

Education, Culture and Training for Adults (H002533)

Course size *(nominal values; actual values may depend on programme)*

Credits 7.0

Study time 210 h

Course offerings and teaching methods in academic year 2026-2027

A (semester 2)	Dutch	Gent	seminar	0.0h
			lecture	0.0h
			peer teaching	0.0h
B (semester 2)	Dutch	Gent	seminar	0.0h
			lecture	0.0h
			peer teaching	0.0h

Lecturers in academic year 2026-2027

De Wever, Bram

PP23

lecturer-in-charge

Offered in the following programmes in 2026-2027

	crdts	offering
Master of Science in Teaching in Behavioural Sciences(main subject Educational Sciences)	7	B
Master of Science in Educational Sciences(main subject Education, Development, and Cultural Pedagogy)	7	A

Teaching languages

Dutch

Keywords

lifelong learning, adult education, continuing education, labour market, adult competences, PIAAC, Matthew effect

Position of the course

This course is situated within the Master in Educational Sciences, specialization Education, Development, & Cultural Pedagogy and focuses on learning environments for the target group of adults in the broadest sense, encompassing education, development, and cultural participation.

Contents

In this course the following topics are discussed:

- concepts of adult education and lifelong learning
- theories and practices of learning and instruction in adult education
- social context of adult learning
- educational needs and participation
- assessment and evaluation in adult education
- overview of formal, non-formal, and informal adult learning
- Flemish and European policies of adult education, development, culture education, and lifelong learning
- distance education and open learning
- methods and techniques for adult education

Initial competences

Final competences

- 1 Discussing theories and practices of learning and instruction in adult education.
- 2 Grounding learning environments for adults on the base of instructional theories and empirical research.
- 3

Identify barriers to participation of adults in education, training, and culture and develop a solution to overcome them.

- 4 To collaborate with other students in order to create a learning environment for adults in an authentic context.
- 5 Describe and explain current approaches to lifelong learning based on instructional and educational-sociological theories and research.
- 6 To organize learning activities in an authentic learning environment for adult education and to be able to reflect critically on this.
- 7 Developing prototypes or "proof of concepts" of learning environments for adults that are grounded in theories and empirical research.
- 8 Analyzing and critically discussing recent scientific literature with respect to theory, policy, and methods of adult education and lifelong learning.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Seminar, Lecture, Independent work, Peer teaching

Extra information on the teaching methods

This course assumes the responsible use of generative artificial intelligence (GAI).

During the lessons, what this means will be explained.

Active participation is expected. This course is not designed for self-study or distance learning. No lesson recordings will be made available for this course.

Study material

Type: Reader

Name: Bundle with texts for Adult Education

Indicative price: Free or paid by faculty

Optional: no

Oldest Usable Edition : A new reader is compiled and made available annually, so please use the latest version on ufora

Available on Ufora : Yes

Online Available : No

Available in the Library : No

Available through Student Association : No

Additional information: Both English and Dutch articles are included in the reader.

References

- Galbraith, Michael W. (2004). Adult Learning Methods: A Guide for Effective Instruction, 3rd edition. Malabar, Florida: Krieger Publishing Company.
- Jarvis, Peter (2009). Adult Education and Lifelong Learning: Theory and Practice. New York: Routledge.
- Knowles, Malcolm. (1980). "How Do You Get People to Be Self-Directed Learners?" Journal of Training and Development, 34 96-99.
- Knowles, Malcom S., Holton III, Elwood F., Swanson, Richard A. (2005). The Adult Learner, Sixth Edition: The Definitive Classic in Adult Education and Human Resource Development. New York: Elsevier.
- Merriam, Sharan B., Caffarella, Rosemary S., Baumgartner, Lisa M. (2007). Learning in Adulthood: A Comprehensive Guide, 3rd Edition. San Francisco: Jossey-Bass.

Course content-related study coaching

- Support using Ufora.
- By appointment.

Assessment moments

end-of-term and continuous assessment

Examination methods in case of periodic assessment during the first examination period

Oral assessment

Examination methods in case of periodic assessment during the second examination period

Oral assessment

Examination methods in case of permanent assessment

Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

Extra information on the examination methods

Details on periodic evaluation:

- Oral assessment with written preparation.
- This oral evaluation includes a question about the assignment.

Details on permanent evaluation:

- Method: Individual assignment based on individual and/or group task (including individual critical reflection).
- Feedback: Interim feedback (individual and on request) and feedback after evaluation of the finished work (individual and by appointment).
- Description of second exam opportunity: a compensating activity between the first and the second exam period.
- Responsible use of generative artificial intelligence (GAI) is also expected in this assignment. Students should indicate whether they used GAI, and if so, for what exactly and what tools were used. More details on responsible use will be provided during the course and a template for reporting GAI use will be provided.

Calculation of the examination mark

A combination of periodic evaluation (50%) and permanent evaluation (50%).

Partial results for which the student scored at least half of the points, can be transferred to the next examination period within the same academic year. Partial results will never be rounded.

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.

The final score is the weighted average of the components of the evaluation.

Students can only pass for this course if they achieve a minimum of 10/20 for each component.

When students obtain less than 10/20 for at least one of the components, the following rules apply:

- 8/20 or 9/20 for at least one of the components: the student can no longer pass the entire course unit: if the total score is a mark of ten or more out of twenty, then this is reduced to the highest failing mark (9/20).

- less than 8/20 for at least one of the components, the student can no longer pass the entire course unit: if the total score is a mark of eight or more out of twenty, then this is reduced to the highest non- deliberative mark (7/20)