

Sociology 401.29
Sociology of Lifelong Learning

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Instructor

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Emergency Evacuation Procedures: In the case of fire or other emergency evacuation of this classroom /lab, please proceed to the assembly point by the Food Court in the Professional Faculties Building.

Calendar description

Sociological perspectives are used to guide an inquiry-based examination of the discourse and practice of “lifelong learning” – a concept increasingly central to contemporary public policy, culture, political-economy, and educational institutions.

Time and location

Class sessions are from 2:00 to 4:50 on Tuesday afternoons, in Science A, Room 147.

Methods and Objectives

The course will be organized into three basic parts, each contributing to the overall goal of developing an understanding of “lifelong learning” and its relationship to public policy, culture, political-economy, and educational institutions.

In addition to presentations from the professor and/or students, each class session will involve small group discussion and team-based activities. In the first session, students in the class will be grouped into teams, and these teams will remain in place for the semester. Teams will discuss the substantive issues presented at each class, and will complete three group assignments.

Through working together with a small group of peers over the semester, students in this course will develop skills in teamwork, gathering and analyzing information, communicating, and making presentations. As described more fully below, final grades for the course will be calculated with 65% of the weight assigned to individual

performance on examinations, and 35% of the weight assigned to performance in group activities.

Part I (4 weeks)

Introduction to lifelong learning: Concepts, policies, and domains

Objectives:

- Develop working definitions of key terms, so that we may share a vocabulary with which to discuss lifelong learning.
- Understand the four pillars of education, as defined by the Delors Commission of UNESCO (1996).
- Compare and contrast public policy statements and claims made about lifelong learning by international organizations, national governments, and provincial governments.
- Describe major domains of lifelong education in Canada – early childhood education; K-12 schooling; post-secondary education; and adult education
- Recognize the major institutions engaged in education across the lifespan in the Calgary area.

Methods:

The course will begin with an overview of the course outline, and short lectures from the instructor.

In the first session of the course, students will form learning teams in which they will work for the remainder of the semester. These teams will have weekly discussions, and complete assigned work. Class presentations by the teams will begin in the second week of class.

Assignments:

- Each team presents one international, national, or provincial policy statement to the class (5% of final grade).
- Each team makes one presentation regarding domains and institutions of lifelong education (10% of final grade).
- First mid-term examination (15% of final grade).

Note that resources and guidelines for the completion of these, and all subsequent assignments, are provided elsewhere in the course materials.

Part II (3 weeks)

Sociological research and theory: Alternative lenses for exploring lifelong learning

Objectives:

- Understand the similarities and differences between positivism, interpretive humanism, and radical structuralism as social scientific traditions through which to examine lifelong learning.
- Interpret and assess selected examples of scholarly literature related to lifelong learning.

Methods:

The professor will lecture on the relationship between social scientific traditions and the study of lifelong learning, and on examples of his published work in the field.

Assignments:

- Second mid-term examination (20% of final grade) – materials from both Part I and Part II may be included.

Part III (6 weeks)

Key sociological issues related to lifelong learning

Objectives:

- Explore key sociological issues related to lifelong learning.
- Work in a team to research, compile, analyze, and communicate information about a sociological issue.
- Participate in a debate regarding one sociological issue.

Methods:

The focus of the second half of the course will be determined by the inquiry-based activities of the teams. Each team will select one issue as the subject for its investigation. Potential sociological issues include those associated with the following concepts:

- Social class and inequalities
- Gender and sexual identities
- Race and ethnicity
- Modern and postmodern cultures
- Globalization
- Social control and governance

Assignments:

- Each team to organize a debate regarding one key sociological issue related to lifelong learning (20% of final grade).
- Final take-home examination (30% of final grade).

Assignments and grading

Points (/100)	Letter Grade
96-100	A+
90-95	A
86-89	A-
81-85	B+
76-80	B
71-75	B-
67-70	C+
62-66	C
59-61	C-
54-58	D+
50-53	D
49 or less	F

Please note that grades for any course component may be scaled so that results conform to departmental norms.

Grades in this class will be based on the completion of the following core requirements:

- Three group assignments (35%)
- Two mid-term examinations (35%)
- Final take-home examination and short presentation (30%)

Performance will be assessed, and grades will be assigned, based on the University of Calgary standards as described in the Calendar.

Readings

There will be no assigned textbook for this course, nor any materials for purchase at the bookstore. All assigned readings will be accessible online through the University of Calgary Library, Blackboard, or the internet. Readings associated with presentations from the teams will be introduced by those teams.

Other policies

Exam Policies: You must provide advance notice to the instructor if you are unable to take an exam. All requests for deferral of an examination due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Deferred exams may be allowed in the following circumstances: illness, domestic affliction or religious conviction. If you have missed an exam for a legitimate reason, you will be able to write a Make up exam as close to the original exam as possible. The date and location will be at the convenience of the Sociology Department. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferred exam. Deferred exams will not be granted if it is determined that just cause is not shown by the student.

Ethics Research: Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Departmental Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Academic Misconduct: cheating is regarded as a serious academic offense. Students are advised to consult the University Calendar, which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct.

The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor's office or the Department main office. Term assignments must be returned to students individually, during class, or during the instructor's office hours; if a student is

unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Safewalk: The University of Calgary provides a safe walk service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the AHelp phones located around Campus.

Handing in Papers Outside of Class, Return of Final Papers, and Release of Final Grades

1. When students are unable to submit papers at class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant rather than at the Sociology Department main office.
2. Final papers will not be returned through the Sociology Department main office. The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, (i.e., outside an instructor's office, the department office, etc.). Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will only be available for pick-up during the instructor's office hours at the end of this term or the beginning of the next term.
3. Final grades are not posted by the Sociology department. They are only available online.

Academic Accommodation

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, telephone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**