



INTERNATIONAL ACADEMY

Initiative in Education & Lifelong Learning

Certificate in

International Dimensions of

Adult Education and Lifelong Learning

Instructional Guidelines for Learners

International Dimensions of Adult Education and Lifelong Learning

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Course Overview

The primary goal is to stimulate students' interest in understanding adult education and lifelong learning within an international or global perspective. The course also aims to stimulate reflection on the ways in which the various theories and practices of adult education and lifelong learning are shaped by forces that are international in scope. The starting assumption is that in today's age of globalisation, the impact of social, economic, and political issues on the field of adult education and lifelong learning employs a worldwide view.

Our historical look at the professional context of adult education and lifelong learning in various countries has allowed us to give visibility to the historical cross-cultural exchanges of ideas and practices. This, in turn, has substantiated our assumption that the field has always been fertile ground for collaboration across borders between progressive forces from various societies. Thus, yet another goal is to confirm that the internationalisation of adult education as a field of practice has been taking place since its very beginnings.

The course introduces the main issues that currently confront the contemporary field of theory and practice of adult education and lifelong learning and encourages students to reflect on the interrelationships of these with social change and social movements. To help students further explore the international orientation of the field of praxis, a selection of international organisations and networks that are prominent in the field, as well as the ways in which they work toward common goals, are presented. Various national and regional experiences in institutionalised practices of adult education around the world are illustrated to stimulate students to reflect not only on how the various implemented solutions have been influenced by underlying philosophies and ideologies, by material constraints, and by local factors but also on what they have in common.

In short, the course aims to illustrate today's field of praxis with meaningful examples from around the world, highlight their commonalities, and make explicit the link between theory and practice.

Assignments

- a) Assignment 1: Reflection Paper
- b) Assignments 2& 3: Quizzes
- c) Assignment 4: Project Paper

You may submit your assignments 1 & 4 in the respective forums. For assignments 2 & 3 which are quizzes you may click on the same to attempt the quiz online.

Assignment 1: Reflection paper

Purpose:

The purpose of this assignment is to give the instructor a sense of your understanding of historical issues and contemporary debates within the field of adult education and lifelong learning. Note that you will not be graded on the extent of your experience in the area of adult education. Rather, you will be evaluated according to how thoroughly you respond to the following instructions.

Instructions:

Choose a country/region about which you have little previous knowledge of its adult education system and priorities. Review the practices of adult education and lifelong learning in that country/region, including references to:

- Historical influences
- Key contemporary issues

- Scholars or other key players in its policy development
- International influences
- Government policies and support
- Role of non-governmental bodies

Length: Please ensure that your paper is not less than 2500 and does not exceed 3000 words. The paper must be in 12-point font and in 1.5 spacing format.

Value: 25% of your final grade.

ASSIGNMENT 2 &3: Individual Quiz

There will be a total of two quizzes that each learner is expected to participate in. The first quiz is based on course contents, including readings, from Units I-III and the second quiz is based on Units IV-VI.

We shall upload the first quiz on the 31st March – it shall remain open until 13th April. The second quiz shall be uploaded on 20th June –it shall remain open until 7th July.

There are two reasons why you should take part in the quiz. Firstly, it ensures that you go through the prescribed readings in a detailed manner, which is an essential component to your learning. Secondly, it is an easy and fun way to add to your overall assessment. So don't lose this opportunity.

Please note, in case you attempt the Quiz more than once, the software will only consider the first submission of the Quiz as the one for grading purposes. So please do not send in revised versions of the Quiz in order to get a better score.

Value: 20% of your final grade (10% for each Quiz).

ASSIGNMENT 4: Project Paper

Purpose:

The purpose of this assignment is to give the instructor(s) a sense of your understanding of the relationships between social, economic, and political issues and adult education.

Instructions:

The vast majority of adult education and lifelong learning provision happens within specific social, economic, and political contexts. Adult education may be linked to various social movements such as justice for people with HIV/AIDS, global climate change, anti-capitalism movements, or self-determination for aboriginal peoples. It is a key ingredient in health-promotion strategies, job-creation programmes, community economic development, citizenship, women and governance programmes, social housing, immigrant community agencies, and more. Choose a social movement or issue-based sectoral initiative and analyse the way that adult education and lifelong learning are structured either within or in support of these initiatives. For example, you could choose community-based organisations initiative dealing with violence against women, a social movement dealing with the environment, or initiatives of government health-promotion agencies.

Be sure to make reference to specific authors or areas of the course manual.

Length: Please ensure that your paper is not less than 4500 and does not exceed 5000 words. The paper must be in 12-point font and in 1.5 spacing format.

Value: 40% of your final grade.

Guidelines for Writing Assignments

Read the instructions for the assignment and any other information given in the instructional guideline carefully. Sometimes there are several questions or steps embedded within the instructions, so be sure to address all of them in your writing.

- Introduce the reader to your paper by clearly stating your purpose or thesis statement and then provide an outline of how you will go about explaining or arguing it. In the introduction, you can also provide some context for your topic and why it is important. If you are addressing one small piece of a complex problem, the introduction should define the scope of your paper. □
- The body of the paper should follow logically from the outline stated in the introduction. Sometimes it is useful to indicate to the reader when you are making a new point or moving into the next step of your explanation, argument or analysis. This can be done simply by using headings or words such as ‘first... second... or next...finally.’ Introduce the main point of each paragraph and ensure that the information in that paragraph supports your point.
- Whenever you are citing from an article or referring to a theorist’s ideas, you must include the author’s name and year of publication in parentheses.
- If you are using direct quotes from the original text, use quotation marks [“...”] and include the page number. For example, Kothari (2001) argues “participatory approaches to development research and planning attempt to challenge the apparent power relations in society by recognizing the control that certain individuals and groups have over others” (p 142)
- If you are paraphrasing the author’s ideas, but are not using a direct quote, you still need to acknowledge that this is not your original idea. For example: Kothari (2001) cautions that while participatory approaches can challenge the relations of power embedded in every society, we must take care not to oversimplify the nature of power, or to reassert new forms of social control.

- For excerpts of more than 40 words, start on a new line and indent the block of text. (Do not end a paragraph with this indented quote, comment on it.) These indented quotes do not need quotation marks. For example: Kothari (2001) has described how powerless groups can have their knowledge validated through participatory approaches:
- Participatory approaches to development research and planning attempt to challenge the apparent power relations in society by recognizing the control that certain individuals and groups have over others. This is based on the recognition that those who wield little power have limited opportunities to express their interests and needs and is generally excluded from key decision-making processes, and that their knowledge is considered insignificant. Nevertheless, she goes on to caution that we must take care not to oversimplify the nature of power, or to reassert new forms of social control. Indeed, relations of power are embedded in participatory approaches as well.
- The conclusion often provides a brief summary of what has been covered in the paper and reiterates the purpose statement. While no new arguments should be introduced in the conclusion, it is sometimes appropriate to call for action. For example, further research into a subject when there are obvious gaps in the literature. In a more personal paper, you may also speak about your own reflections on the subject, what you have learned or what implications it has in your life.
- Do not trust the spell check – always re-read, and if possible, have someone else read your paper. Grammatical and spelling errors are distracting and can sometimes weaken your credibility to the reader.

(Note: You will not be graded for your spelling or grammar for e-mail postings; however, as noted above, these will be taken into account in the evaluation of the two written assignments you submit.)

Tips for Online Communication

Online communication requires slightly different skills from face-to-face interactions, as the people you are communicating with do not have access to all the usual visual signals (tone of voice, facial expressions, hand movements, body language, etc.). In addition to typing skills, you may also need to give some context to your statement. For example, if you are making a joke, or being ironic, you need to indicate this clearly to the readers.

Please remember that your peer learners may come from different regions, as well as other nationalities, and therefore there are many different idiomatic expressions that are used in specific countries, regions or communities. There are also a number of acronyms that have become popular through online communication through e-mail, chat rooms, text messaging, etc. Keep in mind that not everyone will be aware of what these expressions or acronyms mean; so if you choose to use them please give a definition. Likewise, if you do not understand what others – including what we – have written, please ask for clarification.

Evaluation

During the course, you will be evaluated on the basis of your written assignments, the quality of content and frequency of your online participation with the guest faculty and instructor.

The division of marks for all assignments and online participation is as follows:

S No.	Assignment	Title	Total Marks
1	Assignment 1	Reflection Paper	25
2	Assignments 2&3	Individual Quiz	20
3	Assignment 4	Project Paper	40
4	Online Participation		15
			100

Grading

The letter grades do not fully measure how much you have learned and internalised, but are more indicative of your performance in the virtual classroom and quality of assignments. As such, you should take responsibility for your own learning in the following ways:

At the beginning of the course, the instructor will ask you to send your personal learning objectives. At the end of the course, you should reflect upon those objectives, whether you have met them, whether they were realistic, and which parts of the course structure have helped or hindered you in meeting them?

During the course, you will get an opportunity to participate and make contributions through discussions, reflections and comments by using the Discussion Forum on the Moodle. You should reflect upon your own contributions to such virtual exchange.

At the end of the course, you will be asked to provide a 'balanced feedback' on your overall performance. This will include two positive comments and one suggestion for self-improvement.

Please provide these comments in the feedback form as they will be considered as one of the components towards your overall grade.

Grading Scheme

Grade	Qualitative Value	Point Grade	Equivalent Numerical Value (%)
A	Excellent	5	70 and above
B	Very Good	4	Above 55 and below 70
C	Good	3	Above 45 and below 55
D	Satisfactory	2	Above 35 and below 45
E	Unsatisfactory	1	Less than 35

(Note: You must get at least Grade D to claim the Certificate in International Dimensions of Adult Education and Lifelong Learning).