

Postgraduate Diploma/MA in Development Studies 2010-2011

Title of Course: Adult Learning for Development

Facilitator: Paddy Reilly

Number of Hours: 30

Aim/Objectives:

This module aims to explore how ideas and approaches within the field of adult learning may influence development practice, drawing upon the experiential knowledge and insights of the learners and fostering their critical reflection upon theory and context.

Course Content: (main thematic areas)

1. **Personal Experience of Learning:** How Adults Learn: introduction to Adult Learning - different modes of education; clarification of terminology; Learning Styles and Cycle of Learning; examining concepts of pedagogy and andragogy; exploring assumptions about education and learning
2. **Philosophies/traditions of education:** Perceptions about the purposes of education; introducing some key theorists and the traditions to which they are associated; examining different traditions and their implications for education; introduction to Freire and the Radical tradition
3. **Praxis:** linking theory with practice: Freirean approaches continued - Conscientization approach; examining the notion of oppression; adaptations of Freire (DELTA, T for T,); linkages with other theorists - shared principles; introduction to critical thinking (Brookfield); Mezirow and Perspective Transformation /Transformative Learning; Storytelling as a mode of Critical Reflection.
4. **Participation:** Facilitation of adult learning through testing different methodologies in Group Presentations - 'Learning by Doing' - practical experience of facilitating learning for adults.

Learning Outcomes:

Learners can demonstrate a broad knowledge and understanding of key theories and practices within the subject and can critically reflect upon why and how they would apply certain principles and approaches within their work contexts.

Methodology

The module is presented in 9 (half day) sessions. Each session will include a combination of methods, including, presentations on a particular topic or theme by the lecturer, small and large group discussions, and presentations by the groups in response to group assignments. The latter is seen as an opportunity for practical testing of certain adult learning approaches, and is not assessed for examination purposes. However learners are expected to benefit from oral feedback after each presentation, and include their own reflections on this in the Learning Journal (see below) which is marked as part of the continuous assessment element of the module.

Overall a deliberate attempt is made to establish an interactive, shared learning environment within the group. The emphasis on dialogue continues in terms of the

feedback and discussion practised between lecturer and learners concerning the various course assignments.

Assessment [Continual and Final including Submission Dates]

Continuous Assessment

Practice: Learners are asked to begin reflecting on their experiential learning by undertaking a series of short Critical Incident questionnaires (on Moodle) - (approximately 4) which will encourage reflective learning throughout the sessions, and for the continuous assessment assignment, required to write a short essay (1,000 - 1,500 words) which will be based on a critical reflection of what they learned from the sessions to date. This assessment counts for 40% of the marks for this subject. The final submission date for this in 2010/2011 is 27 October 2010.

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The rationale for using this form of assessment is that it enables learners from the outset to develop the habit of reflecting upon those aspects of the sessions which are most pertinent to them personally. In so doing, it encourages them distinguish between theory and and practice, and to make connections between the topics and their own insights and experiential knowledge. The non-assessed aspects of doing surveys (such as Critical Incident Questionnaires) may also build confidence and clarity of expression in learners as they progress through the module, and be a useful preparation for their final assignments.

The criteria used for grading the assessment [e.g. how do you know whether or not the relevant course learning outcomes have been achieved or not? How are you grading the level of achievement of the relevant learning outcomes?]:
Learners will demonstrate an ability to discern differences in theories and practices explored; will show how certain ideas and approaches have a relevance for them and their work; and overall, will clearly articulate their observations in a coherent, summary form.

Final Assessment

The final assignment for the learner entails a choice between this subject and the Leadership in Groups course. It will consist of a 2,500 word essay, in response to a specific question which is designed to facilitate reflection across a selection of topics covered during the module as a whole. Please note: this final assessment counts for the remaining 60% of the marks for this component subject i.e. Adult & Group Development as a whole. The final submission date for this paper is 22 December 2010 to coincide with the Leadership module.

The rationale for using this form of assessment [in relation to the course learning outcomes]:

This form of assessment affords the learner an opportunity to research and read further upon aspects of adult learning theory, and to present a paper which will seek to link the learner's knowledge and understanding of the topic within an integrated argument that also clarifies the relevance in terms of his/her context or a broader development situation.

The criteria used for grading the assessment:

Learners are expected to present a good, comprehensive understanding of content, a well structured, well presented and coherent set of views, arguments, along with

original insights and critical reflections carefully connected to practical case examples or personal experience. The papers are graded within the framework of the overall *Guidelines for Marking of KDSC*.

Selected Bibliography (readings to be recommended for specific sessions)

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