

## COURSE DESCRIPTION

Course Title	Adult Learning Theories and Adult Counseling				
Course Code	DLADE102				
Course Type	Compulsory				
Level	Master				
Year / Semester of study	1 <sup>st</sup> year/ 1 <sup>st</sup> semester				
Instructor's Name	Prof. Petros Gougoulakis, Dr Effrosyni Kostara				
ECTS	10	Lectures / per week		Workshops / per week	
Course Objectives	<p><b>Course Purpose</b></p> <p>The purpose of this course is to introduce students of the program to basic key concepts of adult education, as well as lifelong learning and the gradual study and in-depth understanding of the basic socio-psychological theories of adult learning. As adult education is a distinct field of pedagogical science, the purpose of the course is the continuous comparison of the pedagogy of children and adolescences with that of adults, especially with regard to the specific characteristics of adults, their educational needs, the conditions for effective learning, etc. To this end, the aim of the course is the study of learning theories, with Jack Mezirow's Transformation Theory as a central point of reference, and parallel references to the theories of Stephen Brookfield, Paulo Freire, Knud Illeris, Peter Jarvis, Robert Kegan, as well as other adult education theorists aiming at learning for change and critical empowerment of adult learners. At the same time, the aim of the course is for what is studied at a theoretical level to be combined with the element of practical application, both at the level of educational context and at the level of social and political. Students will come into contact, in this direction, with specific educational techniques that the aforementioned thinkers used and/or proposed in the context of their theoretical approach, as well as educational techniques and methods that were later developed with them as a theoretical background. At the same time, concepts such as adulthood, critical reflection, critical thinking, critical awareness, action, learning for change, liberation, emancipation, as well as the transformation of stereotypes, opinions, habits of mind, as well as frames of reference will be a field of research and reflection.</p> <p>At the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• define the concept of learning and in particular lifelong learning</li> </ul>				

	<p>and learning in relation to adults.</p> <ul style="list-style-type: none"> <li>• recognize the features of the transition from adolescence to adulthood, as well as the features of identity development in adulthood.</li> <li>• describe the process and motivation for adult learning.</li> <li>• classify adult learning barriers and conditions.</li> <li>• list the main socio-psychological theories of learning, with emphasis on those of Jack Mezirow, Stephen Brookfield, Paulo Freire, Knud Illeris, Peter Jarvis, Robert Kegan, as well as other adult education theorists aiming at learning for change and critical empowerment of adult learners.</li> <li>• Analyze the elements of theories about adult learning (transformative, liberating).</li> <li>• define the content of the term "Adult Counseling".</li> <li>• explain the need for counseling support to adults and especially to adult learners and adults from vulnerable social groups.</li> <li>• apply principles of adult counselling when engaging as adult educators in learning and not only adult processes.</li> <li>• describe the role of adult educators as career and relationship counsellors in adult education programmes and actions.</li> <li>• adopt a positive attitude towards the study of the theoretical field and learning theories of adult education, as a basic prerequisite for their own effective teaching as trainers.</li> </ul>
<p>Learning Outcomes</p>	<p>At the end of the course, the student is expected to:</p> <p><b>At a knowledge level</b></p> <ul style="list-style-type: none"> <li>- Recognize the content of J. Mezirow's transformative learning, as well as the conceptual structures within it.</li> <li>- Describe the educational methodology of coding and decoding introduced by P. Freire as part of his pedagogical approach</li> <li>- Relate transformative learning theory to St. Brookfield's approach.</li> <li>- List the stages of adult consciousness according to R. Kegan's approach.</li> <li>- Explain P. Jarvis' perspective on adult learning and the role of the adult educator.</li> <li>- Define the importance of counselling in adult education and how it is an integral part of the role of the adult educator.</li> <li>- To formulate K. Illeris' theory of holistic learning as an umbrella theory for describing effective learning.</li> </ul> <p><b>In terms of skills</b></p> <ul style="list-style-type: none"> <li>- Organize the frame of reference, habits of mind, as well as opinions in the context of meaning, explaining how they relate to each other.</li> <li>- To apply the coding-decoding methodology in contemporary adult education contexts, documenting the timeless character of P.</li> </ul>

	<p>Freire's approach.</p> <ul style="list-style-type: none"> <li>- Explain how and to what extent the theories of S. Brookfield and J. Mezirow are related to concepts such as critical thinking and critical reflection.</li> <li>- Choose their educational material appropriately and make appropriate didactic planning based on the stage of awareness of their learners.</li> <li>- To document how disharmony according to P. Jarvis can be related to J. Mezirow's disorienting dilemma.</li> <li>- Choose techniques for approaching and counseling their adult learners based on their particular characteristics and educational needs.</li> <li>- To develop examples based on the four types of learning that K. Illeris includes in his holistic approach to learning.</li> </ul> <p><b>In terms of abilities</b></p> <ul style="list-style-type: none"> <li>- To motivate their trainees to critically reflect and reflect on their dysfunctional perceptions in relation to various issues they elaborate in the educational process.</li> <li>- Defend the importance of approaches and methodologies aimed at empowering oppressed and vulnerable social groups.</li> <li>- To motivate their learners to put into practice elements introduced by adult education theorists in their educational approach with emphasis on the perspective of J. Mezirow and St. Brookfield.</li> <li>- Justify their trainees based on the stage of awareness they are in, perceiving their resistances and trying to overcome them.</li> <li>- To encourage their trainees to create conditions of healthy and safe disharmony in the educational process in order to activate the reflective and reflective mood of their trainees.</li> <li>- To participate as advisors-facilitators in the educational process, contributing to the empowerment and facilitation of their trainees.</li> <li>- To defend the value of effective and holistic learning both at adult education level and at the level of education of underage students.</li> </ul>		
Prerequisites	/	Co-requests	/
Course Content	<p>The course content consists of the following:</p> <ul style="list-style-type: none"> <li>- Critical Awareness</li> <li>- Codification</li> <li>- Decoding</li> <li>- Transformative Learning</li> <li>- Critique of Ideology</li> <li>- Hegemony</li> <li>- Critical Reflection</li> </ul>		
Teaching Methodology	<p>The course is taught entirely online through the Moodle platform.</p> <p>Videoconferencing, participation in online discussion groups, text study, assignments.</p>		

Literature	The course will use a variety of Greek and English-language bibliographical sources such as books, articles, websites, videos and tutorials. For more information see the detailed study guide of the course.
Evaluation	<ul style="list-style-type: none"><li>• Task 1 (50%)</li><li>• Task 2 (50%)</li><li>• Final exam (50%)</li></ul>
Language	English / Greek