, coaching and apprenticeship learning, role play and simulation, laboratory and studio learning, lecturing. <p>Specific outcomes (learning):</p> <p>At the end of this course, participants will be able to:</p> <ul style="list-style-type: none"> • identify the needs of adult learners; • design a learning session including articulating learning objectives and outcomes; • align assessment with course objectives and outcomes; • critically evaluate the appropriateness of a number of teaching methods to their learners (facilitation, action learning, problem-based learning, coaching and apprenticeship learning, role play and simulation, laboratory and studio learning, lecturing); • apply all of the above by demonstrating a teaching and learning session; and • evaluate their learning by reflecting on their learning and their teaching demonstration.
Other Information	In this course, students are required to teach a topic of their choice in the online classrooms. A weekend during the course is set aside for

	<p>these teaching demonstrations. Students need to be available on this week end to teach and to perform peer reviews.</p> <p>There is also an online class (synchronous class) in the first weeks of class which all students are required to attend.</p>
Course Topics	<ol style="list-style-type: none"> 1. Introduction and orientation 2. Adult learners 3. Designing Learning 4. Constructive alignment of assessment 5. Feedback and evaluation 6. Leading and facilitation 7. Coaching and apprenticeship leaning 8. Active learning and Lecturing 9. Problem-based learning 10. Laboratory and studio learning 11. Teaching demonstrations 12. Role play, simulation and case studies 13. Final assignment
Student Evaluation	<p>There are four components to the assessment requirements in this course:</p> <ul style="list-style-type: none"> • Assignment A: Learning session plan 20% • Assignment B: Teaching and learning method 20% • Assignment C: Teaching demonstration and reflection 40% • Participation: Participation in discussion forums, group activities and teaching demos of your peers 20% <p>• Total 100%</p>
Texts and Equipment	<p>ADULTS LEARNING by Jenny Rogers 5th Edition Open University Press 2007 ISBN-10: 0335225357 ISBN-13: 978-0335</p> <p>The textbook is essential</p> <p>Participants in this course must have headphones with a microphone and a webcam for use in the online rooms.</p>

ED 2740 Ethics and Professionalism in Adult and Post-Secondary Education (AL, PS)

Credit and Hours	3 Credits 30 Hours
Course Description	The course explores ethical dimensions of adult and post-secondary education in Canadian higher education. Students will consider the meaning of ethical professional practice within the post-secondary environment. A particular emphasis will be placed upon the application of ethical theories to real world learning contexts within adult and post-secondary education.
Prerequisites	None
Learning Outcomes or Goals	<p>At the end of this course, participants will:</p> <ol style="list-style-type: none"> 1. Understand and apply a range of ethical theories that are applicable to the adult learning context; 2. Know and value the nature and importance of developing a professional ethical stance; 3. Understand and apply theories of adult education and ethical practice; 4. Know and apply the nature and importance of professionalism in their teaching practice; 5. Gain practice in ethical decision making by applying principles from ethical theories and exploring competing ethical duties; 6. Know and apply democratic and social justice related principles to ethical decision-making
Other information	<p>Each student will be expected to add thoughtful and substantive postings to the discussion on each of the units. Discussion as a pedagogical tool is critical for students to develop a deeper appreciation on each of the units as presented.</p> <p>As a facilitator of your learning on this topic I believe that you have much to learn from your classmates. The breadth and depth of experience among your colleagues is important to gain insight into each of these modules. The readings serve to challenge, inform, and crystallize your thinking on each of the modules.</p> <p>To evaluate this depth of insight and whether or not you understand the content it is important that you reflect these principles in your discussion. Each week you should have a single posting of approximately 250 words and one reply to a post made by one of your peers. Postings should be completed in the week they are assigned and timeliness of the postings will be considered as a</p>

	grading criteria (i.e. students are strongly discouraged from leaving postings until the end of the course).
Course Topics	<ol style="list-style-type: none"> 1. The Nature of Ethics 2. Ethics and Adult Education 3. Community Relationships and Ethics 4. Defining Professionalism 5. Codes of Ethics and Adult Education 6. The Ethics of Mentoring 7. Social Justice and Adult and Post Secondary Education 8. Ethics and Conflict 9. Creating Ethical Communities 10. Professional Autonomy and Institutional Values 11. Ethics and the Business of Higher Education 12. The Ethics of Intellectual Inquiry
Student Evaluation	<p>Case study (End of Week 4: Oct. 11)—20%</p> <p>Students will compose a written analysis in which they explore issues of ethics and professionalism in the adult education context. The instructor will provide the case study in advance. In their analysis, students should outline the various courses of action that the scenario participants can undertake and the ethical consequences of each alternative. Students should also apply the ethical concepts and theories that they have studied to this point in the course. Students should divide their analysis into the following sections: facts, ethical issues, possible courses of action and ethical consequences, and recommended courses of action (2000 words).</p> <p>Group Presentation (End of Week 8: Nov. 1)—30%</p> <p>In groups of 3 – 4 students will choose a media piece (e.g. news article, television show, film or documentary) related to the theme of ethics in higher education. These media artifacts can be chosen from the course outline or students may select their own pieces in consultation with the instructor. Students will present an extended critique of their media artifact and its relevance to the theme of ethics in adult education by posting their presentation in the discussion forum. Students will also submit a written overview of the presentation’s relevance to the theme of ethics in higher education (1000 words).</p> <p>Ethical narrative (End of Week 13: Dec. 2)—30%</p> <p>Students will write a narrative describing an ethical dilemma that is relevant to the adult education environment (please be mindful of confidentiality). Students will subsequently write a formal critique of the narrative describing the types of choices available to the parties</p>

	<p>involved and the possible ethical consequences of each course of action. In their papers students should consider ethical theories and principles explored in course readings and class discussions as well as any external scholarly sources that may support their critique (2500 words).</p> <p>Participation (Ongoing)—20%</p> <p>Students are expected to write one weekly post of approximately 250 words in response to the assigned forum discussion question which draws on/references the assigned readings as well as a post that provides meaningful and respectful commentary on the post of a fellow student. Participation is an integral part of the course and a means of exploring a range of values, concepts and views.</p>
<p>Texts and Equipment</p>	<ul style="list-style-type: none"> • Cahn, S. (Ed.) (2011). <i>Moral Problems in Higher Education</i>. Philadelphia: Temple University Press. • Burge, E.J. (Ed.). (2009). <i>Negotiating Ethical Practice in Adult Education</i>. (New Directions for Adult and Continuing Education). San Francisco: Jossey-Bass.

ED 2800 Introduction to Adult Education (AL, PS)

Credit and Hours	3 credit 30 Hours
Course Description	It is the review of the history of the Adult Education movement. The rationale for the investment of public or private resources in the education or training of adults. An examination of current educational philosophies related to Adult Education
Prerequisites	None
Learning outcomes or Goals	<p>The goals of this course are to:</p> <ul style="list-style-type: none"> • Define and describe the field and practice of adult education in Canadian society; • Examine the development, key movements and historical events in the field of adult education in Canada; • Explore how historical events in the field of adult education in Canada have shaped past and contemporary practices, policies and approaches in adult and post-secondary education; • Analyze the various purposes of adult education over time in Canadian society and the interconnections with different interdisciplinary theoretical and philosophical perspectives; • Recognize the role of adult education and its contributions in modern Canadian society; • Enable participants to reflect upon their perspectives of the role and purpose of adult and post-secondary education in Canada and the historical, theoretical and philosophical events and perspectives that have shaped and influenced the field; • Facilitate a supportive and collaborate learning environment in which participants are able to engage in a collegial and reflective learning process with their peers.
Course Topics	<p>Unit 1: Welcome and Introduction Unit 2: Adult Education Participants and Providers Unit 3: Adult Education - Beginnings in the New World Unit 4: Adult Education at the turn of 20th Century Unit 5: Adult Education in the Mid 20th Century Unit 6: Education for Adults - Understanding the Social Unit 7: Adult Education for Economy Unit 8: Adult Education for Transformation Unit 9: Adult Education for Diversity Unit 10: Adult Education at a Distance Unit 11: Adult Education and Public Policy in Canada Unit 12: Professionalization of Adult Education Unit 13: Group Assignment - Key Movements and Events in Canadian Adult Education</p>

Student Evaluation	<p>Syllabus Quiz: 3%</p> <p>Quizzes: 17%</p> <p>Discussion Forum: 25%</p> <p>Group Assignment: 10%</p> <p>Individual Assignments: 45%</p> <p>TOTAL: 100%</p>
Texts and Equipment	<p>Spencer, B., and Lange, E. (2014). <i>The Purposes of Adult Education: An Introduction (3rd edition)</i>. Toronto, ON: Thompson Publishing Inc.</p> <p>Welton, M. (2013). <i>Unearthing Canada's Hidden Past: A Short History of Adult Education</i>. Toronto, ON: Thompson Publishing Inc.</p>

Ed 2801 Adult Learning (AL, PS)

Credit and Hours	3 Credits 30 Hours
Course Description	Examines the major foundational theories of adult learning, the contextual nature of adult learning and various dimensions of learning and development throughout adulthood.
Prerequisites	None
Learning Outcomes or Goals	<p>The goals of this course are to: Examine key factors influencing the field of adult learning and assess the implications for adult and post-secondary education;</p> <p>Review traditional theories of adult learning and evaluate the implications for the design and facilitation of adult learning;</p> <p>Present major, foundational theories of adult learning and recognize opportunities for applying key principles in designing adult education and instructing adult learners in adult and post-secondary education settings;</p> <p>Consider the significance of adult life experiences, critical thinking concepts, principles of motivation and dimensions of cognitive functioning in the organization, planning and facilitation of adult learning;</p> <p>Reflect on the role of somatic, spiritual and Non-Western views of learning for the field of adult learning;</p> <p>Recognize the implications of newer technologies for teaching and learning in adult and post-secondary education settings;</p> <p>Enable participants to reflect upon their perspectives of teaching and learning in adult and post-secondary education settings and the implications of adult learning theory for their practice as adult educators;</p> <p>Facilitate a supportive and collaborate learning environment in which participants are able to engage in a collegial and reflective learning process with their peers.</p>
Course Topics	<ol style="list-style-type: none"> 1. Welcome and Introduction 2. The Context of Adult Learning 3. Traditional Theories of Adult Learning 4. Andragogy 5. Self-Directed Learning 6. Transformative Learning 7. Learning from Experience 8. Embodied and Spiritual Learning 9. Motivation and Learning 10. The Brain and Cognition in Adult Learning

	<p>11. Adult Learning in the Digital Age</p> <p>12. Critical Adult Learning Theory</p> <p>13. Adult Learning and Culture</p>
Student Evaluation	<p>Syllabus Quiz: 3%</p> <p>Quizzes: 17%</p> <p>Discussion Forum: 25%</p> <p>Group Assignment: 10%</p> <p>Individual Assignments: 45%</p> <p>TOTAL: 100%</p>
Texts and Equipment	<p>Merriam, S.B., Bierema, L.L. (2014). <i>Adult Learning: Linking Theory and Practice</i>. San Francisco, CA: Jossey-Bass.</p>

ED 2803 Educational Aspects of Adult Development (AL, PS)

Credit and Hours	3 Credit 30 Hours
Course Description	This course is designed to enrich your understanding of the fundamental theories and models of adult development and their implications for adult learning.
Prerequisites	N/A
Learning Outcomes or Goals	<p>There are five main objectives for this course:</p> <ol style="list-style-type: none"> 1. Establish an understanding of different aspects and/or main features of adult development and the main physiological and intellectual changes during adulthood and examine the implications of these changes for adult learning; 2. Review and assess theoretical perspectives and models of adult development and their implications for adult learning; 3. Delineate and consider the relationships between adult development and learning in adulthood; 4. Enable participants to reflect upon their personal growth and development and the implications to practice as adult educators; and 5. Facilitate a supportive and collaborative learning environment in which participants are able to engage in a collegial, professional and reflective learning process with their peers.
Course Topics	<p>Module 1: Introduction to Adulthood Development and Connections Unit 1: Introduction to Adult Development Unit 2: Connection in Adulthood</p> <p>Module 2: Introduction to Theories and Concepts of Adult Development Unit 3: Adult Development Theories Unit 4: Cognitive Development in Adulthood Unit 5: Wisdom, Development and Learning Unit 6: Intellectual Development</p> <p>Module 3: Introduction to the Self System in Adult Development and Learning Unit 7: Self-Efficacy and Adult Development Unit 8: Autonomy and Self-Directed Learning</p> <p>Module 4: Introduction to the Essential Contexts for Learning Unit 9: Children, Adult Development and Learning Unit 10: Work, Development and Learning Unit 11: Culture, Development and Learning Unit 12: Wrap Up</p>
Student Evaluation	Discussion Forum (Online Participation) 20%

	<p>Each student will be expected to add thoughtful and concise postings to the discussion on each of the units. Discussion as an andragogical tool is critical for students to develop a deeper appreciation of the information as presented.</p> <p>Personal Narrative 20% The Personal Narrative assignment is your invitation to reflect on your own life course and write a brief descriptive paper narrating your personal development and learning. Students are expected to highlight the aspects of their adult life that have changed as well as those that have remained constant, discuss transformational events, and recognize them as a learning experiences at the time of occurrence or later in life. This assignment will conform to the APA Style Guide (6th Edition).</p> <p>Adult Development Perspective (Group Project) 30% The Adult Development Perspective assignment is your opportunity to complete a collaborative research paper that includes a review and analysis of a theoretical perspective of adult development and learning. In order to enhance the learning experience and minimize the sense of isolation that is known to accompany a web-based course, all students are required to work on a group assignment. This assignment will conform to the APA Style Guide (6th Edition).</p> <p>Adult Development Application (Individual Project) 30% The Adult Development Application assignment is your moment to select an adult development and learning key area/topic you wish to investigate in more detail. Adult development incorporates many considerations, emotions, events, impacts, and methods and this is the time to study them in more depth and solidify your understanding of one area you are particularly interested in. There are three portions that are to be completed in sequence (Project Proposal, Research Paper, and PowerPoint Presentation). This assignment will conform to the APA Style Guide (6th Edition).</p>
<p>Texts and Equipment</p>	<p>Hoare, C. (2006). <i>Handbook of Adult Development and Learning</i>. New York: Oxford University Press. Please note that this textbook is locatable in the MUN Library as a freely accessible e-book.</p> <p>Merriam, S., Cafarella, R., & Baumgartner, L. (2007). <i>Learning in Adulthood: A Comprehensive Guide</i> (3rd Edition). San Francisco, CA: Jossey Bass Inc.</p> <p><i>Publication Manual of the American Psychological Association</i> (6th Edition). (2010). Washington, DC: American Psychological Association.</p>

ED 2806 Sociology of Adult Education (AL, PS)

Credit and Hours	3 Credits 30 Hours
Course Description	This course explores the sociological context of adult learning. The interrelationship between particular social factors (e.g., age, sex, occupational structure) and the need for adult educational programs are studied. The potential effects of such programs on society are examined with reference to community development. Special emphasis is given to societal change as it relates to education as a way of life.
Prerequisites	None
Learning Outcomes or Goals	<p>At the end of this course, participants will be able to:</p> <ul style="list-style-type: none"> • situate a critical approach to the sociology of adult education within other approaches; • establish an understanding of some of the critical frameworks used by sociologists in the field of of adult education in Canada; • reflect critically on one's own position in society and how this has affected access and success in education; • critically examine how adult education is embedded in a network of social institutions that reproduce inequality; • analyse the interrelationships between particular social factors (e.g. race, gender, Aboriginal education, learning disabilities, immigration, etc) and how they affect adult education; and • develop an awareness of and sensitivity to the unique understandings and knowledge needed to work effectively in diverse educational contexts.
Course Topics	<ul style="list-style-type: none"> - Introduction to sociology of education - Sociological approaches - Taking critical approach to adult learning - Transformative learning in adult education - Race in adult education - Aboriginal education - Group project and discussion activity due - Gender and adult education - LGBTQ adult learners - Recognition of prior learning - Adult education and learning disability - Immigration and adult learning - Working on individual assignment

Student Evaluation	<p>Class Participation (20%)</p> <p>Assignment A (20%): Individual Project - due Week 3</p> <p>Assignment B (30%): Group Project - due Week 7</p> <p>Assignment C (30%): Individual Project - due Week 13</p>
Texts and Equipment	<p>The required textbook for this course is:</p> <p>Nesbit, T., Brigham, S.M., Taber, N., & Gibb, T. (2013). <i>Building on critical traditions: Adult education and learning in Canada</i>. Toronto: Thompson Educational Publishing.</p>

ED 2900 Introduction to Statistics in Education (PE, PS, ME)

Credit and Hours	3 Credits 30 Hours
Course Description	is a laboratory course which takes a practical case study approach to survey and quasi-experimental quantitative methods in education, together with supporting statistical concepts of probability, descriptive and inferential statistics sampling and sampling distributions, correlation and bivariate regression
Prerequisites	None
Learning Outcomes or Goals	<p>Upon completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> • represent information using quantitative scales, and the notion of variables — as data; translate data into other forms and variables; and format them for computer files; • distinguish populations and samples, and identify ways that data based on samples can be used to comment on characteristics of populations; • summarize and describe data represented as variables using tables, graphical displays (traditional forms and exploratory data analysis [EDA]), and various other descriptive ways that indicate shapes of distributions; describe distributions on one and two variables; • describe data using measures of central tendency and spread; locate and interpret scores relative to distributions; • convert scores from rank-based scales to standard scores, and vice versa, using normal distribution; determine the likelihood of certain scores occurring based on the normal distribution; • describe and distinguish several sampling procedures, and indicate the effect of sample size; • use standard error of mean to obtain one-sample test statistics (z and t); conduct tests of hypotheses for single samples; identify hypotheses, identify critical values for the test statistic, state decision rules, and make correct conclusions; distinguish between Type I and II error; • conduct one-sample significance tests using z and t statistics; conduct two-sample significance tests for independent and dependent samples using the t statistic; test the significance of the product-moment correlation, r; • identify and comment on the assumptions, and the effects of violations, underlying common tests of significance (for z, t, and r);

	<ul style="list-style-type: none"> • conduct tests of significance for two or more means using ANOVA (<i>F</i>-statistic); conduct post hoc tests where appropriate; • produce a bivariate distribution and describe the relationship from the scatterplot; test significance of a correlation; produce the coefficients for a linear regression equation and predict values on the dependent variable from scores on the independent variable; produce and interpret a multiple linear regression equation; and • use Chi square tests to determine goodness of fit or contingency between two nominal variables. 																					
Course Topics	<ul style="list-style-type: none"> - Managing information - Using descriptive statistics - Introducing inferential statistics - Hypothesis testing - Analysis of variance - Correlation and contingency 																					
Student Evaluation	<table> <tr> <td>Six Lab Assignments</td> <td>Due according to Schedule</td> <td>30%</td> </tr> <tr> <td colspan="3"><hr/></td> </tr> <tr> <td>Midterm Exam</td> <td>Date, Time, and Location TBA 2 hours At the end of Part 3 of the course</td> <td>30%</td> </tr> <tr> <td colspan="3"><hr/></td> </tr> <tr> <td>Final Exam</td> <td>Date, Time, and Location TBA 2.5 hours</td> <td>40%</td> </tr> <tr> <td colspan="3"><hr/></td> </tr> <tr> <td>TOTAL</td> <td></td> <td>100%</td> </tr> </table> <p>Evaluation will be based on two tests (midterm and final) and five lab assignments.</p>	Six Lab Assignments	Due according to Schedule	30%	<hr/>			Midterm Exam	Date, Time, and Location TBA 2 hours At the end of Part 3 of the course	30%	<hr/>			Final Exam	Date, Time, and Location TBA 2.5 hours	40%	<hr/>			TOTAL		100%
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TOTAL		100%																				

Texts and Equipment	<p>Gravetter, F.J., & Wallnau, L.B. (2014). <i>Essentials of statistics for the behavioral sciences</i> (8th ed.). Toronto: Wadsworth Cengage. ISBN: 9781133956570</p> <p>Note that the 7th edition is also acceptable, but the content of Chapter 12 (Estimation) in the 7th edition is not included in the course.</p> <p>Required Computer Program</p> <p>Software Required: Student Version of SPSS for Windows or Mac (most recent version)</p> <p>Windows since this is what students are most likely to use.</p>
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ED 3210 Introduction to Guidance Services (PE, PS, AL)

Credit and Hours	3 Credits 30 Hours
Course Description	is an introduction to guidance services in the modern school with specific emphasis on its history, purpose, basic concepts and principles, and services. Students are introduced to the nature of counselling, ways of developing effective interpersonal relationships within the school environment, and the role of the school counsellor and other educational personnel in the provision of guidance services.
Prerequisites	None
Learning Outcomes or Goals	Upon completion of this course, students will be able to: <ul style="list-style-type: none"> • describe basic communication concepts and theories as part of the teaching/learning process; • evaluate a variety of instructional materials and instructional media formats; • demonstrate proficiency in using educational technologies; • critically analyse the value of integrating new technologies into the teaching/learning process; and • design and produce instructional materials that applying instructional design principles and integrate educational technologies.
Course Topics	<p>Module 1: Historical and Professional Aspects of Counseling</p> <p>Week 1 Complete the Syllabus Quiz before the end of week 2. Post in the Discussion Forum by the end of the week. Complete Journal Entry (Required) for the week.</p> <p>Week 2 Complete the Syllabus Quiz before the end the week. Post in the Discussion Forum by the end of the week. Complete Journal Entry (Required) for the week.</p> <p>Module 2: Ethics and Counseling Populations</p> <p>Week 3 Confirmation of interview site due by the end of the week. See dropbox Post in the Discussion Forum by the end of the week. Complete Journal Entry (Optional) for the week.</p> <p>Week 4 Post in the Discussion Forum by the end of the week. Complete Journal Entry (Required) for the week. Submit cumulative Journal Entries up to this week. Submit research topic by the end of this week.</p> <p>Module 3: Counseling Process</p>

	<p>Week 5 Post in the Discussion Forum by the end of the week. Complete Journal Entry (Required) for the week.</p> <p>Week 6 Experiential Learning Assignment due by the end of the week. See dropbox Post in the Discussion Forum by the end of the week. Complete Journal Entry (Required) for the week. Module 4: Counseling Theories</p> <p>Week 7 Post in the Discussion Forum by the end of the week. Complete Journal Entry (Required) for the week.</p> <p>Week 8 Post in the Discussion Forum by the end of the week. Complete Journal Entry (Optional) for the week. Submit cumulative Journal Entries up to this week. Module 5: Counseling Activities in Various Settings</p> <p>Week 9 Post in the Discussion Forum by the end of the week. Complete Journal Entry (Required) for the week.</p> <p>Week 10 Post in the Discussion Forum by the end of the week. Complete Journal Entry (Optional) for the week. Submit Research Paper by the end of the week Module 6: Counseling Specialties</p> <p>Week 11 Post in the Discussion Forum by the end of the week. Complete Journal Entry (Required) for the week.</p> <p>Week 12 Post in the Discussion Forum by the end of the week. Complete Journal Entry (Optional) for the week. Submit cumulative Journal Entries up to this week.</p>		
Student Evaluation	Participation	20%	Ongoing
	Weekly Assignments	70%	Ongoing
	Final Assignment	10%	Due: TBA
	TOTAL	100%	
Texts and Equipment	N/A		

ED 3280 Educational Assessment (AL, PS)

Credit and Hours	3 Credits 30 Hours
Course Description	is a study of the broad spectrum of educational assessment focussing specifically on the development of objectives, the construction and use of formal teacher-made tests, the use of informal assessment techniques, the interpretation and application of assessment data, continuous evaluation, criterion-referenced measurement, and emerging trends in assessment.
Prerequisites	CR: Former ED 4912
Learning Outcomes or Goals	<p>After completing this course, students should be able to do the following:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of assessment terminology and concepts; • recognize the qualities of good assessment including validity and reliability; • evaluate and choose assessment instruments and practices appropriate for instructional decision; • plan, develop, administer, score, and interpret teacher-produced assessments; • demonstrate an understanding of student diversity in relation to assessment practices; • describe approaches to assessment that enhance reliability, validity and fairness for diverse learners; • develop valid student grading procedures based on student assessment as well as strategies for communicating assessment results to students; and, • recognize and apply ethical, legal, and otherwise appropriate assessment methods.
Other Information	<p>The following guidelines are intended to assist the class in establishing interesting and meaningful discussions:</p> <ul style="list-style-type: none"> • Both the frequency and quality of your contributions are important. • Participate by asking thought-provoking questions, providing answers to questions, sharing information, giving thoughtful comments in a timely manner, etc. • Make two regular posts throughout each week. • Regularly read the posts written by your classmates and the instructor. • Thoroughly read through messages to which you are responding!

	<ul style="list-style-type: none"> • Make your comments easier to read by keeping your messages to the point and relevant to the focus of the discussion at hand. • When responding to a message posted by a classmate or the instructor, briefly summarize (one sentence) the substance of her or his post before adding your comment(s). • Each of us brings a different perspective to the course discussions, and each class members input is important and valued. • Above all, be positive, respectful and constructive in the course discussions.
<p>Course Topics</p>	<ul style="list-style-type: none"> - Introduction to educational assessment - Learning expectation and outcome - Conducting high quality classroom assessment - Assessing students before instruction - Supporting student learning using formative or continuous assessment - Summative assessment I: Assessing knowledge - Summative assessment II: Assessing deep understanding and reasoning - Summative assessment III: Conducting performance assessment - Terms and dossier assignments - Portfolio assessment - Accommodating students with special needs - Grading student performance
<p>Student Evaluation</p>	<p>The final course grade will be determined by the following:</p> <p>1. Class Participation (20%) The class participation grade will be based on the quality of class discussions/interaction the "Discussions" forum. Class members are expected to make two posts each week.</p> <p>2. Course Dossier (30%) Due Weeks 3, 6, 9, 12 (See Course Schedule) Students are required to maintain a course dossier that gives durable evidence of progress in the course including unfolding learning of course content and students' thoughts on the connections between the course content and their own personal experiences. Course dossier questions are included in each weekly work module. The course dossier will be submitted to the instructor at the end of weeks 3, 6, 9, and 12. The first submission will cover the questions in weeks 1-3, the second submission will cover the questions in weeks 4-6, the third submission will cover the questions in weeks 7-9, and the fourth submission will cover the questions in weeks 10-12.</p>

	<p>3. Term Assignment (20%) Due Week 10 (See Course Schedule) The term assignment provides students with an opportunity to demonstrate their proficiency in designing test items and performance-based assessment. The term assignment will be posted in the course discussion forum at the end of week 3 (see Course Schedule). This assignment is to be completed and returned to the instructor by the end of week 10.</p> <p>4. Final Examination (30%) Students will complete a comprehensive, invigilated final examination at the end of the course. The course will include a combination of selected response format items and constructed response format items encompassing all the material covered in the course. This will take place during the university final exam period at a date and time assigned by the University Registrar.</p>
<p>Texts and Equipment</p>	<p>McMillan, J. H., Hellsten, L. M., & Klinger, D. A. (2010). Classroom assessment: Principles and practice for effective standards-based instruction (1st Canadian ed.). Toronto, ON: Pearson. The course textbook is also available as an e-book from "CourseSmart" at a significantly reduced price: http://www.coursesmart.com/9780205720286. This e-book is an online subscription that lasts 180 days.</p>

ED 3440 Organization and Administration of Programs in Adult Education (PS)

Credit and Hours	3 Credit 30 Hours
Course Description	This course examines alternative provincial or regional methods of organization for the provision of Adult Education, including the statutory framework within which Adult Education functions.
Prerequisites	None
Learning Outcomes or Goals	<p>The goals of this course are to:</p> <ul style="list-style-type: none"> • present current issues related to leadership and adult education administrative approaches; • describe the theoretical foundation on which to base sound administrative actions and decisions; • explore models and concepts of program design and development, including the process for identifying program needs and designing adult and community education programs; • examine the role of strategic planning in adult education administration; • introduce principles related to program budgeting and the financing of adult education; • familiarize participants with sources of funding for adult education programming and principles of proposal writing; • describe the staff selection and development process; • explain elements of marketing, program promotion, and public relations strategies as they apply to adult and continuing education programs; • identify the important steps and methods for conducting evaluations of adult education programming; • introduce participants to administrators of adult education programs in the community and listen to their personal perspectives of adult education administration.
Course Topics	<ul style="list-style-type: none"> - Introduction - Leadership - Strategic planning - Program planning - Budgeting - Program funding - Staffing - Volunteers - Marketing and public relations - Partnering - Program Evaluation - Legal and ethical consideration

	- Effective administration
Student Evaluation	<p>The evaluation of the course is as follows:</p> <ul style="list-style-type: none"> • Discussion Forum 30% <ul style="list-style-type: none"> • weekly group discussion and general discussion forum activities • Group Assignments 25% <ul style="list-style-type: none"> • two group assignments: Modules 4 and 7 • Individual Assignments 45% <ul style="list-style-type: none"> • three individual assignments: Modules 2, 6, and 13
Texts and Equipment	<p>Galbraith, M., Sisco, B., and Guglielmino, L. (1997). <i>Administering Successful Programs for Adults: Promoting Excellence in Adult, Community, and Continuing Education</i>. Malabar, FL: Krieger.</p> <p>Dean, G.J., Murk, P.J., & Del, T. (2000). <i>Enhancing Organizational Effectiveness in Adult and Community Education</i>. Malabar, FL: Krieger.</p>

ED 3730 Curriculum and Instructional Development in Post-Secondary Education (AL, PS)

Credit and Hours	3 Credit 30 Hours
Course Description	This course examines the social, cultural, philosophical, and economic forces influencing changes in Post-Secondary curriculum and instructional methods. Study of current Post-Secondary Education curriculum designs, problems and trends; methods of gathering curriculum information; procedures for revising and evaluating a curriculum.
Prerequisites	Education 2710, 2720 and 2730 are prerequisites for this course.
Learning Outcomes or Goals	<p>At the end of this course the student should be able to:</p> <ul style="list-style-type: none"> • discuss the emergence of curriculum issues from a historical perspective; • identify ways that changes in society, government policies and the economy impact curriculum and instructional development in post-secondary education; • discuss the effects of changing technology on the approach to curriculum and instructional development in post-secondary education; • be aware of current Federal and Provincial Government programs and initiatives that are influencing curriculum and instructional development in post-secondary education; • identify several different contemporary models for curriculum and instructional development including the advantages and limitations of each model; • compare curriculum and instructional development practices in the private and public sectors of post-secondary education; • describe the curriculum design process focusing on the decision making process and the elements of sound curriculum design; • identify the requirements for curriculum implementation including resources and delivery modes;

	<ul style="list-style-type: none"> • understand evaluation procedures applicable to curriculum and instruction including evaluation planning and appropriate evaluation instruments; and • describe the process of curriculum revision as it relates to current practice. 												
Course Topics	<ul style="list-style-type: none"> - Overview of curriculum development - Curriculum planning - Curriculum content - Curriculum implementation - Curriculum Evaluation and Revision 												
Student Evaluation	<table border="0"> <thead> <tr> <th>Component</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Major Paper</td> <td>35%</td> </tr> <tr> <td>Minor Paper</td> <td>15%</td> </tr> <tr> <td>Minor Paper - Presentation</td> <td>10%</td> </tr> <tr> <td>Chapter Reflections</td> <td>20%</td> </tr> <tr> <td>Online Participation</td> <td>20%</td> </tr> </tbody> </table>	Component	Value	Major Paper	35%	Minor Paper	15%	Minor Paper - Presentation	10%	Chapter Reflections	20%	Online Participation	20%
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Texts and Equipment	<p>Finch, C. R. & Crunkilton, J. R. (1999) (5th ed). <i>Curriculum development in vocational and technical education</i>. Toronto: Allyn & Bacon.</p> <p><i>American Psychological Association Reference Manual</i>. (2010). Sixth Edition.</p>												

ED 3801 Educational Media (AL, PS)

Course Name and Number	ID 3801
Credit and Hours	3 Credit 30 Hours
Course Description	This course introduces audio visual communications with emphasis on equipment operation and basic local production of instructional materials; and the application of computers to education. This includes effective technology integration that promotes a student-centered environment.
Prerequisites	None
Learning Outcomes or Goals	<p>This course provides an opportunity for participants to use different technologies and create instructional resources that align with the objectives and assessments for a specific lesson/session.</p> <p><i>Specific Learning Outcomes:</i></p> <p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • gain insight into the basic communication concepts and theories as part of the teaching and learning process; • evaluate a variety of instructional materials including different technologies; • critically analyze the value of integrating technologies into the teaching/learning process; • demonstrate proficiency in using different technologies; • design and produce multimedia instructional materials that apply instructional design principles and enhance teaching and learning in a student-centered environment.
Course Topics	<ol style="list-style-type: none"> 1. Using Technology in Education & 21st Century Learning 2. Communicating and Learning with Visuals 3. Applying Learning Theories 4. Exploring Technologies (including Web 2.0 tools, classroom equipment, audio, video, computers and digital devices) 5. Integrating Technology Effectively 6. Using Multimedia to Enhance Learning 7. Planning, Designing and Creating a Multimedia Resource 8. Obtaining Feedback through Peer Assessment 9. Staying Current & Connected
Student Evaluation	<p>There are five components to the assessment requirements in this course:</p> <ul style="list-style-type: none"> • Weekly Activities & Discussions – 15% • Assignment 1: Designing a Visual for Learning – 10% • Assignment 2: Researching & Evaluating Technologies – 25% • Assignment 3: Creating a Multimedia Resource for Learning – 40% • Take- Home Exam – 10%
Texts and Equipment	There is no required textbook

ED 4710 Recurring Issues in Post-Secondary Education (PS)

Course Name and Number	ID 4710
Credit and Hours	3 Credits 30 Hours
Course Description	<p>Building upon many of the concepts and topics which were introduced in Education 2720: <i>Introduction to Post-Secondary Education</i> and Education 2800: <i>Introduction to Adult Education</i>, this undergraduate level course provides an overview of some of the post-secondary education programmes operated either wholly by industry and labour or jointly with educational institutions. Industry and labour play significant roles in the development of curriculum and the delivery of post-secondary programs that prepare students to enter the workforce as practitioners of a trade or profession. Many industries, businesses and organizations offer training and education programs that support their specific workforce needs while others have partnered with existing post-secondary institutions in order provide students with on-the-job experiential learning opportunities. Similarly, many education and training courses are offered directly by labour unions or offered for unions by other providers such as colleges or universities. This course will provide an overview of these programs with particular emphasis on the post-secondary education system in Newfoundland and Labrador and Canada.</p>
Prerequisites	ED 2710, ED 2720, and ED 2730
Learning Outcomes or Goals	<p>The basic objectives of the course are to:</p> <ol style="list-style-type: none"> 1. Identify various educational programs operated by industry and labour in Newfoundland and Labrador and across the country. 2. Review the emergence of union-based education in Canada. 3. Investigate the underlying factors contributing to the emergence of apprenticeship and co-operative education programs. 4. Examine the advantages and disadvantages of industry and labour operated training programs from the perspective of post-secondary institutions, public policy makers and learners. 5. Explore current issues and trends in workplace training, apprenticeship programs, co-operative education programs and other similar programs. 6. Discuss the impact of social, economic, political, and industrial change on education and training in Canada.

<p>Student Evaluation</p>	<p>The final course grade will be determined by the following:</p> <p>1. Class Participation (25%) The class participation mark will be based on the quality of class discussions/interaction within the Desire2Learn "Discussions" forum, and completion of the discussion activities outlined in weekly work modules. Class members are expected to make regular posts throughout each week (at least 2-3 times). For some pointers on posting in the Desire2Learn "Discussions" forum, please review the Important Notes on Discussion Forum Posting located under "Content" on the Desire2Learn navigation bar.</p> <p>2. Response Paper #1 (15%) Due Week 5 (See Course Schedule) For any one of the topics covered in Taylor's (2001) <i>Union Learning: Canadian Labour Education in the Twentieth Century</i>, prepare a short paper (no more than four to five double spaced pages please) discussing the topic in terms of its importance and implications to the field of post-secondary education. This referenced paper is to be written using an essay style that follows the latest APA style guide.</p> <p>3. Response Paper #2 (15%) Due Week 10 (See Course Schedule) For any one of the topics covered and discussed in the Education 4730 course work modules, prepare a short paper (no more than four to five double spaced pages please) discussing the topic in terms of its importance and implications to the field of post-secondary education. This referenced paper is to be written using an essay style that follows the latest APA style guide.</p> <p>4. Term Project (45%)</p>
<p>Texts and Equipment</p>	<p>1.The required textbook for this course is Jeffery Taylor's (2001) Union Learning: Canadian Labour Education in the Twentieth Century. This book is available from the University Bookstore. The proper APA style citation for the text is as follows:</p> <p>2.Taylor, J. (2001). <i>Union learning: Canadian labour education in the Twentieth Century</i>. Toronto, ON: Thompson.</p>

ED 4730 Educational Programs and Practices in Industry and Labour (AL, PS)

Credit and Hours	3 Credits 30 Hours
Course Description	This course is a study of the various Post-Secondary Education programs operated either wholly by industry and labour or jointly with educational institutions; apprenticeship, work experience and study programs, co-operative education, training-in-industry, training on-the-job, supervisory training, and management development.
Prerequisites	ED 2710, ED 2720, and ED 2730
Learning Outcomes or Goals	<p>The basic objectives of the course are to:</p> <ol style="list-style-type: none"> 1. Identify various educational programs operated by industry and labour in Newfoundland and Labrador and across the country. 2. Review the emergence of union-based education in Canada. 3. Investigate the underlying factors contributing to the emergence of apprenticeship and co-operative education programs. 4. Examine the advantages and disadvantages of industry and labour operated training programs from the perspective of post-secondary institutions, public policy makers and learners. 5. Explore current issues and trends in workplace training, apprenticeship programs, co-operative education programs and other similar programs. 6. Discuss the impact of social, economic, political, and industrial change on education and training in Canada.
Student Evaluation	<p>The final course grade will be determined by the following:</p> <ol style="list-style-type: none"> 1. Class Participation (25%) <p>The class participation mark will be based on the quality of class discussions/interaction within the Desire2Learn "Discussions" forum, and completion of the discussion activities outlined in weekly work modules. Class members are expected to make regular posts throughout each week (at least 2-3 times). For some pointers on posting in the Desire2Learn "Discussions" forum, please review the Important Notes on Discussion Forum Posting located under "Content" on the Desire2Learn navigation bar.</p>

	<p>2. Response Paper #1 (15%)</p> <p>Due Week 5 (See Course Schedule)</p> <p>For any one of the topics covered in Taylor's (2001) <i>Union Learning: Canadian Labour Education in the Twentieth Century</i>, prepare a short paper (no more than four to five double spaced pages please) discussing the topic in terms of its importance and implications to the field of post-secondary education. This referenced paper is to be written using an essay style that follows the latest APA style guide.</p> <p>3. Response Paper #2 (15%)</p> <p>Due Week 10 (See Course Schedule)</p> <p>For any one of the topics covered and discussed in the Education 4730 course work modules, prepare a short paper (no more than four to five double spaced pages please) discussing the topic in terms of its importance and implications to the field of post-secondary education. This referenced paper is to be written using an essay style that follows the latest APA style guide.</p> <p>4. Term Project (45%)</p> <p>Due Week 13 (See Course Schedule)</p> <p>Each of the following as required for the course term project:</p> <ul style="list-style-type: none"> • Select a topic pertinent to the course (in consultation with the instructor). • For the chosen topic, conduct a thorough search/review of the literature from all available sources including books, academic journals, government publications and the Internet. • Plan and conduct two (2) separate interviews with two (2) different individuals who are involved with some aspect of industry and/or labour education programs. • Present a summary of the interview questions the Desire2Learn "Discussions" forum in Week 8. • Prepare of an essay style research paper on the selected topic (maximum length 3000 words). The paper must illustrate a comprehensive coverage and understanding of the topic chosen. The paper must integrate the interview data/findings from students' interviews with two (2) individuals who are involved with industry and/or labour education programs. This should include any insights about industry/labour education programs that students gained from these interviews.
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	<ul style="list-style-type: none"> • Post the summary of the research paper in the Desire2Learn "Discussions" forum by the end of Week 10. This summary is to be prepared in Microsoft PowerPoint presentation format (4-5 slides maximum).
<p>Texts and Equipment</p>	<p>Course Readings</p> <p>While there are core readings assigned for each of the weekly work modules (see each individual module for details), the course is sufficiently flexible to emphasize the issues and subject areas which are of particular interest to students. Thus, the reading list for this course is divided into two sections: assigned readings and supplementary readings.</p> <p>Assigned Readings</p> <p>Students are expected to read the assigned readings each week and be prepared to engage in a general discussion of these in the appropriate work module "Discussion" folder.</p> <p>The required textbook for this course is Jeffery Taylor's (2001) <i>Union Learning: Canadian Labour Education in the Twentieth Century</i>. This book is available from the University Bookstore. The proper APA style citation for the text is as follows:</p> <p>Taylor, J. (2001). <i>Union learning: Canadian labour education in the Twentieth Century</i>. Toronto, ON: Thompson.</p> <p>A number of the readings for the course are chapters from Hans Schuetze and Robert Sweet's (2003) edited book <i>Integrating School and Workplace Learning in Canada: Principles and Practices of Alternation Education and Training</i>. Students need not purchase this book as it is available from the Queen Elizabeth II Library as an e-book. If you have difficulty accessing the e-book, please contact the library for assistance. The proper APA style citation for Schuetze and Sweet's (2003) book is as follows:</p> <p>Schuetze, H. G., & Sweet, R. (Eds.). (2003). <i>Integrating school and workplace learning in Canada: Principles and practice of alternation education and training</i>. Montreal: McGill-Queens University Press.</p> <p>There are a number of additional assigned readings in the course modules that are freely available for download from the Internet. Please feel free to email the instructor at any time if you are unable to download these readings from the Internet.</p>

APA Manual (Optional)

All papers for this course must adhere to the style requirements of the Publication Manual of the American Psychological Association: Sixth Edition. If you do not already own one, you may wish to invest in a copy of the the APA Manual which is available for purchase at the University Bookstore.

ED 4735 Practicum in Adult and Post Secondary Education (AL, PS) – under development

Credit and Hours	3 Credits 30 Hours
Course Description	This course is comprised of seminars and on-the-job supervised instructional activities designed to allow for the implementation of concepts, theory and principles of teaching, learning and curriculum in an adult and post-secondary education setting.
Prerequisites	ED 2700, ED2710, ED2720, ED2730, ED 2740, ED2801, ED 3280, or equivalent experience and permission from the Office of Undergraduate Programs
Learning Outcomes or Goals	The purpose of the practicum is to provide learners with the opportunity to participate in a planned teaching experience with an institution or agency involved in the delivery of adult, post-secondary, continuing or community education. In this practicum, learners will apply what they learned in class to a practical situation. This practical component encourages learners to think critically about teaching and learning. The nature and place of the practicum is determined by the learner and his/her particular interests and the needs of learning agencies, institutions and organisations. A further component of this course will be online seminars to critically reflect on the experience of teaching in these contexts. The practicum will be supervised by a host supervisor and the course instructor.
Other Information	<p>Course objectives</p> <p>At the end of this course, learners will be able to:</p> <ul style="list-style-type: none"> • Apply their knowledge and skills in designing, developing, facilitating/teaching and evaluating adults and post-secondary learning • Critically review and analyse a learning environment in relation to adult and post-secondary teaching and learning principles • Reflect on their experiences and develop insights • Participate in peer evaluation activities and offer constructive feedback to fellow learners
Course Topics	<p>Course activities</p> <p>1 Online bi-weekly seminars: Discussions on teaching experiences as well as discussions on a variety of topics relevant to teaching and learning in adult and post-secondary education. Seminars will be conducted in the D2L course shell as well as in the online classrooms using Blackboard Collaborate.</p>

	<p>2 The practicum: Each student is required to complete a minimum of one week (five days) of supervised instructional practice in an adult or post-secondary institution or context. A minimum of 20 hours of teaching is required. There is flexibility in the timing of the practicum except the practicum must be completed by the end of the semester. Students are responsible for finding a practicum placement and a host supervisor. The practicum placement must be approved by the ED 4735 instructor. Placements can take place in adult agencies or organisations that deliver adult learning programs (e.g. Association of New Canadians), government or private industry, or in post-secondary institutions).</p>
<p>Student Evaluation</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Participation in bi-weekly seminars 10% • Presentation and class hand-out: Review of adult and post-secondary theory, concepts and principles 10% • Practicum proposal: 5-page proposal outlining the details and nature of practicum placement 20% including:. • Video recording of teaching session 10% • Practicum Learning Journal/ePortfolio 50% including:
<p>Texts and Equipment</p>	<p><u>Recommended course resources</u></p> <ul style="list-style-type: none"> • Textbook: Not required • Supplemental resources will be drawn on throughout the course to supplement seminar topics.

ED 4760-4780 Advanced Specialized Post-Secondary Education Technologies (PS)

Credit and Hours	3 Credits 30 Hours
Course Description	This course examines the theory and practice of selected advanced specialized Post-Secondary Education technical skills and their application to the laboratory, workshop and business office. Emphasis will be placed on innovative and emerging techniques in selected areas of business, industry, and the service occupations.