

# SCUTREA Conference 2017 Programme

## Tuesday 4<sup>th</sup> July

**\*\* Wi-Fi access:** Use your pre-existing Eduroam account or simply open a browser on your device and register with KEY SURF

**\*\* Maps:** Please click on the name of the buildings to see maps of various venues

| 12.00 – 13.45 |                         | Arrivals & Registration (Foyer of <a href="#">South Hall Complex</a> )   |  |  |   |
|---------------|-------------------------|--|--|--|---|
|               | Room                    | South Hall   | Kirkland Room  | Red Room   | Bryce Room  |
|               | Building                | <a href="#">South Hall Complex</a>   | <a href="#">South Hall Complex</a>   | <a href="#">Salisbury Green</a>  | <a href="#">Salisbury Green</a>   |
| 13.45 – 14.45 |                         | <b>Welcome:</b> to Edinburgh, to the Conference and to the work of SCUTREA<br><i>Dr Ellen Boeren, Chair</i>  |  |  |   |
| 14.45 – 16.15 | <b>Session 1</b>        | <b>Session 1.1</b><br><b>Chair: Ellen Boeren</b><br><b>Sheryl Ballenger (Georgia Institute of Technology, US)</b><br><i>Voices of deaf adults: Ideas for transition and implications for adult educators</i> | <b>Session 1.2</b><br><b>Chair: Barbara Merrill</b><br><b>Juanita Johnson-Bailey (University of Georgia, USA) &amp; Norvella P Carter (Texas A&amp;M University, USA)</b><br><i>Strategies and techniques that facilitate transformational learning in study abroad participants</i> | <b>Session 1.3</b><br><b>Chair: Kate Miller</b><br><b>Kaye Cleary (Victoria University, Australia)</b><br><i>Optimism through the generations – Miss C, Ms Kaye and Angie: Second-chance education from grandmother to granddaughter</i> | <b>Session 1.4</b><br><b>Chair: Sarah Galloway</b><br><b>Jim Crowther (University of Edinburgh, Scotland, UK)</b><br><i>Redressing political inequality in Scottish communities: What can adult educators do?</i> |
|               |                         | <b>Andreas Fejes and Magnus Dahlstedt (Linköping University, Sweden)</b><br><i>Becomings of the role model: Youth recreational leaders, occupational choice and a will to include</i>                        | <b>Nursakinah Md Salleh (University of Warwick, UK)</b><br><i>The adult learners' stories</i>  | <b>Samir Halliru &amp; Bonnie Slade (University of Glasgow, UK)</b><br><i>Exploring the voice of the young adult in developing lifelong learning attributes: Entrepreneurship and learning-to-learn skills in Nigeria</i>                |   |
|               |                         |  | <b>Rebecca Suart (University of Nottingham, UK)</b><br><i>"I needed to get my confidence back", stepping back to climb further: Trajectories of adult women learners on VET programmes in the UK FE sector</i>   | <b>Buratin Khampirat (Suranaree University of Technology, Thailand)</b><br><i>Assessing lifelong learning attributes in Thai higher education</i>  | <b>Kerry Harman (Birkbeck, University of London, UK)</b><br><i>The distribution of the sensible: Aesthetics, politics and democracy</i>   |
| 16.15 – 16.45 | <b>Tea &amp; coffee</b> | <b>Poster displays (<a href="#">South Hall Complex</a>):</b>   |  |  |   |

|               |   |   |  |  |                                 |
|---------------|---|---|--|--|---------------------------------|
|               |   | <b>Maddalena Sottocorno (University of Milano-Bicocca, Italy)</b><br><i>A bridge from adolescence to adulthood</i>  |  |  |                                 |
|               |   | <b>Hui-ling Chen (De Montfort University, UK)</b><br><i>Motivating factors for older adults in painting classes</i>   |  |  |                                 |
|               | <b>Room</b>   | <b>South Hall</b>   | <b>Kirkland Room</b>   | <b>Red Room</b>  | <b>Bryce Room</b>               |
|               | <b>Building</b>   | <a href="#">South Hall Complex</a>  | <a href="#">South Hall Complex</a>   | <a href="#">Salisbury Green</a>  | <a href="#">Salisbury Green</a> |
| 16.45 – 18.15 | <b>Session 2</b>  | <b>Session 2.1</b><br><b>Chair: Nalita James</b><br><b>Liz Dixon (University of Huddersfield, UK)</b><br><i>'I'm only a volunteer': Unravelling the complexities of the mundane in roles undertaken by volunteers</i> | <b>Session 2.2</b><br><b>Chair: Lindsey Fraser</b><br><b>Gwyneth Allatt (University of Huddersfield, UK)</b><br><i>Adult literacy education and social inclusion</i>   | <b>Session 2.3</b><br><b>Chair: Kate Miller</b><br><b>Wayne Bailey (University of Huddersfield, UK)</b><br><i>Academic support and its influence on HE participation decisions: The continuing power of local culture</i>  |                                 |
|               |   | <b>Simone R Haasler, Eva Anslinger and Franziska Laudenbach (Universität Bremen, Germany)</b><br><i>Validation of prior learning: An effective means to foster social and labour market inclusion?</i>                | <b>Céline Cocquyt, Nguyet Anh Diep, Chang Zhu &amp; Tom Vanwing (Vrije Universiteit Brussel, Belgium)</b><br><i>Adult newcomers following second-language courses: A qualitative social network analysis grasping their social capital and social inclusion</i>                    | <b>Ciarán Ó Mathúna (Marino Institute of Education, Ireland)</b><br><i>Adults in higher education: The story of transformation: The day I got my student card is the day I was given a new identity, I was no longer unemployed, I now had a status, I was a student (adult learner)</i> |                                 |
|               |   | <b>Erik Nylander &amp; Andreas Fejes (Linköping University, Sweden)</b><br><i>Exploring the adult learning research field by analysing who cites whom</i>   | <b>Pauline Egan (Carlow Institute of Technology, Republic of Ireland)</b><br><i>Migrant and ethnic minority learners' experience of higher education: A case study approach to the exploration of migrant learner perspectives of higher education in Ireland in austere times</i> | <b>Joan McLatchie and Laurie Anne Campbell (Edinburgh Napier University, Scotland)</b><br><i>Self-reflection as a tool for inclusive learning and teaching</i>   |                                 |
| 18.15 – 19.00 | <b>Break</b>  |   |  |  |                                 |
| 19:00 – 20:00 | <b>FREE! <a href="#">Edinburgh Ghost &amp; Torture Tour</a> (by Auld Reekie Tours)</b><br><b>SIGN UP at the REGISTRATION TABLE (Only 40 places are available on a first-come, first-served basis.)</b><br><b>Assembly point: Outside Tron Kirk, 175 The Royal Mile, Edinburgh EH1 1PD (*Please wear comfortable shoes &amp; clothes.*)</b><br><a href="#">CLICK for direction from Pollock Halls to Tron Kirk</a> |   |  |  |                                 |

## Wednesday 5<sup>th</sup> July

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**\*\* Maps:** Please click on the name of the buildings to see maps of various venues

|               |   |  |   |  |  |
|---------------|---|--|---|--|--|
| 07.00 – 09.15 | <b>Breakfast (John McIntyre Conference Centre (JMCC) restaurant, Ground floor – only for people who have booked accommodation at Pollock Halls)</b> |  |   |  |  |
|               | <b>**Please use ENTRANCE 2 (see <a href="#">Access Guide</a>)**</b>   |  |   |  |  |
|               | <b>Room</b>   | <b>South Hall</b>  | <b>Kirkland Room</b>  | <b>Red Room</b>  | <b>Bryce Room</b>  |
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| 09.15 – 10.45 |   | <b>Session 1.1</b><br><b>Chair: Bonnie Slade</b>   | <b>Session 1.2</b><br><b>Symposium – Adult education and the education of character)</b><br><b>Chair: Linden West, Canterbury Christ Church University, UK</b><br><b>Discussant: Mel Lenehan Fircroft College, UK</b> | <b>Session 1.3</b><br><b>Chair: Wayne Bailey</b>   | <b>Session 1.4</b><br><b>Chair: Samir Halliru</b>  |
|               |   | <b>Peter Ehrström (Åbo Akademi University, Finland)</b><br><i>Reflections on deliberative walks: A participatory method and learning process</i>   | <b>John Field (University of Stirling, UK)</b><br><i>Learning character in shared communities: Three contrasting transformative movements in interwar Britain</i>   | <b>Carolyn Johnstone (Federation University, Australia)</b><br><i>Adult education in, between and for stronger communities</i>                                     | <b>Catherine J Irving (St. Francis Xavier University, Canada)</b><br><i>Information access and activism: Libraries and resource centres promoting and curating people’s knowledge</i>        |
|               | <b>Session 1</b>  | <b>Claire Mashiter (University of Lancaster, UK)</b><br><i>Below the radar: Understanding the social value significance of informal third sector deliverers and their role in social capital learning networks</i> | <b>John Holford (University of Nottingham, UK)</b><br><i>‘Character’ and citizenship in the educational thought of Richard Livingstone</i>  | <b>Genevieve Ritchie (University of Toronto, Canada)</b><br><i>Learning multiculturalism: In the neoliberal context</i>  | <b>Jaye Jones (Institute for Literacy Studies, Lehman College, USA)</b><br><i>Problematizing post-truths: Critical adult literacy in the United States in the era of ‘alternative facts’</i> |
|               |   | <b>Silke Schreiber-Barsch (Universität Hamburg/Hamburg University, Germany)</b><br><i>Is it the taking part that counts? Access to lifelong learning opportunities in Germany’s regime of dis/ability</i>          | <b>Sharon Clancy (University of Nottingham, UK)</b><br><i>Utopianism and the New Age – Modern man in search of himself: Sir George Trevelyan and the Shropshire Adult Education College</i>                           | <b>Jacqueline McFarlaneFraser</b><br><i>Engendered planting: Critical pedagogy and the tacit knowledge of older black, ethnic minority, migrant women learners</i> | <b>Mike James &amp; Cheryl Reynolds (University of Huddersfield, UK)</b><br><i>Identifying the potential risks of political e-participation for adult learners</i>                           |
| 10.45 – 11.15 | <b>Tea &amp; coffee (South Hall Complex)</b>  |  |   |  |  |

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| 11.15 – 12.45 | Session 2   | <b>Session 2.1</b><br><b>Chair: Jim Crowther</b><br><b>Pamela Fisher (Leeds Beckett University, UK) and Roy Fisher (University of Huddersfield, UK)</b><br><i>Being a peer educator: Perspectives from young women working with Home-Start and some reflections on the role</i> | <b>Session 2.2</b><br><b>Chair: Kerry Harman</b><br><b>Nicola Dickson (University of Glasgow, Scotland, UK)</b><br><i>The ethics of inclusion and engaging with the ‘vulnerable’: exploring adult learning and arts-based research approaches with female survivors of childhood trauma</i> | <b>Session 2.3</b><br><b>Chair: Barbara Merrill</b><br><b>Glynn Jones (University of Huddersfield, UK)</b><br><i>An examination of the factors influencing students’ decisions to study HE in FE</i> | <b>Session 2.4</b><br><b>Chair: Kate Miller</b><br><b>Gaia Del Negro (Canterbury Christ Church University, UK)</b><br><i>Thinking through evocative, cultural objects to construct an inclusive learning environment</i>       |
|               |   | <b>André P Grace and Jeffrey Hankey (University of Alberta, Canada)</b><br><i>Educators of sexual and gender minority young adults as anti-oppression allies</i>  | <b>Anh Nguyet Diep, Céline Cocquyt, Chang Zhu, &amp; Tom Vanwing (Vrije Universiteit Brussel, Belgium)</b><br><i>How are different types of online participation related to adult learners’ learning performance and social capital?</i>  | <b>Deborah O’Neill (University of Stirling, Scotland)</b><br><i>Framing and negotiating the movement from FE to HE: Transitions, metaphors and spaces</i>  | <b>Karen Magro (University of Winnipeg, Canada)</b><br><i>Transcultural literacies: Empowering adult learners in cosmopolitan times</i>  |
|               |   | <b>Brenda Hattie-Longmire (Mount Saint Vincent University, Canada)</b><br><i>Learning and identity formation in the coming out process: ‘I’m gay, and God loves me.’</i>  | <b>Sarah Williamson (University of Huddersfield, UK)</b><br><i>Witness/eyewitness: Exploring the transformative potential of photography to develop an inclusive view of the world and society</i>  | <b>Lindsey Fraser (University of Leeds, UK)</b><br><i>Adult outreach: Just a means to an end? Appropriating the widening participation agenda to promote critical pedagogy</i>                       | <b>Abdulkadir Adamu Isawa (University of Glasgow, Scotland, UK)</b><br><i>Open and Distance Education (ODE) as a device for sustainable adult education in Nigeria: The Role of National Open University of Nigeria (NOUN)</i> |
| 12.45 – 13.45 | <b>Lunch (<a href="#">South Hall Complex</a>)</b> |   |   |  |  |

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| 13.45 – 15.15 |  | <b>Session 3.1</b><br><b>Chair: Lindsey Fraser</b>   | <b>Session 3.2</b><br><b>Chair: Kerry Harman</b>  | <b>Session 3.3</b><br><b>Chair: Wayne Bailey</b>   | <b>Session 3.4</b><br><b>Symposium</b> – Mapping the boundary spanning behaviors of professionals: findings from three exploratory studies<br><b>Chair &amp; organiser:</b><br><b>Thomas Valentine (University of Georgia, USA)</b><br><b>Discussant: Ellen Boeren</b> |
|               | <b>Session 3</b>   | <b>Andrea Galimberti, Mirella Ferrari &amp; Laura Formenti (University of Milano Bicocca, Italy)</b><br><i>Transitions to adulthood and processes of social inclusion. A biographical research on careleavers' experiences</i> | <b>Patricia A Gouthro (Mount St Vincent University, Canada) &amp; Susan M Holloway (University of Windsor, Canada)</b><br><i>Troubling perspectives: Learning about insider/outsider viewpoints from fiction</i>                            | <b>Sarah Galloway (University of Stirling, UK)</b><br><i>Putting out to tender: How UK adult education policy might shape the contractual obligations of prison learning providers</i>   | <b>Katherine Adams (University of Georgia, USA)</b><br><i>Community boundary spanners in university-community partnerships</i>   |
|               |  | <b>Ann-Marie Houghton (Lancaster University, UK)</b><br><i>Getting through the gate is only the first hurdle: Learning from disabled students and staff about their experience of inclusive teaching and learning</i>          | <b>Kathleen P deMarrais, Melissa Freeman, Juanita Johnson-Bailey, Kathy Roulston, Sheneka M Williams, Elizabeth M Pope, Brigitte A Herron &amp; Kim McKinson (University of Georgia, USA)</b><br><i>Faces of adult education in Georgia</i> | <b>Sara Glaser (Hebrew University of Jerusalem, Israel) and Ruth Stander</b><br><i>Mature students' first chance at higher education, and second chance at getting over "the English barrier": A joint researcher-practitioner perspective</i> | <b>Casey Mull (University of Georgia, USA)</b><br><i>Boundary-spanning behaviors of individuals engaged with the US military community</i>   |
|               |  | <b>Christine Jarvis (University of Huddersfield, UK)</b><br><i>Inclusion, diversity and 'teaching excellence'</i>  | <b>Yvonne Wayne (Glasgow Caledonian University, Scotland, UK)</b><br><i>Exploring the motivations of full-time academic staff undertaking part-time doctorates</i>  | <b>Melanie Lenehan (Fircroft College of Adult Education, UK)</b><br><i>Residential Adult Education: transforming the lives of educationally, socially and economically disadvantaged adults</i>  | <b>Concetta Tino and Monica Fedeli (University of Padua, Italy)</b><br><i>Understanding and developing boundary spanners in Italian schools</i>  |
| 15.15 – 15.45 | <b>Tea &amp; coffee (<a href="#">South Hall Complex</a>)</b> |  |   |  |  |

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| 15.45 – 17.15 | <b>Session 4</b>   |  | <b>Session 4.2</b><br><b>Chair: Bonnie Slade</b>   |                                 |                                 |
|               |  |  | <b>Cecilia Bjursell and Rebecka Florin Sädboom (Jönköping University, Sweden)</b><br><i>Mentorship programs for workplace inclusion and learning</i>   |                                 |                                 |
|               |  |  | <b>Fergal Finnegan &amp; Jerry O’Neill (University of Ireland, Maynooth), and Barbara Merrill, Scott Revers &amp; Maauso Chirwa (University of Warwick, UK)</b><br><i>‘When it comes to what employers are looking for, I don’t think I’m it for a lot of them’: Experiencing class inequalities in higher education and beyond into the labour market</i> |                                 |                                 |
|               |  |  | <b>Chaewon Yang (University of Georgia, USA) &amp; Yumi Son (Korea Research Institute for Vocational Education and Training, Korea)</b><br><i>Retirement education: From the adult education perspective and practices in Korea</i>  |                                 |                                 |
| 17.15 – 19.00 | <b>Free time</b>   |  |  |                                 |                                 |
| 19.00 – 20.00 | <b>Drinks Reception</b>                                      | Awards for the Best Student Paper, Ian Martin Award and the David Jones Award will be presented by Dr Ellen Boeren, Chair of SCUTREA.<br><b>(Prestonfield Room, 1<sup>st</sup> floor, John McIntyre Conference Centre (JMCC))</b><br><b>**Please use ENTRANCE 1 (see <a href="#">Access Guide</a>)**</b> |  |                                 |                                 |
| 20.00         | <b>Conference Dinner (<a href="#">Prestonfield Room</a>)</b> |  |  |                                 |                                 |

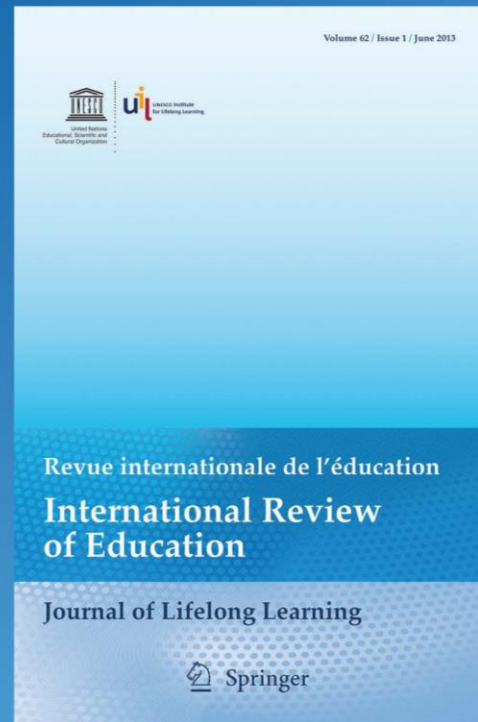
## Thursday 6<sup>th</sup> July

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| 07.00 – 09.15  |  |   |  |  |   |
|--|--|---|--|--|---|
| Breakfast ( <a href="#">John McIntyre Conference Centre (JMCC) restaurant, Ground floor – only for people who have booked accommodation at Pollock Halls</a> ) |  |   |  |  |   |
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| 09.15 – 10.30  |  | <b>SCUTREA AGM</b><br><i>All delegates are welcome to attend</i>  |  |  |   |
| 10.30 – 12.00  | <b>Session 1</b>   | <b>Session 1.1</b><br><b>Chair: Kerry Harman</b><br><b>Julie Dalton (University of Huddersfield, UK)</b><br><i>Model making as a research method</i>  | <b>Session 1.2</b><br><b>Chair: Samir Halliru</b><br><b>Brigette Adair Herron &amp; Chaewon Yang (University of Georgia, USA)</b><br><i>Exploring the experiences of 'safe spaces' by women doctoral students and graduate assistants with differing positionalities</i> | <b>Session 1.3</b><br><b>Chair: Sarah Galloway</b><br><b>Elizabeth M Pope (University of Georgia, USA)</b><br><i>Instrumental, relational, and transformative learning in interfaith dialogue between Jewish, Christian, and Muslim adults</i> | <b>Session 1.4</b><br><b>Chair: Nalita James</b><br><b>Hieu Kieu (University of Huddersfield, UK)</b><br><i>Reconstruction higher education in Vietnam</i>                            |
|  |  | <b>Susan (Susie) M Brigham (Mount Saint Vincent University, Canada) and Alyson King (University of Ontario Institute of Technology)</b><br><i>Adult pathways to inclusion and diversity in higher education</i>   | <b>Linden West (Canterbury Christ Church University, UK)</b><br><i>Multi-culturalism and the decline of public space: Adult education and the building of a common culture</i>   | <b>Julia Preece (Durban University of Technology, South Africa)</b><br><i>Sustainable urban-rural learning connections in KwaZulu-Natal, South Africa</i>  | <b>Robin Redmon Wright (Pennsylvania State University, US)</b><br><i>Neoliberal ideology in reality television: A public pedagogy that normalizes education and income inequality</i> |
|  |  | <b>Jonathan Langdon (St. Francis Xavier University, Canada), Melissa Jackson (Saint Mary's University, Canada), Sophia Kitcher (Ada Songor Salt Women's Association, Ghana)</b><br><i>Pedagogy of song and restor(y)ing hope: Stories and songs as social movement learning in Ada Songor salt movement</i> | <b>Bonnie Watt (University of Alberta, Canada)</b><br><i>Transitions and the role of community-based learning</i>  | <b>Angela Shapiro (Glasgow Caledonian University, UK)</b><br><i>Collaborating with students in critical thinking and citizenship</i>   |   |
| 12.00 – 12.45  | <b>Tea &amp; coffee</b><br><b>(<a href="#">South Hall Complex</a>)</b> | <b>Plenary</b><br><i>Chair: Dr Ellen Boeren</i>   |  |  |   |
| 12.45  | <b>Depart</b>  |   |  |  |   |

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Journal of Lifelong Learning

Stephen Roche (Ed.)

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