

ESREA

European Society for Research on the Education of Adults

ESREA newsletter No. 5 November 2010

Dear ESREA member

This is the last newsletter for 2010. As you can see, there are several ESREA conferences planned for 2011. Call for papers for these are available at our website.

We recently had an election for a new steering committee of ESREA. The new SC takes up their office on January 1st 2011 and continues until December 31st 2013. The SC will consist of the following persons: Paula Guimarães, Emilio Lucio-Villegas, Bernhard Schmidt-Hertha, Wolfgang Jütte, Barbara Merrill, Georgios Zarifis, Henning Salling Olesen, Laura Formenti, Larissa Jögi, Kristiin Brunila, Jean-Michel Baudouin, Ewa Kurantowicz

Best wishes

Dr. Andreas Fejes

Associate Professor

Secretary of ESREA

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This newsletter contains the following sections:

- Forthcoming ESREA activities
- Information from the ESREA journal RELA
- Forthcoming conferences/seminars on adult education/adult learning
- New books on adult education/adult learning
- Ongoing research projects and announcements
- How to become a member of ESREA
- Forthcoming newsletters

Forthcoming ESREA activities

3-6 March, 2011

The 2011 conference of the ESREA life history and biographical research network: *Human agency and biographical transformations*

University of Geneva

<http://fapsesrvnt2.unige.ch/Fapse/mimesis.nsf/04c8b37acff022ccc1256c22002c5423/ccee27d61e682fefc1257751002f08e1?OpenDocument>

28-30 April, 2011

The 2011 conference of the ESREA research network Between global and local: adult learning and development

Istanbul, Turkey

<http://www.esrea2011.boun.edu.tr>

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18-20 May, 2011

The 2011 conference of the ESREA research network on Access, Learning careers and Identities

University of Aveiro, Portugal

More information at www.esrea.org

9-11 June, 2011

The 2011 conference of the ESREA research network on Gender and adult learning "Introducing gender into academia – (in)visible act"

University of Montpellier 3

<http://recherche.univ-montp3.fr/sufcoweb/public/ESREA/>

16-18 June, 2011

Joint conference of the ESREA Network on Active Democratic Citizenship and Adult Learning and ESREA Network on the History of Adult Education and Training in Europe
Budapest, Hungary

More information will be available at www.esrea.org



RELA European Journal for Research on the Education and Learning of Adults

The first issue: Envisioning future research on the education and learning of adults is available at www.rela.ep.liu.se Submissions to the journal are welcome at any time.

Forthcoming conferences/seminars

1-3 December, 2010

9th PASCAL international observatory conference

University of Botswana

More information available at: www.pascalobservatory.org

3-4 February, 2011

Conference on higher education pedagogy

Virginia Tech, Blacksburg, Virginia USA

More information available at: www.cider.vt.edu/conference

7-8 February, 2011

LLL2010 Final Conference on the contribution of the education system to lifelong learning
Leuven, Belgium

More information available at: <http://LLL2010.tlu.ee>

10-11 February, 2011

CURATING THE EUROPEAN UNIVERSITY (European exposition and public debate)

Leuven University, Belgium

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More information available at: http://ppw.kuleuven.be/les/agenda-items/curating_eur_univ

11-13 April, 2011

The fourth Nordic Conference on Adult Learning

Trondheim, Norway

Deadline for submission of abstracts is February 1, 2011.

More information: http://www.ntnu.no/videre/konferanse/adult_learning

28-29 May, 2011

International transformative learning conference in Europe

Athens, Greece

More information available at: www.tlathens2011.gr

10-12 June, 2011

The 52nd annual conference of the Canadian association for the study of adult education

Toronto, Canada

More information available at: www.oise.utoronto.ca/CASAE

11 June, 2011

Critical perspectives on professional learning, fifth annual conference

Leeds, UK

Deadline for submission of abstract: January 10, 2011

More information available at: www.leeds.ac.uk/medicine/meu/Lifelong11

5-7 July, 2011

41st annual SCUTREA conference

University of Lancaster, UK

More information at: www.scutrea.ac.uk

New books on adult education/adult learning

Allman, P. (2010) *Critical Education Against Global Capitalism*. Rotterdam: Sense.

Bohlinger, Sandra (Ed.) (2010): *Working and learning at old age. Theory and evidence in an emerging European field of research*. Göttingen: Cuvillier.

Brookfield, S. (2010) *Radicalizing Learning: Adult Education for a Just World* (Jossey-Bass Higher and Adult Education)

CEDEFOP (Ed.) (2010): *Working and Ageing: Emerging theories and empirical perspectives*. Thessaloniki: CEDEFOP. Online available:
http://www.cedefop.europa.eu/EN/Files/3053_en.pdf.

Chaib, M. Denmark, B. & Selander, S. (2010) *Education, Professionalization and Social Representations: On the Transformation of Social Knowledge*. London: Routledge.

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Freirean Rizhome Issue number 8 is now available at www.rizoma-freireano.org

Fryer, B. (2010) Promises of Freedom Citizenship, Belonging and Lifelong Learning. NIACE.

Illeris, K. (2010) The fundamentals of workplace learning. London: Routledge.

Inman, P. & Schuetze, H. (2010) The Community Engagement and Service Mission of Universities. NIACE.

Laot, F. F. (dir.), (2010) *L'image dans l'histoire de la formation des adultes*. Paris, Gehfa, L'Harmattan.

Osborne, M. & Longworth, N. (2010) Perspectives on Learning Cities and Regions Policy, Practice and Participation. NIACE.

St. Clair, R. (2010) Why Literacy Matters: Understanding the Effects of Literacy Education for Adults. NIACE.

Wahlgren, B. (2010) Voksnes laereprocesser: Kompetenceudvikling i uddannelse og arbejde. Akademisk forlag Egmont.

Ongoing research projects and announcements

Access and retention: Experiences of Non-traditional Students in Higher Education Project (RANLHE)

The RANLHE project (Access and Retention of Non-traditional Students in Higher Education) is funded by the EU under the Lifelong Learning Programme. It is a three year project which finishes at the end of April 2011.

The project involves eight partners from seven countries (England, Germany, Ireland, Poland, Scotland, Spain, and Sweden):

- University of Warwick, England – Barbara Merrill and Paul Armstrong
- Canterbury Christ Church University, England – Linden West and Mehri Holliday
- University of Geottingen, Germany – Peter Alheit, Frank Schoemer and Kathrin Rheinländer
- National University of Ireland, Maynooth – Ted Fleming and Fergal Finnegan
- University of Lower Silesia, Poland – Ewa Kurantowicz and Adrianna Nizinski
- University of Stirling, Scotland – John Field and Natalie Morgan-Klein
- University of Seville, Spain – José González Monteagudo and Miguel Angel Ballesteros
- University of Stockholm, Sweden – Agnieszka Bron, Camilla Thunborg and Eva Edstrom

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The research focuses on issues of access, retention and drop-out in relation to both adult and younger non-traditional students. Using interdisciplinary research and biographical approaches we are looking at what limits or promotes the construction of a learner identity among non-traditional students in becoming, or not, effective learners and how this process may enable or inhibit completion of higher education. A key question for our project, therefore, is why some students 'keep on going on' despite in some cases enormous difficulties, while others from a similar background in relation to class, gender, ethnicity, age and disability drop-out. The reasons why students drop-out are complex but not always negative as many gain educationally and socially from participating in HE even if they do not complete. While the focus is on the student experience we are also looking at the institutional perspective and have interviewed a range of staff.

Next April (7 -8) we are presenting our findings at a European conference in Seville. There will also be a call for papers – more information on this shortly. More information about the project can be found on the project's website:

www.ranlhe.dsw.edu.pl/ or contact Barbara.Merrill@warwick.ac.uk

Environmental Organizations and Regional Participatory Governance

Magnus Boström, Michal Bron Jr, Patricia Jonason, Mai-Brith Schartau
Södertörn University, Stockholm, Sweden

This project will study the participation of environmental organizations in a regional governance context. We focus on the Baltic Sea and the Adriatic Sea regions (three countries from each region). Historically, civil society organizations have played key roles in the entire policy-cycle on the national level, which include agenda-setting, taking decisions as well as implementing and evaluating social and environmental politics. The overall project consists of three parts. One of them concerns directly issues related to adults learning - it is entitled: *Social learning in environmental organizations* [led by Michal Bron Jr]

The purpose of this sub-project is to understand how individuals in a number of environmental NGOs learn to become competent partners and players in participatory governance. In order to become influential in governance arrangements, NGOs need to develop capabilities and NGO members need to undergo various learning processes to strengthen their participatory competencies (Jarvis 1987). Social learning is defined as the process that enables stakeholders to learn how to innovate and adapt in response to changing conditions (Craps et al. 2005). Learning takes place in relation to four dimensions: action, reflection, communication and cooperation (Janssens & Wildemeersch, 2001). As Dykstra and Law (1994) explain, education and learning within social movements occur both within movements themselves (the internal dimension) and as social movements educate the general public (the external dimension). The internal learning is of two kinds: (a) largely informal and often incidental, embedded in a given activity and (b) more purposeful, structured and intentional. Social movement

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learning scholars, and adult educationists in general, assert the value and necessity of acquiring knowledge as a factor for success in achieving goals

The content of learning varies. It can be basic learning on *what* a given NGO is advocating for or campaigning against. It can be practical such as obtaining skills in negotiations, fund raising, public-relations. It can include studying legislation, keeping updated in ongoing relevant research. All such learning occurs both at individual and collective levels. Individuals and groups need, however, more than merely cognitive competence. What also is required are social skills, within one's own group and vis-à-vis other partners/opponents. A variety of data collection methods will be used: semi-structured interviews, field observations, analysis of documents (mission statements, press releases, public campaign, etc.). Interviews will be done with members in environmental NGOs in all selected countries.

Launch of new European network: European society for research in adult development

More information is available at: <http://sites.google.com/site/europeanadultdevel/>

New levels of professional responsibility: exploring workplace pedagogies in transitions.

ESRC Seminar Series (RES-451-26-0818)

Researchers at the Universities of Leeds and Stirling and at Birbeck, University of London are organising a two-year investigation into professional responsibility. Through a series of seminars, they hope to find out how doctors, social workers, psychotherapists and police officers make the transition to having to make independent critical decisions. Such decisions could have a serious impact for their patients, clients or members of the public, but professionals such as doctors, social workers and psychotherapists have to start taking them at some early point in their career. Those transitions to new levels of responsibility may be associated with negative impacts on risk, effectiveness, work culture and relations with colleagues and clients. This seminar series will ask how we can better understand what happens in such transitions. The seminars will involve the professionals themselves, policy makers and those who regulate the professionals, as well as researchers.

Opportunity to participate for selected research students

There will be a small number of spaces reserved for postgraduate research students enrolled FT or PT who are studying professional learning or education in either: social work, medical education, policing training, psychotherapy or general professional education. Some funding is available towards travel costs for each seminar and we are inviting applications for these places.

To be eligible you must:

- have completed at least one year of postgraduate study
- be enrolled in a postgraduate programme at a UK university
- be willing to commit to attending 6 seminars between March 2011 and June 2012, two in Leeds, two in London, and two in Stirling .
- be willing to contribute to seminar organisation and chairing as well as post-seminar activity such as assisting with editing publications

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Electronic applications are to be sent to r.heer@leeds.ac.uk. All applications must include:

1. 2 page statement outlining your relevant experience and research interests, and how you can contribute to the series success
2. CV
3. Reference from research supervisor

Closing date for applications is 4 January 2011; successful applicants will be notified by 17th January 2011. Applicants from medical education are eligible to apply for the Association for the Study of Medical Education sponsored studentship. For further details contact nicky@asme.org.uk or s.kilminster@leeds.ac.uk

Sue Kilminster University of Leeds
Professor Tara Fenwick University of Stirling
Professor Miriam Zukas Birkbeck, University of London

HOW to become a member of ESREA

Membership in ESREA is open to either individual members and to institutional members. As a member you have a reduced fee at ESREA activities and you receive information in the field of research on the education of adults through the ESREA e-mail list and through the ESREA newsletter. As an individual member you have the right to vote at the general assembly which takes place each year (virtually through postal ballot). As an institutional member, all employees at the institution have the right to participate in ESREA activities to a reduced fee. However, the institutional membership allows only one vote at the general assembly.

If you want to become a member the process is the following:

1. Download the document at www.esrea.org
2. Fill out the form and e-mail to andreas.fejes@liu.se
3. Within one-two weeks you will receive a confirmation of your membership by e-mail
4. At the same time as membership is confirmed you will be invoiced the membership fee which for 2010 is 50 Euros for individual members (25 Euros for phd or Edd students) and 150 Euros for institutional members. Payment of membership fees can only be made through an international or EU bank transfer. **Cheques are not accepted.**

Forthcoming Newsletters

If you want to have some information included in forthcoming newsletters, here are the deadlines for the forthcoming newsletters 2010.

- Number 1 2011 – deadline for submission February 15
- Number 2 2011 – deadline for submission April 15
- Number 3 2011 – deadline for submission June 15
- Number 4 2011 – deadline for submission September 15
- Number 5 2011 – deadline for submission November 15