Adult Education for Inclusion and Diversity

Summary of Papers 2017

Centre for Research in Education Inclusion & Diversity (CREID)
University of Edinburgh
4-6 July 2017

Editors,
Grace Kong, conference administrator
Ellen Boeren, conference host, Chair SCUTREA
SCUTREA Proceedings 2017

Published by the Centre for Research in Education Inclusion & Diversity, University of Edinburgh, in conjunction with the Standing Conference on Teaching and Research in the Education of Adults, SCUTREA

Copyright 2017 SCUTREA and the individual authors

The authors of the papers reproduced herein have asserted their moral rights to be known as the authors thereof under the terms of the Copyright, Designs and Patents Act 1988.

www.scutrea.ac.uk
Introduction

The 46th SCUTREA Conference: *Adult Education for Inclusion and Diversity*

Adult education matters. It matters at home, in work, and in the community. It matters to families, to the economy and to our health and wellbeing. Austerity policies are marginalising adult education. Its decline is indicative of the huge price this and future generations are set to pay for the politics of austerity. Yet it could be argued that we are living through times that demand more adult education and learning, not less.

It is far too easy to cut adult education. So what can be learned from ongoing initiatives and projects in these areas? What messages can be sent back to government politicians and policy makers? The papers from this conference explore the education of adults within the contemporary context of austerity, neoliberal economic policies, increasing inequalities and the positive impacts and benefits of adult education.

Dr Ellen Boeren

Centre for Research in Education Inclusion & Diversity, University of Edinburgh
# Table of Contents
(Summaries arranged alphabetically according to the last name of the first author.)

<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open and distance education as a device for sustainable adult education in Nigeria: The role of National Open University of Nigeria (NOUN)</td>
<td>Abdulkadir Adamu Isawa, University of Glasgow, Scotland, UK</td>
<td>1</td>
</tr>
<tr>
<td>Adult literacy education and social inclusion</td>
<td>Gwyneth Allatt, University of Huddersfield, UK</td>
<td>1</td>
</tr>
<tr>
<td>Academic support and its influence on HE participation decisions: The continuing power of local culture</td>
<td>Wayne Bailey, University of Huddersfield, UK</td>
<td>1</td>
</tr>
<tr>
<td>Voices of deaf adults: Ideas for transition and implications for adult educators</td>
<td>Sheryl Ballenger, Georgia Institute of Technology, USA</td>
<td>1</td>
</tr>
<tr>
<td>Mentorship programs for workplace inclusion and learning</td>
<td>Cecilia Bjursell &amp; Rebecka Florin Sädbom, Jönköping University, Sweden</td>
<td>1</td>
</tr>
<tr>
<td>Adult pathways to inclusion and diversity in higher education</td>
<td>Susan M Brigham, Mount Saint Vincent University, Canada; Alyson King, University of Ontario Institute of Technology, Canada</td>
<td>2</td>
</tr>
<tr>
<td>Optimism through the generations – Miss C, Ms Kaye and Angie: Second-chance education from grandmother to granddaughter</td>
<td>Kaye Cleary, Victoria University, Australia</td>
<td>2</td>
</tr>
<tr>
<td>Adult newcomers following second-language courses: A qualitative social network analysis grasping their social capital and social inclusion</td>
<td>Céline Coquyt, Nguyet A Diep, Chang Zhu &amp; Tom Vanwing; Vrije Universiteit Brussel, Belgium</td>
<td>2</td>
</tr>
<tr>
<td>Redressing political inequality in Scottish communities: What can adult educators do?</td>
<td>Jim Crowther, University of Edinburgh, Scotland, UK</td>
<td>2</td>
</tr>
<tr>
<td>Model making as a research method</td>
<td>Julie Dalton, University of Huddersfield, UK</td>
<td>2</td>
</tr>
<tr>
<td>Faces of adult education in Georgia</td>
<td>Kathleen P deMarrais, Melissa Freeman, Juanita Johnson-Bailey, Kathy Roulston, Sheneka M Williams, Elizabeth M Pope, Brigette A Herron, Kim McKinson; University of Georgia, USA</td>
<td>3</td>
</tr>
<tr>
<td>Thinking through evocative, cultural objects to construct an inclusive learning environment</td>
<td>Gaia Del Negro, Canterbury Christ Church University, England, UK</td>
<td>3</td>
</tr>
<tr>
<td>The ethics of inclusion and engaging with the ‘vulnerable’: Exploring adult learning and arts-based research approaches with female survivors of childhood trauma</td>
<td>Nicola Dickson, University of Glasgow, Scotland, UK</td>
<td>3</td>
</tr>
</tbody>
</table>
How are different types of online participation related to adult learners’ learning performance and social capital?..........................................................3
Nguyet A Diep, Celine Cocquyt, Chang Zhu and Tom Vanwing; Vrije Universiteit Brussel, Belgium

'I’m only a volunteer': Unravelling the complexities of the mundane in roles undertaken by volunteers..........................................................3
Liz Dixon, University of Huddersfield, UK

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 .................................................4
Pauline Egan, Institute of Technology Carlow, Ireland

Reflections on deliberative walks: A participatory method and learning process ..........4
Peter Ehrström, Åbo Akademi University, Finland

Becoming the role model: youth recreation leaders, occupational choice and a will to include .........................................................................4
Andreas Fejes & Magnus Dahlstedt, Linköping University, Sweden

'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........................................................................5
Fergal Finnegan & Jerry O’Neill, University of Ireland, Maynooth, Ireland
Barbara Merrill, Scott Revers & Mauso Chirwa, University of Warwick, England, UK

Being a peer educator: Perspectives from young women working with Home-Start and some reflections on the role........................................5
Pamela Fisher, Leeds Beckett University, England, UK
Roy Fisher, University of Huddersfield, England, UK

Adult outreach: Just a means to an end? Appropriating the widening participation agenda to promote critical pedagogy ........................................5
Lindsey Fraser, University of Leeds, England, UK........................................5

Transitions to adulthood and processes of social inclusion: A biographical research on careleavers’ experiences........................................5
Andrea Galimberti, Mirella Ferrari & Laura Formenti; University of Milano Bicocca, Italy

Putting out to tender: How UK adult education policy might shape the contractual obligations of prison learning providers ........................................5
Sarah Galloway, University of Stirling, Scotland, UK

Mature students’ first chance at higher education and second chance at getting over ‘the English barrier’: A joint researcher-practitioner perspective ..........6
Sara Glaser & Ruth Stander, Hebrew University of Jerusalem, Israel

Troubling perspectives: Learning about insider/ outsider viewpoints from fiction ....6
Patricia A Gouthro, Mount Saint Vincent University, Canada
Susan M Holloway, University of Windsor, Canada
Educators of sexual and gender minority young adults as anti-oppression allies.............. 6
André P Grace & Jeffrey R Hankey, University of Alberta, Canada

Validation of prior learning: An effective means to foster social and labour market inclusion?.............................................................. 6
Simone R Haasler, Eva Anslinger & Franziska Laudenbach; University of Bremen/
Centre for Labour and Political Education (zap), Germany

Exploring the voice of the young adult in developing lifelong learning attributes: Entrepreneurship and learning-to-learn skills in Nigeria........................................... 6
Samir Halliru & Bonnie Slade, University of Glasgow, Scotland, UK

The distribution of the sensible: Aesthetics, politics and democracy .................. 7
Kerry Harman, Birkbeck, University of London, England, UK

Learning and identity formation in the coming out process: 'I'm gay, and God loves me.'........................................................................ 7
Brenda Hattie-Longmire, Mount Saint Vincent University, Canada

Exploring the experiences of 'safe spaces' by women doctoral students and graduate assistants with differing positionalities ........................................... 7
Brigette Adair Herron & Chaewon Yang, University of Georgia, USA

Symposium – Adult education and the education of character................................................ 7
Organiser: John Holford, University of Nottingham, England, UK

Paper 1: Learning character in shared communities: Three contrasting transformative movements in interwar Britain........................................... 8
John Field, University of Stirling, Scotland, UK

Paper 2: 'Character' and citizenship in the educational thought of Richard Livingstone........................................................................ 8
John Holford, University of Nottingham, England, UK

Paper 3: Utopianism and the New Age – Modern man in search of himself: Sir George Trevelyan and the Shropshire Adult Education College ........................................................................ 8
Sharon Clancy, University of Nottingham, England, UK

Getting through the gate is only the first hurdle: Learning from disabled students and staff about their experience of inclusive teaching and learning .................. 8
Ann-Marie Houghton, Lancaster University, England, UK

Information access and activism: Libraries and resource centres promoting and curating people’s knowledge................................................................. 8
Catherine J Irving, St Francis Xavier University, Canada

Identifying the potential risks of political e-participation for adult learners.............. 8
Mike James & Cheryl Reynolds, University of Huddersfield, England, UK

Inclusion, diversity and ‘teaching excellence’ .............................................................. 9
Christine Jarvis, University of Huddersfield, England, UK
Strategies and techniques that facilitate transformational learning in study abroad participants ................................................................. 9
Juanita Johnson-Bailey, University of Georgia, USA
Norvella P Carter, Texas A&M University, USA

Adult education in, between and for stronger communities ................................. 9
Carolyn Johnstone, Federation University, Australia

An examination of the factors influencing students’ decisions to study HE in FE .......... 9
Glynn Jones, University of Huddersfield, England, UK

Problematizing post-truths: Critical adult literacy in the United States in the era of ‘alternative facts’ ................................................................. 9
Jaye Jones, Lehman College, USA

Assessing lifelong learning attributes in Thai higher education .............................. 10
Buratin Khampirat, Suranaree University of Technology, Thailand

Reconstruction higher education in Vietnam ....................................................... 10
Hieu Kieu, University of Huddersfield, England, UK

Pedagogy of song and restor(y)ing hope: Stories and songs as social movement learning in Ada Songor salt movement ........................................ 10
Jonathan Langdon, St Francis Xavier University, Canada
Melissa Jackson, Saint Mary’s University, Canada
Sophia Kitcher, Ada Songor Salt Women’s Association, Ghana

Residential adult education: Transforming the lives of educationally, socially and economically disadvantaged adults ................................................. 10
Melanie Lenehan, Fircroft College of Adult Education, England, UK

Transcultural literacies: Empowering adult learners in cosmopolitan times ............. 11
Karen M Magro, University of Winnipeg, Canada

Below the radar: Understanding the social value significance of informal third sector deliverers and their role in social capital learning networks .................... 11
Claire Mashiter, Lancaster University, UK

Engendered planting: Critical pedagogy and the tacit knowledge of older black, ethnic minority, migrant women learners ............................................ 11
Jacqueline McFarlaneFraser, Independent researcher/ACWDC, UK

Self-reflection as a tool for inclusive learning and teaching ..................................... 11
Joan McLatchie & Laurie Anne Campbell, Edinburgh Napier University, Scotland, UK

The adult learners’ stories .................................................................................. 11
Nursakinah Md Salleh, University of Warwick, England, UK

Exploring the adult learning research field by analysing who cites whom ............... 12
Erik Nylander, Lovisa Österlund & Andreas Fejes; Linköping University, Sweden
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). ............................... 12
Ciarán Ó Mathúna, Marino Institute of Education, Ireland

Framing and negotiating the movement from FE to HE: Transitions, metaphors and spaces................................................................. 12
Deborah O’Neill, University of Stirling, Scotland, UK

Instrumental, relational, and transformative learning in interfaith dialogue between Jewish, Christian, and Muslim adults .......................... 12
Elizabeth M Pope, University of Georgia, USA

Sustainable urban-rural learning connections in KwaZulu-Natal, South Africa............. 13
Julia Preece, Durban University of Technology, South Africa

Learning multiculturism: In the neoliberal context.............................................. 13
Genevieve Ritchie, University of Toronto, Canada

Is it the taking part that counts? Access to lifelong learning opportunities in Germany’s regime of dis/ability .................................................... 13
Silke Schreiber-Barsch, University of Hamburg, Germany

Collaborating with students in critical thinking and citizenship ............................. 13
Angela Shapiro, Glasgow Caledonian University, Scotland, 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 .......... 13
Rebecca Suart, University of Nottingham, England, UK

Symposium – Mapping the boundary spanning behaviors of professionals: Findings from three exploratory studies ........................................ 14
Chair & organizer: Thomas Valentine, University of Georgia, USA

Paper 1: Community boundary spanners in university-community partnerships..... 14
Katherine Adams, University of Georgia, USA

Paper 2: Boundary-spanning behaviors of individuals engaged with the US military community................................................................. 14
Casey Mull, University of Georgia, USA

Paper 3: Understanding and developing boundary spanners in Italian schools .... 14
Concetta Tino & Monica Fedeli, University of Padua, Italy

Transitions and the role of community-based learning ......................................... 14
Bonnie Watt, University of Alberta, Canada

Exploring the motivations of full-time academic staff undertaking part-time doctorates ............................................................................. 14
Yvonne Wayne, Glasgow Caledonian University, Scotland, UK
Multi-culturalism and the decline of public space: Adult education and the building of a common culture

Linden West, Canterbury Christ Church University, England, UK

Witness/eyewitness: Exploring the transformative potential of photography to develop an inclusive view of the world and society

Sarah Williamson, University of Huddersfield, England, UK

Neoliberal ideology in reality television: A public pedagogy that normalizes education and income inequality

Robin Redmon Wright, Pennsylvania State University, Harrisburg, USA

Retirement education: From the adult education perspective and practices in Korea.

Chaewon Yang, University of Georgia, USA
Yumi Son, Korea Research Institute for Vocational Education and Training (KRIVET), Korea
Summary of Papers

*Open and distance education as a device for sustainable adult education in Nigeria: The role of National Open University of Nigeria (NOUN)*
Abdulkadir Adamu Isawa
School of Education, University of Glasgow, Scotland, UK

The paper outlines the role of the main ODL institution in Nigeria, National and Open University of Nigeria (NOUN), and gives its primary objective in promoting adult education. NOUN is the most successful ODL Institutions within the country. It runs about 78 centres, having over 150 programmes across different specialisations.

*Adult literacy education and social inclusion*
Gwyneth Allatt
University of Huddersfield, UK

Based on research into the ways in which literacy is conceptualised in current UK education policy and by teachers of adult literacy and their learners, this paper explores the relationship between adult literacy education in England and social inclusion.

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

This paper explores why a group of young adults, living within traditionally working-class communities in Northtown, choose not to participate in HE and the influence that academic support has on their decision making. It considers the academic support on offer to the participants, at their place of study, and how the various mechanisms influenced their participation decision.

*Voices of deaf adults: Ideas for transition and implications for adult educators*
Sheryl Ballenger
Georgia Institute of Technology, USA

Practical and specialized elements based on the realities of deaf emerging adult’s goals and preparation are needed. This empirical study brings attention to adult life tasks and starts the conversation between adult educators and transition planners.

*Mentorship programs for workplace inclusion and learning*
Cecilia Bjursell & Rebecka Florin Sädbom
Jönköping University, Sweden

Mentorship has been identified as a key factor for workplace education and training. Surprisingly few studies have, however, devoted attention to mentorship programs in the industrial sector. The purpose of this report is to review previous studies of mentorship programs.
Adult pathways to inclusion and diversity in higher education
Susan M Brigham
Mount Saint Vincent University, Canada

Alyson King
University of Ontario Institute of Technology, Canada

In this paper, we highlight the resiliency of mature non-traditional students. Our research participants include final year undergraduate students and recent graduates in three regions in Canada. We surveyed 1555 and interviewed 30 students. We discuss four factors that affect students’ ability to be successful in university.

Optimism through the generations – Miss C, Ms Kaye and Angie: Second-chance education from grandmother to granddaughter

[Summary not available]

Kaye Cleary
Victoria University, Australia

Adult newcomers following second-language courses: A qualitative social network analysis grasping their social capital and social inclusion

Céline Cocquyt, Nguyet A Diep, Chang Zhu & Tom Vanwing
Vrije Universiteit Brussel, Belgium

The main objective of this study is to explore the social capital and social inclusion of adult newcomers following L2-courses in Flanders, through a social network perspective. We have developed a qualitative instrument to map their social network, from which we derive information about their social capital and social inclusion.

Redressing political inequality in Scottish communities: What can adult educators do?

Jim Crowther
University of Edinburgh, Scotland, UK

How can adult educators respond to the crisis in communities generated by political inequalities and hollowed out democratic processes and procedures? This session will explore this issue and draw on recent experiences in promoting learning for democracy across Scotland and the development of a critical guide for practitioners interested in community engagement.

Model making as a research method

Julie Dalton
University of Huddersfield, UK

The presentation will look at how models made from craft materials can provide a safe opportunity to represent thoughts and feelings about sensitive, abstract topics. Various examples of using creative model making in lifelong learning practice will be considered.
**Faces of adult education in Georgia**
Kathleen P deMarrais, Melissa Freeman, Juanita Johnson-Bailey, Kathy Roulston, Sheneka M Williams, Elizabeth M Pope, Brigette A Herron, Kim McKinson
University of Georgia, USA

This study explores perceptions of adult students’ learning experiences in adult basic education programs in the state of Georgia. We present rich, descriptive narratives of their descriptions of their educational experiences. Understanding how adult students assess and evaluate their learning experiences can greatly inform adult basic education programs in Georgia.

**Thinking through evocative, cultural objects to construct an inclusive learning environment**
Gaia Del Negro
Canterbury Christ Church University, England, UK

How can spaces of research and learning prompt education professionals to think reflexively about their knowledge, practice, and discourse? Drawing on narrative material from an auto/biographical co-operative study, I argue psychoanalytically that cultural objects can evoke connections between the personal and the professional, fostering more integrated selves and inclusive dialogue.

**The ethics of inclusion and engaging with the ‘vulnerable’: Exploring adult learning and arts-based research approaches with female survivors of childhood trauma**
Nicola Dickson
University of Glasgow, Scotland, UK

I explore the many complex issues when including vulnerable adult learners in the research process and consider the value of providing learning opportunities through creative research approaches.

**How are different types of online participation related to adult learners’ learning performance and social capital?**
Nguyet A Diep, Celine Cocquyt, Chang Zhu and Tom Vanwing
Vrije Universiteit Brussel, Belgium

An empirical study (N=171) was conducted to discern the relationship between adult learners’ online participation, their learning performance, and perceptions of social capital enhancement. The findings confirm that online interaction should be enhanced to enable greater social capital building among the adult learners whilst findings on the role of online participation with regard to learning have been mixed.

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

This paper discusses workplace learning experiences of volunteers, drawing upon ethnographic research in a hospice. Data shows that volunteer roles, which may be considered low-skilled and mundane, are complex and unpredictable with those aspects of
the role often remaining hidden and unacknowledged by paid staff and the volunteers
themselves.

**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**
Pauline Egan
Institute of Technology Carlow, Ireland

This study took place in an Institute of Technology and was conducted through focus group interviews with international students enrolled in part-time provision. A constructivist approach was taken utilising a qualitative method of research to illuminate the lived experiences of these students. The findings from this empirical study on migration and lifelong learning focus on issues of great importance to the theme of the conference.

**Reflections on deliberative walks: A participatory method and learning process**
Peter Ehrström
Adult Education, Åbo Akademi University, Finland

This paper focuses on Deliberative Walk (DW), a method that builds on the deliberative methods Citizens’ Jury and Development Walk. The potential of joining two participatory models, one talk-centric and the other more observation-oriented, is explored. DW is introduced as a vehicle to learn in a more complete matter. Combining theoretical input and place-based observations may improve the learning process and increase understanding of the deliberated issues.

**Becoming the role model: youth recreation leaders, occupational choice and a will to include**
Andreas Fejes & Magnus Dahlstedt
Linköping University, Sweden

The aim of this article is to analyse how a discourse on the role model operates in youth recreational work. Drawing on Michel Foucault’s concepts of subjectivity, discourse and power/knowledge, the article analyses interviews with youth recreation leader students enrolled at a folk high school, and their talk about occupational choice. The analysis illustrates how a discourse on the role model emerge and operate through the ways students’ descriptions of ‘being’, and ‘doing’ intersect with their becoming as role models. The analysis raises several important questions. Should youth recreational work only target those young people who are already marginalised? Are there other subject positions than the role model, available to take up in youth recreation work? Are experiences of marginalisation necessary in order for a desirable youth recreation leader to emerge?
'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 [Summary not available]
Fergal Finnegan & Jerry O'Neill
University of Ireland, Maynooth, Ireland

Barbara Merrill, Scott Revers & Mauuso Chirwa
University of Warwick, England, UK

Being a peer educator: Perspectives from young women working with Home-Start and some reflections on the role
Pamela Fisher
Leeds Beckett University, England, UK

Roy Fisher
University of Huddersfield, England, UK

The paper, largely conceptual, incorporates findings from a small-scale study. It considers the context/meanings of peer education, motivations, benefits, and experiences in relation to engagements with professionals.

Adult outreach: Just a means to an end? Appropriating the widening participation agenda to promote critical pedagogy
Lindsey Fraser
University of Leeds, England, UK

Education is an essential component in standing up for the common good combatting the normalization of untruths, intolerance and extremism. This paper will reflect on finding spaces to engage in critical pedagogy with local communities.

Transitions to adulthood and processes of social inclusion: A biographical research on careleavers' experiences
Andrea Galimberti, Mirella Ferrari & Laura Formenti
University of Milano Bicocca, Italy

The term "careleaver" relates to any adult who has been in out-of-home care as a child, often separated from families termed as abusing or negligent. The paper refers to a pilot study in Lombardy (Italy) interrogating auto/biographical narratives in order to explore transitions processes towards adulthood in foster care systems.

Putting out to tender: How UK adult education policy might shape the contractual obligations of prison learning providers
Sarah Galloway
University of Stirling, Scotland, UK

Contractual arrangements for prisoner education in Scotland are analysed alongside recent critique of prison learning in the UK, questioning whether adult learning should serve the purpose of ‘rehabilitation’. I suggest that leadership from colleges of Further Education may have influenced the co-production of contracts to deliver education better orientated towards students’ needs.
Mature students’ first chance at higher education and second chance at getting over ‘the English barrier’: A joint researcher-practitioner perspective

Sara Glaser & Ruth Stander
Department of EFL, Hebrew University of Jerusalem, Israel

This paper describes findings from a qualitative study of mature learners who graduated a modified course of English for Academic Purposes as part of an access program. The students’ ‘academic selves’ and their ‘English selves’ are intertwined with their first chance at HE and their second chance at succeeding in English.

Troubling perspectives: Learning about insider/outsider viewpoints from fiction

Patricia A Gouthro
Mount Saint Vincent University, Canada

Susan M Holloway
University of Windsor, Canada

This paper draws upon a SSHRC research study to explore the concepts of insider/outsider to consider how fiction may be used to foster critical and transformative learning experiences about diversity for adult learners.

Educators of sexual and gender minority young adults as anti-oppression allies

André P Grace & Jeffrey R Hankey
University of Alberta, Canada

This paper considers what it means for educators and peers of SGM young people to be allies. It speaks to their ally roles as advocates and change agents who, in turn, nurture and motivate SGM young people to be advocates and change agents in their own lives and in the lives of others still at risk.

Validation of prior learning: An effective means to foster social and labour market inclusion?

Simone R Haasler, Eva Anslinger & Franziska Laudenbach
University of Bremen/Centre for Labour and Political Education (zap), Germany

We present initial findings from a recently started project that evaluates the advancement and effectiveness of validation of prior learning policies and practice in Denmark, Germany and Poland. First, we contextualise the link between validation and social inclusion to then sketch the national validation approaches in the three countries. Finally, we discuss the potentials of validation to enhance social inclusion in the sector of care work, where we find a considerable number of low skilled and unskilled workers.

Exploring the voice of the young adult in developing lifelong learning attributes: Entrepreneurship and learning-to-learn skills in Nigeria

Samir Halliru & Bonnie Slade
University of Glasgow, Scotland, UK

The paper draws from qualitative interviews conducted with young adult seeking to
develop self-independent, self-employment, self-direction and enterprising skills. The study
draws from the works of (Rae 1999; Mezirow, 2009; World Economic Forum; Lave and
Wenger 1991 and Wenger, 1998). The study focused on the triggers and factors that
promote the development of LLL skills.

**The distribution of the sensible: Aesthetics, politics and democracy**
Kerry Harman
Birkbeck, University of London, England, UK

This paper draws on Ranciere’s discussion of aesthetic experience to explore the
possibilities it provides for researching learning in and through everyday workplace
practices.

**Learning and identity formation in the coming out process: ‘I’m gay,
and God loves me.’**
Brenda Hattie-Longmire
Mount Saint Vincent University, Canada

Using queer theory, this paper draws upon the coming out narratives of three individuals,
aged 31, 34 and 52, from Atlantic Canada to explore learning as identity formation. It
focuses on how these adult learners negotiated their sexual and Christian identities during
the initial stages of coming out, and the role of religion/spirituality in the process.

**Exploring the experiences of ‘safe spaces’ by women doctoral students and graduate assistants with differing positionalities**
Brigette Adair Herron & Chaewon Yang
University of Georgia, USA

The purpose of this paper was to explore the experiences of safe and unsafe spaces
encountered by women doctoral students of differing positionalities while learning,
teaching, and working as graduate assistants with particular emphasis on the impact of
space itself using critical and post-structural feminist theories.

**Symposium – Adult education and the education of character**
Organiser: John Holford
University of Nottingham, England, UK

Discussant: Mel Lenehan
Fircroft College, Fircroft College UK

Chair: Linden West
Canterbury Christ Church University, England, UK
Paper 1: Learning character in shared communities: Three contrasting transformative movements in interwar Britain
John Field
University of Stirling, Scotland, UK

Paper 2: ‘Character’ and citizenship in the educational thought of Richard Livingstone
John Holford
University of Nottingham, England, UK

Paper 3: Utopianism and the New Age – Modern man in search of himself: Sir George Trevelyan and the Shropshire Adult Education College
Sharon Clancy
University of Nottingham, England, UK

This symposium explores character education, particularly in residential settings for adults. It covers ‘shared communities’ between the wars; the educational thought of the mid-20th century theorist, Sir Richard Livingstone; and the practice and thought of Sir George Trevelyan, whose wardenship of a short-term residential college 1948-71 helped shape the ‘New Age’ movement.

Getting through the gate is only the first hurdle: Learning from disabled students and staff about their experience of inclusive teaching and learning
Ann-Marie Houghton
Lancaster University, England, UK

This paper revisits and reviews the participation of disabled students in Higher Education (HE). It reflects on policy influences such as changes to Disabled Students’ Allowance and the increasing expectation placed on HE providers to respond to student diversity by offering inclusive teaching and learning.

Information access and activism: Libraries and resource centres promoting and curating people’s knowledge
Catherine J Irving
Coady International Institute, St Francis Xavier University, Canada

The presentation reports on a literature review examining the evolving role of libraries and resource centres supporting community development and civic participation, focusing on three main aspects: Information literacy; documenting people’s knowledge; and library space. The discussion invites adult educators’ perspectives on these issues.

Identifying the potential risks of political e-participation for adult learners
Mike James & Cheryl Reynolds
University of Huddersfield, England, UK

In light of the intensification of political campaigning via social media, this paper asks whether adult learners are being adequately equipped to protect their data and interpret
the political messages they receive through this medium.

**Inclusion, diversity and ‘teaching excellence’**
Christine Jarvis
University of Huddersfield, England, UK

This paper discusses the way the UK government’s ‘Teaching Excellence Framework,’ a mechanism for grading UK Higher Education Institutions, has developed the discourse of inclusion and diversity to redefine these concepts as social mobility and inclusion in a highly skilled workforce.

**Strategies and techniques that facilitate transformational learning in study abroad participants**
Juanita Johnson-Bailey
University of Georgia, USA
Norvella P Carter
Texas A&M University, USA

This paper examines the experiences and transformative learning of students who participated in a series of Sub-Saharan African Study Abroad Programs. Two education professors designed the Programs to encourage awareness of how commonly held Western perspectives shape and bias views of non-Western cultures.

**Adult education in, between and for stronger communities**
Carolyn Johnstone
Federation University, Australia

In this paper, three relationships of education and community are explored: education in, between and for community. Conceptual tools for managing adult education so that displaced and fragmented groups that are trying to establish cohesive social communities in new locations can be supported are proposed.

**An examination of the factors influencing students’ decisions to study HE in FE**
Glynn Jones
University of Huddersfield, England, UK

This paper considers how debt-aversion changes significance as students consider different HE courses. As a result, more attention should be paid to the differing role HE plays for different groups.

**Problematizing post-truths: Critical adult literacy in the United States in the era of ‘alternative facts’**
Jaye Jones
Institute for Literacy Studies, Lehman College, USA

Problematizing post-truths: critical adult literacy in the United States in the era of ‘alternative facts’ by Jaye Jones examines how the adult literacy community in the US can effectively mobilize against increasing anti-intellectualism and authoritarianism using pedagogy grounded in critical dialogues and social action.
Assessing lifelong learning attributes in Thai higher education
Buratin Khampirat
Suranaree University of Technology, Thailand

The purposes of this study were to examine the reliability and validity of the lifelong learning instrument and to investigate lifelong learning attributes of students in the Thai context.

Reconstruction higher education in Vietnam
Hieu Kieu
University of Huddersfield, England, UK

Purpose: Via the narrative themes of senior university, teacher union and student leaders in constructing changes, this paper unpacks the unsettled and problematic practices in learning, teaching and leading in three Vietnamese public universities from the university rush, to teaching as workers and to the conditional autonomy.

Pedagogy of song and restor(y)ing hope: Stories and songs as social movement learning in Ada Songor salt movement
Jonathan Langdon
St Francis Xavier University, Canada

Melissa Jackson
Saint Mary’s University, Canada

Sophia Kitcher
Ada Songor Salt Women’s Association, Ghana

Creative dissent is not only a crucial part of social movement activism, but is also a key area of social movement learning. This presentation will share the emergence of women’s salt defense movement in Ada, Ghana, and also how creative dissent through song builds on and reimagines Foley’s notion of learning in struggle.

Residential adult education: Transforming the lives of educationally, socially and economically disadvantaged adults
Melanie Lenehan
Fircroft College of Adult Education, England, UK

Residential adult education transforms the lives of disadvantaged learners. Using nine principles common across the four residential colleges this paper asks:

What can residency offer to the adult learner that is not available elsewhere?

Why it is particularly suited to certain types of learning or of learner?
Transcultural literacies: Empowering adult learners in cosmopolitan times [Summary not available]
Karen M Magro
Faculty of Education, University of Winnipeg, Canada

Below the radar: Understanding the social value significance of informal third sector deliverers and their role in social capital learning networks
Claire Mashiter
Lancaster University, UK

This paper presents findings from a PhD study designed to unveil the social value significance of informal third sector groups. It unpacking the social construction of value it served to highlight the complexity of underlying relationships which have the potential to both support and limit learning.

Engendered planting: Critical pedagogy and the tacit knowledge of older black, ethnic minority, migrant women learners
Jacqueline McFarlaneFraser
Independent researcher/ ACWDC, UK

The study captured learning experiences and tacit knowledge exchange between older black, ethnic minority/migrant women learners on a community (development) learning course. This paper explored how focus groups, interviews, learning logs, non-participant and participant observation methodologies enabled critical pedagogy within a women only community of practice.

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

This paper explores the impact of a small-scale project in collaboration with the Higher Education Academy (HEA) which focuses on embedding equality and diversity in the curriculum. The project aimed to develop reflective practitioners in key curriculum leadership roles, where they then could influence and develop others.

The adult learners’ stories
Nursakinah Md Salleh
University of Warwick, England, UK

This study discusses Bourdieu’s theories of practice in adult engagement in a non-formal lifelong learning programme in Malaysia. The aims of this study are to explore adult learner disposition and the relation to their participation in learning. Four selected stories will be discussed. Early findings show that habitus constraints individual horizon of action but not determine their situation.
Exploring the adult learning research field by analysing who cites whom
Erik Nylander, Lovisa Österlund & Andreas Fejes
Linköping University, Sweden

**Original paper published online in Vocations and Learning. DOI: 10.1007/s12186-017-9181-z (click THIS LINK to view this open access publication)**

In this article we report on findings from a large-scale bibliographic study conducted based on the citation practices within the field of research on adult learning. Our data consist of 151,261 citation links between more than 33,000 different authors whose papers were published in five leading international journals in the field of adult learning during the time period 2006–2014. By analysing the composition of the dominating citation clusters we are able to construct a telescopic view of the research field based on an accumulation of bibliographic citations. The results consist of two parts. First we go through the dominating players active in the field, their position and mutual relationship. Secondly, we derive two main structural oppositions inherent in the citation networks, one connected to the research object (studying education or work) and the second to the level of analysis (cognition or policy). We find that the most dominating tradition within adult learning the last few decades – sociocultural perspectives on learning - occupies a very central position in the space of citations, balancing between these opposing poles. We hope that this analysis will help foster reflexivity concerning our own research practices, and will reveal the relations of dominance currently prevailing within the field of adult learning.

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)
Ciarán Ó Mathúna
Marino Institute of Education, Ireland

This paper sets out to explore and share the experiences of adult learners who engaged in higher education within one Irish university. It tells of their struggles and accomplishments, but most of all is highlights the real life existence of Mezirow’s Transformative Learning Theory.

Framing and negotiating the movement from FE to HE: Transitions, metaphors and spaces
Deborah O’Neill
University of Stirling, Scotland, UK

This paper will discuss how transitions are framed in educational literature. It will briefly discuss the emergence of this discourse, and report on an ongoing PhD study with a particular focus on the transition from FE college to the 3rd year of an HE programme in a Scottish university.

Instrumental, relational, and transformative learning in interfaith dialogue between Jewish, Christian, and Muslim adults
Elizabeth M Pope
University of Georgia, USA

The purpose of this study was to explore a community-based interfaith dialogue program to understand the adult learning process as well as if and how perspective transformation
of alternative faiths occurs. The researcher sought to develop an in-depth view of what occurs and the outcome of interfaith dialogue sessions.

**Sustainable urban-rural learning connections in KwaZulu-Natal, South Africa**
Julia Preece
Durban University of Technology, South Africa

This paper reports on the early findings of research that asks: how can universities engage with the assets, felt learning needs and connections between urban and rural communities to facilitate sustainable adult and community learning? The study uses a theoretical framework of asset based community development and Amartya Sen's capabilities approach.

**Learning multiculturalism: In the neoliberal context**
Genevieve Ritchie
OISE/University of Toronto, Canada

Reflecting upon Canada’s private sponsorship program for refugees the purpose of this paper is to rethink the relationship between multiculturalism and neoliberalism. I argue that the interweaving of multicultural and neoliberal ideologies has produced a form of cultural and economic management that positions local communities as the preferred site of social development.

**Is it the taking part that counts? Access to lifelong learning opportunities in Germany’s regime of dis/ability**
Silke Schreiber-Barsch
University of Hamburg, Germany

The paper reveals why transforming the system of lifelong learning towards an inclusive system cuts right to the core of democratic societies. Spatial theory and empirical findings on access to a place of learning reveal why access is not merely a pedagogical issue, but is of a genuine political nature.

**Collaborating with students in critical thinking and citizenship**
Angela Shapiro
Glasgow Caledonian University, Scotland, UK

The paper outlines a case study which demonstrates how blended learning has supported the teaching of citizenship in collaboration with Computing students. The topic was resources for a website for Holocaust refugees who came to settle in Scotland.

‘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**
Rebecca Suart
University of Nottingham, England, UK

This paper illustrates the dissonance between educational policy and the complex needs of adult women learners who choose to re-engage in vocational education.
**Symposium – Mapping the boundary spanning behaviors of professionals: Findings from three exploratory studies**

Chair & organizer: Thomas Valentine  
Adult Education, University of Georgia, USA

Discussant: Ellen Boeren  
University of Edinburgh, Scotland, UK

This symposium will include three empirical papers that, taken together, represent the development of the concept of boundary spanning from an idea, through systematic measurement, to a plan for developing the boundary spanning skills of adult professionals.

**Paper 1: Community boundary spanners in university-community partnerships**  
Katherine Adams  
Odom School of Ecology, University of Georgia, USA

**Paper 2: Boundary-spanning behaviors of individuals engaged with the US military community**  
Casey Mull  
Agricultural Leadership, Education & Communication, University of Georgia, USA

**Paper 3: Understanding and developing boundary spanners in Italian schools**  
Concetta Tino & Monica Fedeli  
Department of Philosophy, Sociology, Pedagogy, and Applied Psychology, University of Padua, Italy

**Transitions and the role of community-based learning**  
Bonnie Watt  
University of Alberta, Canada

The *Career and Technology Studies (CTS) Bridge to Teacher Certification Program* sponsors adults with previously earned journey certifications to be University of Alberta Bachelor of Education (B.Ed.) degree students. These soon-to-be dual credentialed teachers are in the midst of a community-based learning experience.

**Exploring the motivations of full-time academic staff undertaking part-time doctorates**  
Yvonne Wayne  
Glasgow Caledonian University, Scotland, UK

This paper outlines the findings from a study into the experiences of full-time academic staff in a post-1992 university undertaking doctorates, and draws on the work of Scott et al (2012) on extrinsic and intrinsic motivations.
Multi-culturalism and the decline of public space: Adult education and the building of a common culture

Linden West
Canterbury Christ Church University, England, UK

This paper draws on research in a postindustrial city beset by racism, radicalisation, and tensions between ethnic communities: in particular, the history of workers’ education, to consider how its values and inclusive democratic purpose can inspire struggles today for a meaningful multiculturalism.

Witness/eyewitness: Exploring the transformative potential of photography to develop an inclusive view of the world and society

Sarah Williamson
University of Huddersfield, England, UK

An arts-based approach in professional education using the structured ‘witness’ of art to encourage critical thinking about the world, current affairs, society, different cultures, equality and diversity. The ‘Eyewitness’ photographs in a British newspaper have promoted a greater awareness of the world, deepening self-awareness, fostering critical reflection and influencing values.

Neoliberal ideology in reality television: A public pedagogy that normalizes education and income inequality

Robin Redmon Wright
Pennsylvania State University, Harrisburg, USA

Using critical discourse analysis, I explore a selection of the myriad reality TV programs about working-class labour and reveal their implicit neoliberal pedagogy and capitalist curriculum that normalizes social, educational, and economic inequality.

Retirement education: From the adult education perspective and practices in Korea

Chaewon Yang
University of Georgia, USA

Yumi Son
Korea Research Institute for Vocational Education and Training (KRIVET), Korea

This paper aims to explore the literature on retirement education and its practices. The retirement education programs in Korea were briefly introduced and it suggested how retirement education should be developed to guarantee its efficacy and efficiency for retirees to design their second life with the perspective of adult education.