### SCUTREA Conference 2017 Programme

**Tuesday 4th 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

<table>
<thead>
<tr>
<th>Time</th>
<th><strong>Arrivals &amp; Registration (Foyer of South Hall Complex)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>12.00 – 13.45</td>
<td>Room</td>
</tr>
<tr>
<td>Building</td>
<td></td>
</tr>
<tr>
<td>13.45 – 14.45</td>
<td>Welcome: to Edinburgh, to the Conference and to the work of SCUTREA Dr Ellen Boeren, Chair</td>
</tr>
<tr>
<td>14.45 – 16.15</td>
<td>Session 1.1</td>
</tr>
<tr>
<td>16.15 – 16.45</td>
<td>Tea &amp; coffee</td>
</tr>
</tbody>
</table>

**Session 1**

- **Andreas Fejes and Magnus Dahlstedt** (Linköping University, Sweden)  
  **Becoming of the role model: Youth recreational leaders, occupational choice and a will to include**

- **Nursakihn Md Salleh** (University of Warwick, UK)  
  **The adult learners’ stories**

- **Rebecca Suart** (University of Nottingham, UK)  
  "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

- **Buratin Khampirat** (Suranaree University of Technology, Thailand)  
  Assessing lifelong learning attributes in Thai higher education

- **Kerry Harman** (Birkbeck, University of London, UK)  
  The distribution of the sensible: Aesthetics, politics and democracy
### Session 2

<table>
<thead>
<tr>
<th>Room</th>
<th>South Hall</th>
<th>Kirkland Room</th>
<th>Red Room</th>
<th>Bryce Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building</td>
<td>South Hall Complex</td>
<td>South Hall Complex</td>
<td>South Hall Complex</td>
<td>Salisbury Green</td>
</tr>
</tbody>
</table>

**16.45 – 18.15**

**Session 2.1**

**Chair:** Nalita James  
Liz Dixon (University of Huddersfield, UK)  
*I’m only a volunteer*: Unravelling the complexities of the mundane in roles undertaken by volunteers

**Session 2.2**

**Chair:** Lindsey Fraser  
Gwyneth Allatt (University of Huddersfield, UK)  
Adult literacy education and social inclusion

**Session 2.3**

**Chair:** Kate Miller  
Wayne Bailey (University of Huddersfield, UK)  
Academic support and its influence on HE participation decisions: The continuing power of local culture

**Simone R Haasler, Eva Anslinger and Franziska Laudenbach (Universität Bremen, Germany)**  
Validation of prior learning: An effective means to foster social and labour market inclusion?

**Céline Cocquyt, Nguyet Anh Diep, Chang Zhu & Tom Vanwing (Vrije Universiteit Brussel, Belgium)**  
Adult newcomers following second-language courses: A qualitative social network analysis grasping their social capital and social inclusion

**Ciarán Ó Mathúna (Marino Institute of Education, Ireland)**  
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)

**Erik Nylander & Andreas Fejes (Linköping University, Sweden)**  
Exploring the adult learning research field by analysing who cites whom

**Pauline Egan (Carlow Institute of Technology, Republic of Ireland)**  
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

**Joan McLatchie and Laurie Anne Campbell (Edinburgh Napier University, Scotland)**  
Self-reflection as a tool for inclusive learning and teaching

### 18.15 – 19.00

**Break**

### 19:00 – 20:00

**FREE! Edinburgh Ghost & Torture Tour** (by Auld Reekie Tours)  
SIGN UP at the REGISTRATION TABLE (Only 40 places are available on a first-come, first-served basis.)

Assembly point: Outside Tron Kirk, 175 The Royal Mile, Edinburgh EH1 1PD  
*Please wear comfortable shoes & clothes.*

CLICK for direction from Pollock Halls to Tron Kirk
**Wednesday 5th 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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.00 – 09.15</td>
<td><strong>Breakfast</strong> <em>(John McIntyre Conference Centre (JMCC) restaurant, Ground floor – only for people who have booked accommodation at Pollock Halls)</em> <strong>Please use ENTRANCE 2 (see Access Guide)</strong></td>
</tr>
<tr>
<td></td>
<td>Room</td>
</tr>
<tr>
<td></td>
<td>Building</td>
</tr>
<tr>
<td>09.15 – 10.45</td>
<td><strong>Session 1</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Chair:</strong> Bonnie Slade</td>
</tr>
</tbody>
</table>
|               | Peter Ehrström *(Åbo Akademi University, Finland)*  
Reflections on deliberative walks: A participatory method and learning process |
|               | Claire Mashiter *(University of Lancaster, UK)*  
Below the radar: Understanding the social value significance of informal third sector deliverers and their role in social capital learning networks |
|               | Silke Schreiber-Barsch *(Universität Hamburg/Hamburg University, Germany)*  
Is it the taking part that counts? Access to lifelong learning opportunities in Germany’s regime of dis/ability |
|               | John Field *(University of Stirling, UK)*  
Learning character in shared communities: Three contrasting transformative movements in interwar Britain |
|               | John Holford *(University of Nottingham, UK)*  
‘Character’ and citizenship in the educational thought of Richard Livingstone |
|               | Carolyn Johnstone *(Federation University, Australia)*  
Adult education in, between and for stronger communities |
|               | Catherine J Irving *(St. Francis Xavier University, Canada)*  
Information access and activism: Libraries and resource centres promoting and curating people’s knowledge |
|               | Jaye Jones *(Institute for Literacy Studies, Lehman College, USA)*  
Problematising post-truths: Critical adult literacy in the United States in the era of ‘alternative facts’ |
<p>| 10.45 – 11.15 | <strong>Tea &amp; coffee</strong> <em>(South Hall Complex)</em>                                                           |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>South Hall Complex</th>
<th>Kirkland Room</th>
<th>Red Room</th>
<th>Bryce Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.15 – 12.45</td>
<td>Session 2.1</td>
<td>Chair: Jim Crowther</td>
<td>Pamela Fisher (Leeds Beckett University, UK) and Roy Fisher (University of Huddersfield, UK)</td>
<td>Being a peer educator: Perspectives from young women working with Home-Start and some reflections on the role</td>
<td>Nicola Dickson (University of Glasgow, Scotland, UK)</td>
</tr>
<tr>
<td>12.45 – 13.45</td>
<td>Lunch</td>
<td>(South Hall Complex)</td>
<td></td>
<td></td>
<td>Karen Magro (University of Winnipeg, Canada)</td>
</tr>
</tbody>
</table>

---

**Session 2**

- **Session 2.1**
  - Chair: Jim Crowther
  - Pamela Fisher (Leeds Beckett University, UK) and Roy Fisher (University of Huddersfield, UK)
  - Being a peer educator: Perspectives from young women working with Home-Start and some reflections on the role

- **Session 2.2**
  - Chair: Kerry Harman
  - Nicola Dickson (University of Glasgow, Scotland, UK)
  - The ethics of inclusion and engaging with the ‘vulnerable’: exploring adult learning and arts-based research approaches with female survivors of childhood trauma

- **Session 2.3**
  - Chair: Barbara Merrill
  - Glynn Jones (University of Huddersfield, UK)
  - An examination of the factors influencing students’ decisions to study HE in FE

- **Session 2.4**
  - Chair: Kate Miller
  - Gaia Del Negro (Canterbury Christ Church University, UK)
  - Thinking through evocative, cultural objects to construct an inclusive learning environment

---

**Session 2**

- **Session 2.1**
  - André P Grace and Jeffrey Hankey (University of Alberta, Canada)
  - Educators of sexual and gender minority young adults as anti-oppression allies

- **Session 2.2**
  - Chair: Barbara Merrill
  - Anh Nguyet Diep, Céline Cocquyt, Chang Zhu, & Tom Vanwing (Vrije Universiteit Brussel, Belgium)
  - How are different types of online participation related to adult learners’ learning performance and social capital?

- **Session 2.3**
  - Chair: Kate Miller
  - Deborah O’Neill (University of Stirling, Scotland)
  - Framing and negotiating the movement from FE to HE: Transitions, metaphors and spaces

- **Session 2.4**
  - Karen Magro (University of Winnipeg, Canada)
  - Transcultural literacies: Empowering adult learners in cosmopolitan times

---

**Session 2**

- **Session 2.1**
  - Chair: Jim Crowther
  - Pamela Fisher (Leeds Beckett University, UK) and Roy Fisher (University of Huddersfield, UK)
  - Being a peer educator: Perspectives from young women working with Home-Start and some reflections on the role

- **Session 2.2**
  - Chair: Kerry Harman
  - Nicola Dickson (University of Glasgow, Scotland, UK)
  - The ethics of inclusion and engaging with the ‘vulnerable’: exploring adult learning and arts-based research approaches with female survivors of childhood trauma

- **Session 2.3**
  - Chair: Barbara Merrill
  - Glynn Jones (University of Huddersfield, UK)
  - An examination of the factors influencing students’ decisions to study HE in FE

- **Session 2.4**
  - Chair: Kate Miller
  - Gaia Del Negro (Canterbury Christ Church University, UK)
  - Thinking through evocative, cultural objects to construct an inclusive learning environment

---

**Session 2**

- **Session 2.1**
  - André P Grace and Jeffrey Hankey (University of Alberta, Canada)
  - Educators of sexual and gender minority young adults as anti-oppression allies

- **Session 2.2**
  - Chair: Barbara Merrill
  - Anh Nguyet Diep, Céline Cocquyt, Chang Zhu, & Tom Vanwing (Vrije Universiteit Brussel, Belgium)
  - How are different types of online participation related to adult learners’ learning performance and social capital?

- **Session 2.3**
  - Chair: Kate Miller
  - Deborah O’Neill (University of Stirling, Scotland)
  - Framing and negotiating the movement from FE to HE: Transitions, metaphors and spaces

- **Session 2.4**
  - Karen Magro (University of Winnipeg, Canada)
  - Transcultural literacies: Empowering adult learners in cosmopolitan times
<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>South Hall Complex</th>
<th>Kirkland Room</th>
<th>Salisbury Green</th>
<th>Bryce Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.45 – 15.15</td>
<td>Session 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session 3.1</td>
<td>Chair: Lindsey Fraser</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session 3.2</td>
<td>Chair: Kerry Harman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session 3.3</td>
<td>Chair: Wayne Bailey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session 3.4</td>
<td>Symposium – Mapping the boundary spanning behaviors of professionals: findings from three exploratory studies Chair &amp; organiser: Thomas Valentine (University of Georgia, USA) Discussant: Ellen Boeren</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrea Galimberti, Mirella Ferrari &amp; Laura Formenti (University of Milano Bicocca, Italy) Transitions to adulthood and processes of social inclusion. A biographical research on careleavers’ experiences</td>
<td>Patricia A Gouthro (Mount St Vincent University, Canada) &amp; Susan M Holloway (University of Windsor, Canada) Troubling perspectives: Learning about insider/outsider viewpoints from fiction</td>
<td>Sarah Galloway (University of Stirling, UK) Putting out to tender: How UK adult education policy might shape the contractual obligations of prison learning providers</td>
<td>Katherine Adams (University of Georgia, USA) Community boundary spanners in university-community partnerships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ann-Marie Houghton (Lancaster University, UK) Getting through the gate is only the first hurdle: Learning from disabled students and staff about their experience of inclusive teaching and learning</td>
<td>Kathleen P deMarrais, Melissa Freeman, Juanita Johnson-Bailey, Kathy Roulston, Sheneke M Williams, Elizabeth M Pope, Brigette A Herron &amp; Kim McKinson (University of Georgia, USA) Faces of adult education in Georgia</td>
<td>Sara Glaser (Hebrew University of Jerusalem, Israel) and Ruth Stander Mature students’ first chance at higher education, and second chance at getting over “the English barrier”: A joint researcher-practitioner perspective</td>
<td>Casey Mull (University of Georgia, USA) Boundary-spanning behaviors of individuals engaged with the US military community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christine Jarvis (University of Huddersfield, UK) Inclusion, diversity and ‘teaching excellence’</td>
<td>Yvonne Wayne (Glasgow Caledonian University, Scotland, UK) Exploring the motivations of full-time academic staff undertaking part-time doctorates</td>
<td>Melanie Lenehan (Fircroft College of Adult Education, UK) Residential Adult Education: transforming the lives of educationally, socially and economically disadvantaged adults</td>
<td>Concetta Tino and Monica Fedeli (University of Padua, Italy) Understanding and developing boundary spanners in Italian schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.15 – 15.45</td>
<td>Tea &amp; coffee (South Hall Complex)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room</td>
<td>South Hall</td>
<td>Kirkland Room</td>
<td>Red Room</td>
<td>Bryce Room</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>---------------</td>
<td>----------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Building</td>
<td>South Hall Complex</td>
<td>South Hall Complex</td>
<td>Salisbury Green</td>
<td>Salisbury Green</td>
<td></td>
</tr>
<tr>
<td>15.45 – 17.15</td>
<td>Session 4.2</td>
<td>Chair: Bonnie Slade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cecilia Bjursell and Rebecka Florin Sädbom (Jönköping University, Sweden)</td>
<td>Mentorship programs for workplace inclusion and learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fergal Finnegan &amp; Jerry O’Neill (University of Ireland, Maynooth), and Barbara Merrill, Scott Revers &amp; Maauso Chirwa (University of Warwick, UK)</td>
<td>‘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</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chaewon Yang (University of Georgia, USA) &amp; Yumi Son (Korea Research Institute for Vocational Education and Training, Korea)</td>
<td>Retirement education: From the adult education perspective and practices in Korea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.15 – 19.00</td>
<td>Free time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.00 – 20.00</td>
<td>Drinks Reception</td>
<td>Awards for the Best Student Paper, Ian Martin Award and the David Jones Award will be presented by Dr Ellen Boeren, Chair of SCUTREA. (Prestonfield Room, 1st floor, John McIntyre Conference Centre (JMCC))</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Please use ENTRANCE 1 (see Access Guide)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.00</td>
<td>Conference Dinner (Prestonfield Room)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 1</th>
<th>Session 1.1</th>
<th>Session 1.2</th>
<th>Session 1.3</th>
<th>Session 1.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.00 – 09.15</td>
<td>Breakfast (John McIntyre Conference Centre (JMCC) restaurant, Ground floor – only for people who have booked accommodation at Pollock Halls)</td>
<td><strong>Please use ENTRANCE 2 (see Access Guide)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Room</td>
<td>South Hall</td>
<td>Kirkland Room</td>
<td>Red Room</td>
<td>Bryce Room</td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>South Hall Complex</td>
<td>South Hall Complex</td>
<td>Salisbury Green</td>
<td>Salisbury Green</td>
</tr>
<tr>
<td>09.15 – 10.30</td>
<td>SCUTREA AGM</td>
<td>All delegates are welcome to attend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.30 – 12.00</td>
<td>Session 1.1</td>
<td>Chair: Kerry Harman</td>
<td>Session 1.2</td>
<td>Chair: Samir Halliru</td>
<td>Session 1.3</td>
</tr>
<tr>
<td></td>
<td>Julie Dalton (University of Huddersfield, UK)</td>
<td>Model making as a research method</td>
<td>Brigette Adair Herron &amp; Chaewon Yang (University of Georgia, USA)</td>
<td>Exploring the experiences of ‘safe spaces’ by women doctoral students and graduate assistants with differing positionalities</td>
<td>Elizabeth M Pope (University of Georgia, USA)</td>
</tr>
<tr>
<td></td>
<td>Susan (Susie) M Brigham (Mount Saint Vincent University, Canada) and Alyson King (University of Ontario Institute of Technology)</td>
<td>Adult pathways to inclusion and diversity in higher education</td>
<td>Linden West (Canterbury Christ Church University, UK)</td>
<td>Multi-culturalism and the decline of public space: Adult education and the building of a common culture</td>
<td>Julia Preece (Durban University of Technology, South Africa)</td>
</tr>
<tr>
<td></td>
<td>Jonathan Langdon (St. Francis Xavier University, Canada), Melissa Jackson (Saint Mary’s University, Canada), Sophia Kitcher (Ada Songor Salt Women’s Association, Ghana)</td>
<td>Pedagogy of song and restor(y)ing hope: Stories and songs as social movement learning in Ada Songor salt movement</td>
<td></td>
<td></td>
<td>Robin Redmon Wright (Pennsylvania State University, US)</td>
</tr>
<tr>
<td>12.00 – 12.45</td>
<td>Tea &amp; coffee</td>
<td>Plenary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(South Hall Complex)</td>
<td>Chair: Dr Ellen Boeren</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.45</td>
<td>Depart</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The world’s longest-running international journal of comparative education and lifelong learning

Revue internationale de l'éducation
International Review of Education
Journal of Lifelong Learning
Stephen Roche (Ed.)

The International Review of Education – Journal of Lifelong Learning (IRE) welcomes submissions that examine policy issues, educational trends, and learning innovations from a perspective of lifelong learning. It serves not only academic and research communities, but also policy-makers and practitioners throughout the world.

Manuscripts submitted to IRE should be original and should not be under consideration by another journal or published elsewhere prior to submission. IRE accepts submissions in English and French from all regions of the world. IRE is edited by the UNESCO Institute for Lifelong Learning (UIL) and published by Springer. UIL is a global centre of excellence for lifelong learning and learning societies.

Consistent with the mandate of UNESCO, IRE aims to foster scholarly exchange on lifelong learning from all regions of the world, particularly developing countries. In addition to inviting submissions from authors for its general issues, IRE also publishes regular guest-edited special issues on key topics in lifelong learning, adult education, non-formal education and literacy. Proposals for special issues should be submitted directly to the Editor (ire-editor@unesco.org).

Visit springer.com/11159 to read Open Access content, to submit an article or to subscribe.

Part of SPRINGER NATURE