



THE UNIVERSITY OF BRITISH COLUMBIA

## An Intercontinental Online Master of Education in Adult Learning and Global Change

The University of British Columbia, in cooperation with partner universities in Australia, South Africa and Sweden, offers an innovative online, coursework-only, professional Master of Education (M.Ed.) in Adult Learning and Global Change (ALGC). This is a collaborative program involving, in addition to UBC, Linköping University (Sweden), University of the Western Cape (South Africa) and University of Technology, Sydney (Australia). Students proceed through the two-year, 30-credit program as a cohort drawn from the four participating institutions. Instructors in required courses are also drawn from these universities, so students will benefit from a truly international instructional staff. Students in each cohort will get to know one another well and will work together in various groupings throughout the two-year program.

**Objectives**—After completing this program students will be able to:

- Critically analyze dominant and alternative theories and discourses of “globalization.”
- Identify the various ways context shapes adult learning and relevant public policy.
- Intelligently discuss why and ways learners resist or embrace “education.”
- Analyze relationships nested in successful attempts to foster change through learning.
- Plan effective learning interventions that help adults increase their influence over the direction and pace of local and global change.

**Audience**—This program is for those seeking a web-based professional master’s that provides multiple, critical perspectives on the central role adult learning plays as individuals and communities engage with the positive and negative effects of globalization. The program should be attractive to those interested in international development work, cross-cultural education and training, the role of education in addressing various global health and environmental issues, promoting social justice in the face of economic globalization, as well as to those interested in learning more about adult education around the world.

Applicants should be internally-motivated learners who are sensitive to cultural differences in worldview, communication styles, learning preferences and instructional approaches. The program is designed so that those with full-time professional responsibilities can participate. Note that this is a non-thesis master’s program. Although it is possible to complete a directed study project—as an elective—that will provide evidence of the ability to do research, applicants who intend to pursue doctoral study should consider applying for a thesis-based master’s program that places greater emphasis on learning how to conduct research.

Please note that online programs such as this require a high degree of learner self-direction, motivation and organization. Students are expected to sign on to courses several times a week and to devote as much time as needed to complete assigned readings, engage actively in discussion groups, interact with learning partners, and prepare assignments. Those who rely on weekly class meetings to provide structure for their learning and learn best when engaged in real-time, face-to-face interaction should consider our on-campus master’s programs.

**Curriculum**—The curriculum covers the forms of adult learning found in different cultural contexts and the roles learning plays in understanding and responding to globalizing forces and their impacts on workplaces, communities, economies and the environment. The program encourages the development of a critical perspective on the relationship between adult learning and global change as these are experienced and understood in different parts of the world. Students enrolled through UBC will engage in

discussions and work on collaborative projects with students from other countries. Required courses in the program are sequenced so that, with careful planning of elective courses, all requirements can be completed in 24 months. The nine credits of electives may be taken at any time and are usually selected from on-campus courses (for those who reside in the Vancouver area), from various distance-mode courses available at UBC, and from directed studies courses tailored to your interests. Several exchange agreements also permit UBC students to take graduate courses at various Canadian universities. The first course in the program begins in mid-August. All the requirements of the program can be completed online; there is no requirement that students attend any meetings or courses on the UBC campus.

### **Year One Required Courses**

- ADHE 540, *Locating Oneself in Global Learning I* (3 credits coordinated by UTS)
- ADHE 541, *Adult Learning: Contexts and Perspectives* (3 credits taught by Linköping)
- EDST 575, *Work and Learning* (3 credits taught by UBC)
- ADHE 542, *Fostering Learning in Practice* (3 credits taught by UTS)

### **Year Two Required Courses**

- ADHE 544, *Global/Local Learning* (3 credits taught by UWC)
- ADHE 543, *Understanding Research* (3 credits—teaching rotated among the four universities)
- ADHE 540, *Locating Oneself in Global Learning II* (3 credits coordinated by UTS)

**Admission**—Students are admitted through one of the four cooperating universities and fulfill program requirements as set by the admitting institution. UBC invites applications from those residing in the Americas and Asia. Applicants must have a four-year bachelor's degree with a minimum overall average in the B+ range (76% at UBC) in third- and fourth-year level courses. In addition to two official copies of transcripts of all post-secondary work completed, applicants must also submit three letters of reference, a statement of intent, and a writing sample. The statement of intent is a description in one to two pages of your specific reasons for pursuing this degree and how it relates to your experience and goals. Writing samples may be academic papers or professional publications that represent your ability to express yourself in written English. Applications may be completed on-line at:

[www.grad.ubc.ca/apply/online/](http://www.grad.ubc.ca/apply/online/)

but supporting materials must be sent directly to the Graduate Secretary, Department of Educational Studies, at the address below. The deadline for receiving all application materials for the cohort beginning in mid-August, 2006 (including transcripts, letters of reference, statements of intent and writing samples) is **January 6, 2006**. Note that there are limited spaces in this program so not all eligible applicants may be admitted.

The entire program is in English, so applicants whose degrees are from a non-English speaking country are required to submit evidence of English proficiency. A minimum TOEFL score of 600 (paper based) or 250 (computer based), or the equivalent for other tests of English proficiency, is required for admission. Information on TOEFL can be found at [www.toefl.org](http://www.toefl.org).

**Equipment and web access**—Reliable and regular e-mail and internet access are essential in this program. Applicants should have ready access to a Pentium-class or equivalent computer with a minimum 64MB of RAM, a colour monitor, mouse and printer. Software required includes a word processor; an email program like Outlook Express, Outlook, or Eudora; Adobe Acrobat Reader (free to download from [www.adobe.com](http://www.adobe.com)); a recent version of either Netscape ([www.netscape.com](http://www.netscape.com)) or Internet Explorer ([www.microsoft.com](http://www.microsoft.com)); and a good virus checker. Web access should be via a 56K or faster dialup modem or broadband/network connection. Applicants should have experience using Windows or another operating system to produce text documents; to cut, paste and save text material; and to access and download materials from the web. The courses in this program are delivered using the Blackboard web platform. For information on Blackboard, visit [www.blackboard.com](http://www.blackboard.com). The first course in the program will orient students to Blackboard and provide experience using its features.

**Costs**—Current tuition for this program is \$6,375 CAD per year for two years, but please note that the university reserves the right to adjust tuition and fees at any time. Annual tuition is paid in three installments (September, January and May). Additional fees may be required by the University and can be found in the online *University Calendar* available at: <http://students.ubc.ca/calendar/>. If students must interrupt their program for family, medical, or other reasons, a reduced on-leave fee will apply. Telecommunication access and time charges are the student's responsibility as are costs for textbooks or other required instructional materials not accessible on the web.

## **Brief Descriptions of Required Courses**

### **ADHE 540—Locating Oneself in Global Learning (3-6 credits)**

This course provides a framework or “capability envelope” within which students will be assisted to maximize their learning in this program. Capability envelope refers to a curricular framework that prepares students to become capable in relation to both the familiar and the unfamiliar. The purpose of this course is to provide students with a framework for continuity and a place to experience the incredible potential of living and learning in a global community that this program offers. Given the innovative nature of this cohort-based program with courses being taught in four different countries and universities, students may experience a high degree of dislocation and fragmentation as they encounter the diverse realities of other students’ geographic locations and relationship to globalization. Through this course, students will be introduced to the different ways in which globalization manifests itself in people’s lives, and how the learning devices and technologies they will use will aid them in interacting with other students. Key activities include each cohort member developing their own profile to share with other members of the cohort, and negotiating their own learning goals and outcomes. One section of this course begins the program and a second section concludes the program by providing an opportunity to integrate and consolidate the student’s personal learning.

### **ADHE 541—Adult Learning: Contexts and Perspectives (3 credits)**

In this course students become acquainted with contemporary theories of adult learning and develop knowledge and an appreciation for the diverse contexts in which adult learning occurs, particularly those locations outside of formal higher and post-secondary education. A variety of learning theories are explored. How knowledge, relationships, context and experience are taken up by these various theories is emphasized. Students consider these theories and the key concepts as they relate to different contexts of learning including the workplace, social movements, and community. By the end of the course, students will be able to examine situations significant to them and their practice, and will develop abilities to employ a comparative analysis to their exploration of adult learning theories as well as learning contexts.

### **EDST 575—Work and Learning (3 credits)**

This course is concerned with the changing relationship between the economy, work place learning and adult education. It draws upon international experience as expressed within the research traditions of adult education, sociology of work, labour studies, organizational theory, and economics, as well as the localized experience that the course participants bring to the analysis. The content is structured around a number of key themes beginning with shifts in the nature of paid and unpaid work. The impact of these shifts on the changing discourse on work and learning is then considered, followed by a review of competing positions on skills and the interrelationship between skills, competencies and the organization of work. Given this background, the course then examines workplace learning with particular attention to organizational learning and the learning organization. The motivations of employers in relation to training (and lack of training support) of workers is explored as well as the debate on the disadvantages and advantages of informal workplace learning versus formal instruction.

### **ADHE 542—Fostering Learning in Practice (3 credits)**

This course is built upon the notions that practice has a learning dimension, that practitioners are continually involved with learning and teaching, and that much of this learning is incidental and informal. Making this learning explicit and harnessing its productive potential is the focus. Using an action research orientation, course participants will explore their own informal theories, developed in practice, as well as the diverse bodies of literature dealing with the learning dimension of practice and knowledge. By beginning with participants' own practice as a site of learning and a place where knowledge is created, then examining these experiences in light of formal theories of learning, this course will enable participants to think strategically and critically about their practice. Through the process of action research, participants will also learn a framework within which they can continue to support and plan for their own professional development and that of colleagues and staff in their places of work.

### **ADHE 543—Understanding Research (3 credits)**

The aim of this course is to develop students' research literacy, to enable students to become critical readers and conductors of research, particularly as it relates to adult learning. Beginning with an introduction to the different approaches to contemporary research into adult learning, students will learn how to evaluate and analyze research texts. Building on a topic relevant to their practice and interests, students will plan an inquiry process and through this activity examine the range of options available and the utility and consequences of choosing a particular approach. A key aspect of this course is to help students understand that research is perspective-dependent and that in order to become critically informed readers and creators of research into adult learning, they must understand and evaluate the epistemological foundations of different approaches. This discussion about the assumptions, processes, goals and orientation of research will be greatly enriched by students working in a cohort and engaging in a discussion within a globalized learning context. Students will develop an appreciation for the diversity of meanings and practices of research into adult learning from local, national, and international perspectives.

### **ADHE 544—Global/Local Learning (3 credits)**

The impact of globalization and its processes on social, economic, cultural and environmental spheres is the focus of this course. Students will explore how globalization has and continues to reconfigure international and local contexts, as well as their own individual lives, where practices and policies of adult learning are being debated and redesigned. Students will be introduced to competing interpretations of globalization and development and will consider the meaning these concepts have in relation to market-driven economies, diversity and equity issues, and civil society and social movements. One of the goals of this course is to enable students to become knowledgeable and critically informed about how globalization has influenced adult learning policies, at the local, national and international levels and how it is influencing their own and others learning opportunities and outcomes.

**For more information**—Information about this program, the department and admission procedures can be found at [www.edst.educ.ubc.ca](http://www.edst.educ.ubc.ca) or by contacting the Graduate Secretary, Department of Educational Studies, Faculty of Education, The University of British Columbia, 2125 Main Mall, Vancouver, BC, V6T 1Z4, Tel: (604) 822-6647, Fax: (604) 822-4244, [E-mail: grad.edst@ubc.ca](mailto:grad.edst@ubc.ca). The Intercontinental Masters website (involving all partner institutions) can be found at: [www.ibv.liu.se/int\\_master/main\\_page.htm#course](http://www.ibv.liu.se/int_master/main_page.htm#course).

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