COMMUNICATION ABSTRACTS

**Exploring Learning Contexts:
Implications for Access, Learning Careers and Identities**

**Explorer les contextes d'apprentissage : répercussions sur
l'accès, les parcours d'apprentissage et les identités**

ESREA Access, Learning Careers and Identities Network

2-4 November 2017

University of Rennes, France

esrea2017rennes.sciencesconf.org

ESREA   CREAD EA 3875

PROGRAMME

Thursday 2 November

12.30-13.30 — **Registration**

13.30-14.00 — **Welcome – Ereve – room Pina Bausch**

> **Barbara Merrill**, University of Warwick, UK
> **Adrianna Nizinska**, Gothenburg University, Sweden
> **Andrea Galimberti,** Milano-Bicocca University, Italy
> **Jćrôme Eneau,** University Rennes, France

Information about ESREA

> **Barbara Merrill**, University of Warwick, UK
> **Laura Formenti**, (Chair of ESREA), Milano-Bicocca University, Italy

14.00-15.00 — **Plenary - Ereve – room Pina Bausch**

Perspectives on context: metaphors, images, and definitions

> **Laura Formenti,** Department of Human Sciences for Education, Milano-Bicocca University (Italy), **Barbara Merrill** (chair).

15.00-15.30 — **Break**

15.30-17.00 — **Paper Session 1**

Ereve – room Pina Bausch - Chair Andrea Galimberti

Towards a more effective pedagogy for older adult learning: the changing role of educators in career-oriented learning among older adults and seniors
> Benjamin Denga, University of Alberta, Canada

A study on the daily learning of involuntary early retirees by the baby boomer generation
> Kim Ji Hyun, Yoon Do Hye & Yi Byung Jun**,** Pusan National University, South Korea

Educational processes and settings for professionals working with older learners
> Micaela Castiglioni & Carola Girotti, University of Milano Bicocca, Italy

Ereve – room Pina Bausch - Chair Adrianna Nizinska

'If you stand for nothing, you will fall for anything' The maintenance of self-identity in times of change
> Peter Wolsencroft, University of Coventry, UK & Carol Thompson, University of Bedfordshire, UK

A place for the soul-making: The imaginal clearing as a learning context
> Marina Barioglio, Paolo Mottana & Ilaria Torelli, University of Milano Bicocca, Italy

17.00-19.00 — **Depart for a visit to the Parliament in Rennes**

Friday 3 November

9.00-9.30

Registration

9.30-11.00

Paper Session 2

Ereve – room Pina Bausch - Chair Barbara Merrill

Fiction and learning contexts
> Patricia Gouthro, Mount Saint Vincent University, Canada

English language book club and transformative learning: Developing critical consciousness in the English language classroom in a UK further education (FE) and in a South African township
> Ida Leal, South Thames College, UK

I don't know who I am but life is for learning? The public pedagogical context of popular protest music
> John Haycock, Monash University, Australia

Ereve – room Pina Bausch - Chair Jérôme Eneau

HE and Employability in Poland – challenges of the new learning context for employers and universities
> Adrianna Nizinska, University of Gothenburg

An ecological approach of human activity in training environment: From targeted learning to actual transformation
> Benjamin Watteau & Jćrôme Guerin, University of Brest, France

The relationship between formal and informal adult learning: The case of 78 Breton entreprenneurs
> Jean-Michel Mégret, University Rennes 2, France

11.00-11.30

Break

11.30-13.00

Paper Session 3

Ereve – room Pina Bausch - Chair Patricia Gouthro

Critical pedagogy, competences and transformative learning pathways of mature black women learners into work
> Jacqueline McFarlane-Fraser, Independent Researcher/ACWDC, UK

Migration and parenting in women with Arab origin
> Alessandra Mussi, University of Milano Bicocca, Italy

Situated learning: Face to face with refugees
> Padma Ramsamy-Prat, CRF-CNAM, Paris, France

Ereve – room Pina Bausch - Chair Camilla Thunborg

Competency of Adult Educators with the Changing Learning Contexts in India
> Pawan Sahu, Pushpa Kumari, Geetanjali Baswani, Koshy Jacob   Madhya Pradesh, India

World changers and lion tamers: Professional identity in challenging times
> Carol Thompson, University of Bedfordshire, UK & Peter Wolstencroft, University of Coventry, UK

A different and gay education: informal and informal learning
> Eletta Pedrazzini, University of Milano-Bicocca, Italy

13.00-14.00

Lunch Break

14.00-15.30

Paper Session 4

The artists' house: The recontextualised art practices of British postgraduate students in conversation with Italian amateur artists

Samantha Broadhead, Leeds College of Art, UK

About and within enabling learning contexts

John Pardy & Kristin Reimer, Monash University, Australia

What's next? – A retrospective perspective on graduate transition from HE to working life in Sweden

Agnieszka Bron & Camilla Thunborg, Stockholm University, Sweden

Educational professionalism: a process of constructing educators' professional identity in multiple learning contexts, through pedagogical supervision and different meta-reflective tools

Francesca Oggionni, University of Milano Bicocca, Italy

Navigating career trajectories: A longitudinal study in professional re-formation

Lois Meyer, UNSW, Australia

Professionalisation of adult educators: Possibilities and tensions between academic learning contexts and professional contexts

Cristina Palmieri, Marina Barioglio, Andrea Galimberti & Benedetta Gambacorti-Passerini, University of Milano-Bicocca, Italy

15.30-16.00

Break

16.00-17.30

Paper Session 5

Universities and the knowledge-power gap: Navigation and mitigation

Simon Whittemore, CELIS, UK

Towards a sociology of public pedagogy: Exploring relationships between formal education, public pedagogies, neoliberalism and the rise neo-fascism

John Haycock, Monash University, Australia

Transitions between different learning contexts: Themes, issues and problems

Alessandro Ferrante & Andrea Galimberti, University of Milano Bicocca, Italy

Language learning contexts and accessibility – the case of university students with special educational needs in Poland

Joanna Pitura, Pedagogical University of Cracow, Poland

What is basic adult education? And who gets to learn?

Laura Wyper, University of Ontario, Canada

The medium is the message: mediated learning and mental health

Shanti Fernando & Alyson King, University of Ontario Institute of Technology, Canada

17.30-18.30

Poster Session

The mutual influences between the curriculum and the construction of the self: How community values take shape among engineering students

Frank Marion, CNAM, Paris, France

Research on the professionalization of health care professionals

Paola Zonca & Emanuela Guarcello, University of Turin, Italy

The community of philosophical inquiry as a learning context between adults

Ferderico Zamengo & Nicolô Valenzano, University of Turin, Italy

19.30

Conference Dinner on campus

Saturday 4 November

9.00-9.30 **Registration**

9.30-10.30 **Paper Session 6**

Ereve – room Pina Bausch - Chair Alyson King

The museum: Another place to learn?
> Jamila Al Khatib, CRF-Musée des arts et métiers, CNAM, France

START-UP as a pedagogic tool for students
> Oana Cälin, University of Bucharest, Romania

Ereve – room Pina Bausch - Chair Adrianna Nizinska

Pedagogical mentoring practices of physiotherapists in initial training: Mentor management activity
> Florence Sartier, CNAM Paris, France

Technology and wellbeing: When the learning process meets every student's need
> Maria Concetta Carruba, University Catholic of the Sacred Heart, Italy

10.30-11.00 **Break**

11.00-12.00 **Plenary -** *Ereve – room Pina Bausch*

12.00 **Trip to Mont Saint-Michel**

COMMUNICATION ABSTRACTS

SUMMARY BY AUTHOR

Plénary

Paper & poster session

Laura Formenti

University of Milano-Bicocca, Italy

Coordinator of the international and interdisciplinary PhD Program "Education: contemporary Society"

Chair of ESREA
Joint Convenor of the Life History and Biography Network, ESREA

Perspectives on context: metaphors, images, and definitions

What happens when we use the word context, in research and learning? Are we aware of its different connotations? Or do we simply use it to evoke anything "surrounding" learning? When we begin to analyse the contexts of learning, we stumble over many antinomies and conceptual polarities. Different perspectives define what a context is, and what it does to us. There are at least four of them: the materialist/structural, the constructivist/symbolic, the reflexive/recursive, and the enactive/co-evolutionary. The talk will play with all these lenses, using etymology, imagination, and narratives to suggest a generative theory of context.

Jamila Al Khatib

CRF-Musée des arts et métiers, CNAM, France

The museum: Another place to learn?

A main museum's mission is not only to preserve a patrimonial collection, but also to conceive educational program to become a specific place where visitors can learn, in another way compare to schools and universities. In fact, in a museum, you can learn no matter of your age and your knowledge level. In Europe, this observation is a reflexion point for all museums' professionals: how transform museums to make them become a new type of learning place (Eidelman, 2017).

To conceive new and appropriate museographic places, museums' professionals could use research results concerning gestures of an educator during his activity. As he has different objectives during his animation, he would use different gestures. And what kind of gestures precisely, does-he use to transmit knowledge, to insure interactions with visitors, to present himself, and so on? His activity could be similar to a teacher but it is not so. In fact, the educator acts in an informal context. He will explain to visitor how "read a museum" and where search information concerning the objects, the context and so on, to instaure active interactions between him, the visitor and the museum's object. So during a guided tour, the most important seems to live an original experiment and not specially to learn concepts. So does the visitor learn anything? And how? The research presented is an analysis of an educational activity lead at the Musée des arts et métiers, a museum of History of Technics in Paris.

Marina Barioglio, Paolo Mottana & Ilaria Torelli
University of Milano Bicocca, Italy

A place for the soul-making: The imaginal clearing as a learning context
Un luogo per fare anima : La radura immaginale come contesto educativo

This text intends to declare the idea of a "context of learning" in terms of a training place, as a "container", as a material and symbolic space specifically designed, evoked and inhabited by participants, conductors, knowledge, objects and practices at a defined time shared to make possible a specific educational experience, solicit a particular type of learning, encourage a closer look at the phenomena, and revise one's relationship with the world in general. Space, concrete and symbolic, the perceived and imagined space is in fact one of the fundamental dimensions within which one determines, organizes human life and through which our experience in the world can be interpreted. As Western philosophical reflection shows, space is one of the great points of rupture of the world's perceptions and the position that humanity has taken over time with regard to it. Between the theories of "place" and "space", between distinctions that perimeter space, such as the open and isomorphic dimension in which humanity finds itself in drift and exile, and the "place" as a universe in which the natures neatly they track their location and the man reflects a microcosm of a wider but inseparable macrocosm (see Magnard), the quarrels on space opens and closes constantly the fundamental questions to accurately state the forms of human experience. Empty space and full space, space recessed in Cartesian modernity from the spiritual life of man or common space to subject and object within a unitary and organic cosmos endowed with spiritual life, space of intimacy and vastness, space of expansion the controversy and dominance of the daytime regime of images (Durand), the space of night intimacy in the poetics of the nest, the shell and the angles of Bachelard, space also appears in modernity as the pattern of demarcations symbolizing the grip or clinging in world (Heidegger), different forms of positioning and relationship, which we find in architecture, urbanism (Hillman, Truppi), art, places of science, care, education as complex devices and arrangements of social, cultural and personal relationships, in short of the life experience of man in the world's oldest world in the world, that of space some philosophers (eg Bachelard 1987) considered as the primary and fundamental experience of our dwelling on the earth. The importance of this dimension has naturally not escaped Italian pedagogy and, in its setting up in time and in cultures, or in its offering today as a potential learning area, has been subject to intense peasant reflection (see eg Massa, 1987; Mottana 1993, 2009). Thus considered the "context of learning" taken into account by this contribution will be the imaginary clearing (Mottana 2004, Barioglio 2014) conceived, set up and inhabited for the last ten years on numerous institutional educational paths and not with the main objective of to urge participants to make their souls according to James Hillman's good expression, among other things, how to develop an articulate and profound reflective attitude towards phenomena, not judging and free from defined disciplinary categorizations, an affective and participative look at it is not purely abstract or merely concrete, but imaginary, capable of recognizing in every event the plot of mythical-symbolic images of which, according to thinkers such as Jung, Durand and Hillman, everything is innervated and to which we all, more or less consciously, are part of. Considering therefore the educational purpose of this context of learning, its design, its denomination, the ways and forms of permanence, movement and the modes of knowledge in it had to be carefully thought and with particular regard to the images Imaginators (Corbin), ie works of art (film, poetics, music, pictorial, corpus, literary) that in the perspective of Immaginal Pedagogy (Mottana 2002, 2004) are the true masters, sources, knowledge sources, educative, medium, and eye-changing agents.

By relying on some concrete examples of imaginary educational paths built over time in symbolic basins of particular interest in pedagogical reflection such as childhood, adolescence, wound, body, feminine, mother tongue, eros, the text proposes to focus on the physiognomy of the "imaginary clearing", its characteristics, the rituals of entry and exit it envisages, the position of research and the hermeneutical approach to the symbolic artwork of which it is made guarantor and guardian, the relationship type with exploration objects

Samantha Broadhead

Faculty of Education, University of Alberta

The Artist's House: The recontextualised art practices of British postgraduate students in conversation with Italian amateur artists

This paper offers a critical reflection on the ways practices and discourses are recontextualised into the dominant pedagogic discourse of the art school. This draws upon the ideas of Bernstein where he said:

Pedagogic discourse is a principle for appropriating other discourses and bringing them into a special relation with each other for the purposes of their selective transmission and acquisition. (Bernstein, 1990: 183-4)

Bernstein (1999) described how horizontal discourse functioned to selectively distribute knowledge through the day-to-day contact in families, communities and in particular student cohorts. Horizontal discourse is, "oral, local, context dependant and specific, tacit, multi-layered and contradictory across but not within contexts," (Bernstein, 1999, p.159). It is organised segmentally according to the sites where it is realised (for example: at home; at work; at College or in the Artist studio).

The recontextualision of creative practices and discourses produced by British Creative Practice students occurred during a week's residency at the Artist's House in Canale di Tenno, Italian Alps during April 2017.

Students and staff lived and worked together in a medieval artist's house for six days. They listened to talks by local a historian and a local anthropologist which gave a set of complex meanings to the landscape. These meanings were reproduced and reimagined in the creative work of the students. At the same time they learned about local cultures, economies and modes of production through social events and day trips. Students recontextualised their creative practices within a new and for some different working space. During this time the horizontal discourses that occurred whilst living, learning, cooking and exhibiting together informed the content of their work. The emersion of students and staff in a different kind of space away from the urban environment of the art school in Britain led to thoughtful work that could be developed further after the residency had ended.

Sharing the outputs derived through the pedagogic discourse with other Italian artists in a public critique held on the last evening was a good opportunity to consider different audiences for the work. It also acted as a celebration and point in time where students could take stock of what they had experienced and made. The audience of Italian amateur artists were intrigued by work on show and both groups of people were able to talk about it during a shared meal.

Bernstein (2001: 365), identified a new social order, constructed by new technologies, lifelong learning policies and a fluid, adaptable workforce, as a 'totally pedagogised society.' When applying this to student experience of the Artist House it can be seen that the boundaries between domestic, social and personal activities were blurred with pedagogic and art practices. Students and staff were continuously present as part of a teaching and learning relationship. Horizontal and Vertical discourses were woven together and mediated through various translations. The implications for this in terms of the reproduction of social relations needs to analysed further, for example, who was included and excluded from this learning experience (for example; those who could not take part in the residency and those who were alienated by the process). Ultimately, all practices and discourses could be appropriated by the state to construct flexible workers with ambivalent notions of work and personal activity.

Agnieszka Bron & Camilla Thunborg
Stockholm University, Sweden

What's netx? – A retrospective on graduate transition from HE to working life in Sweden

This paper is concerned with non-traditional graduates' transition from HE to working life and the struggles they experience in relation to their career and life in general, retrospectively. There is an extensive research about students' transition from HE to working life in Sweden, covering both aspects of knowledge in relation to different educational programmes, struggles in the transition and employability. There are also some studies about non-traditional students. However there is a lack of a long-term perspective on the transition in relation to aspects of knowledge, career and life. This is especially interesting in relation to being non-traditional.

The aim of the paper is to examine non-traditional graduates' transition from HE to working life in a retrospective perspective. More specifically the following research questions are elaborated:

What learning paths do non-traditional graduates describe in their transition from HE to working life retrospectively?

What struggles do they experience in relation to their careers and life in general?

What identities are formed in relation to these struggles?

Theoretically, we use the theory of biographical work for understanding the identity formation and change during the transition. We will also elaborate on the different learning contexts of higher education, different workplaces and life in general.

The paper is part of a project concerning the employability of non-traditional students after higher education and is based on interviews with four non-traditional graduates' interviewed between two and five years after graduation.

Oana Maria Călin
University Of Bucharest, Romania

START-UP as pedagogic tool for students

In the context of Millennials generation, the academic desideratum of creating well prepared and integrated students in society becomes harder and harder to achieve in an old formal way. While, this style could give students a logic and systematic data and a good coherence in thinking, this requires patience and focus and a longer time than nowadays students are willing to give. We are talking about youngsters with a little attention time of 10 minutes, continuously connected with social media and internet, access to huge amount of unstructured and invalidated data on internet. These brings the danger of decreasing the level of knowledge acquired, underdeveloped critical thinking and the possibility to create assumptions based on insufficient documentation that could lead to false conclusions.

During my experience in the last 6 years with students from high-school and communication university in Bucharest I found that there is an opportunity for creating student-centred learning, to involve them in creating their learning objectives, the academic to become a learning context that cannot be separated by practice (Edwards,2009) [1] and the professors to become the facilitators of the process. My main observation is that small star-up for students as part of their academic time can become a useful tool in answering these opportunities and decreasing the threats and weaknesses mentioned above.

The purpose of the research is to understand if this could be a better way of development of knowledge, abilities and values in students. By following their deep wishes and dreams, and putting them to practice in a small start-up, I want to understand if students become more interested in developing their own learning path, in blending more types and interventions (formal, in-formal and non-formal way) from academic and outside, and becoming the main actors in looking for learning opportunities. The major change of perspective is that the student is starting something from what is good at, not like in the formal education where professors are showing the lack of abilities and knowledge.

Entrepreneurship is taught in United States from late '70s [2]. In Romania, this subject appeared for the first time in academic curricula after 2010, mainly in the economic specializations. After 2015, it becomes one of the most desired subject in non-formal program (also due to the governmental funds that are directed in this line), and little by little the universities are including this subject in their curricula.

In order to sustain my findings, my approach was to run over 60 questionnaires with students from non-economic profile academic environment for entrepreneur profiling on three dimensions: abilities, motivation and attitude. The questionnaire is the same used in creating the experiential model for entrepreneurs as described in the article. [3]

The expected findings are connected to the change in the profile of these students in terms of attitude and motivation after attending the entrepreneurship course. This conclusion could lead to further action-research by giving to the students also the means (abilities and small funds) to implement their ideas, could speed up the learning path and increase the engagement in academic activities.

Micaela Castiglioni & Carola Girotti,

University Of Milano-Bicocca, Italy

Educationnel processes and setting for professionals working with older learners
Transizioni di vita e transizioni professionali

We focus on a research topic in the transition from the world of education to the professional world of professionals healthcare, newly recruited and in service, in the RSA (Health Care Residency) and in the home care / care providers for the elderly.

We focused on the experiences and the representations of the care professionals who experience a recent entry into the nursing contexts. This is to increase awareness of the size and factors that contribute or not to the construction of their professional identity and therefore to the effectiveness of the relationship of care or care with older patients. In order to highlight the possibilities and limitations of the organizational context in which we operate, the "conversational coupling" between the researcher and the professional is also directed to outlining possible and realistic hypotheses of change / improvement within the professional contexts. According to a transformative orientation of the research started.

Here are the thematic that guide our research questions, which are the result of the shared setup of the SIPED-Pedagogy Group of health and care professions, which is as follows :

The entry into the world of professional practice exposes the neophyte to the delicate issue of the assumption of related-competence responsibility, not just technical, decisionality and choice. Do young professionals find themselves in this view of the researcher? In what situations have you been asked about the responsibility of the care? Who / What supported them ?;

The knowledge / skills gained through university education are considered appropriate for an intervention that can not be traced back to only technical dimensions and which brings into play existential and emotional knowledge? Does the newlyweds experience a sense of adequacy between what they think, hear, know, do, and what they should think, feel, know, act? It's more likely that the talk is about a kind of gap. Is the health professional entering for the first time in a department, or in any case, in the structure and in the living environment of the elderly, sufficiently instrumented to read and understand the context in which it operates by making a realistic and inductive assumption? Or, in the face of the complexity and problematicness of this context, it experiences a high degree of uncertainty that can create a multiplicity of experiences that are certainly not easy to accept and manage and which can be the basis of personal malaise, lack of confidence in their abilities, disillusion, decline in motivation, misunderstanding with colleagues, relational difficulties with patients and / or family members, etc.,;

The transition to the hospital and / or the RSA, as well as in the contexts of home care, implies the cognitive and emotional impact of the neophyte with the organizational culture that circulates in them explicitly and implicitly, as if the young man cured him?

Is the experience of internships a kind of protective factor, or even a resilience factor to be drawn, from ferrying to the world of training to that of nursing care?

The writer is deepening this research dimension.

Maria Concetta Carruba
University Catholic of the Sacred Heart, Italy

Technology and wellbeing: When the learning process meets every student's need

Nowadays, generally, schools use technology in the classroom.

In recent years digital competences, technological tools for teaching and learning, coding and computational thinking are more really interesting in Education for two reasons at least.

First of all, technology allows both teachers and students more creativity: teachers have the opportunity to present the lessons and the themes in a interactive way , work for students engagement based on their learning style and intelligence to learn.

Secondly, technology works for:

users experience;

accessibility;

classroom and learning context design;

creativity for all.

In conclusion, technology changes the way to learn if teachers use it with a pedagogical and inclusive approach. The classroom assumes new design, becomes an dynamic enviroment, the space where all students, also students with special needs, could improve their competences, could learn in an effective learn, could have access also when traditional way don't works good for them, could learn as a nice activity and feel good during the teaching-learning process. Based on this inclusive approach, technology works for well- being in the classroom.

Benjamin Denga
University of Alberta, Canada

Towards a more effective pedagogy for older adult learning: the changing role of educators in career-oriented learning among older adult and seniors

This paper highlights the importance of educators' role in managing learning contexts and experiences of job-seeking older adults/seniors in a way that ensures the effective achievement of learning outcomes.

In an era where people are living longer, healthier lives and the population of older adults and seniors is increasing (or set to increase) at a higher rate than others segment of the population globally (Mouton & Southerland, 2017), the need to pay more attention to the learning needs of this important demographic cannot be overemphasized. This urgency and significance of this need is further underscored by the fact that many seniors are increasingly able and willing to work for longer periods and age successfully while working (Havighurst, 1961; Zacher, 2014).

Drawing from the activity theory of aging, other related theories and recent research that relate to the learning and education of older adults in career-oriented contexts, I problematize the homogeneity of current mainstream educator practices; I make a case for a heterogenous, different, pedagogical approach; one that carefully takes into consideration the unique needs, abilities, limitations and overall context of older adult learners, to optimize their learning experiences towards achieving meaningful employment/career outcomes-especially in community/vocational education settings.

Shanti Fernando & Alyson King
University of Ontario Institute of Technology, Canada

The medium is the message: mediated learning and mental health

Context is comprised of our history, present, and future possibilities. For adult learners, situating themselves in a learning context helps them reflect on these three elements of their lives. Adult educators should, therefore, try to design programs for adult learners that will create 'mediated' learning contexts in which adult learners can discover, shape, and make explicit their own knowledge and incorporate new knowledge. The adult educator is the mediating agent that can help focus and organize the world of stimuli for the learner. This is especially important for those experiencing mental illness in order to enhance effective functioning through incorporating the learners' developmental needs, ideas, and cultural context into the learning experience. This type of education-based mediation helps confront the ways in which experience complicates learning. Educators can help students problematize and interrogate experience as much as they help students to access and validate it. This is imperative for those adult students who are consumers, survivors or ex-patients of the mental health system who have many stigmatizing experiences that need incorporation and validation. Viewing knowledge and learning through a context-based learning lens allows adult educators and program planners to create or enhance contexts for egalitarian adult learning that allow learners to share in the design, process, and evaluation of their learning activities. Transformative learning takes place when teachers are 'mediators' who are able to present and structure information and then students are able to further construct meaning based on their own experiences. As Belzer (2004) contends, "learning contexts themselves are a kind of hidden curriculum, implicitly teaching students about appropriate classroom roles, routines, and activities, and they have an important effect on adult learners." Marshall McLuhan argued that "the personal and social consequences of any medium—that is, of any extension of ourselves—result from the new scale that is introduced into our affairs by each extension of ourselves." In this sense, the medium of supported education (SEd) programs extends our ability to provide educational opportunities and the space for new stimuli that can afford transformative learning. In other words, mediating learning in context allows attention to be paid to the interaction and intersection among people, tools, and context within a learning situation.

As part of our ongoing SSHRC funded project on SEd programs, which offer mental health supports alongside educational programming, and life skills and socialization training, we interviewed 97 adult Canadian students in different learning contexts. We examined non-traditional learning contexts run by psychiatric hospitals including general classrooms, secure forensic unit classrooms (for those legally found to be either Not Criminally Responsible [NCR] or Unfit) and a community classroom, all of which are not often considered to be sites of adult education. Transitions between hospitals and communities are also interstitial learning contexts that are precarious in terms of accessibility due to funding and availability of adult education programs. In this paper, we examine the role of learning in non-traditional hospital-led SEd programs which can combat the symbolic and structural violence experienced by students living with mental illness. We argue that the mediation of adult educators can vary in efficacy and that the most effective mediation in supported education learning contexts is done by well-trained certified teachers who provide empathy, relationship-building and transformative, context-based anti-sanist education in a mixture of hospital-based and community classrooms. If we support SEd as a medium for affording transformative learning, the message is that we, as a society, value educational opportunities beyond traditional methods and venues – and we value those who need supported education.

Alessandro Ferrante & Andrea Galimberti
University of Milano Bicocca, Italy

Transitions between different learning contexts: Themes, issues and problems

Educational work is intrinsically complex and educators and teachers know it very well, even very tiring from a psychological, affective, relational and often physical point of view. In addition, today's working, social, cultural and political conditions make it even harder to carry out the educational profession, especially if you are seeking to provide high-quality training. Thus, professionals strongly need to find a temporary rest from the daily urgencies and tensions and to gain a reflexive research posture. This posture can allow them to reflect on their practices and deconstruct, rebuild, evaluate and redefine them, thus becoming more aware of their own educational style and frameworks, and of what produces educational effects in the contexts in which they operate.

It is evident, hence, the necessity – now recognized as indispensable – to combine initial (school and university) training and experiential learning that marks the entrance of new educators into workplaces with in-service training. Team meetings, vocational training courses, supervision and pedagogical counseling are currently the main contexts for continuing education. In such contexts "second-level practices", specifically aimed at the "training of trainers", take place. These practices aim at structuring learning environments geared to implementing the skills of educators, understanding and supporting "first level" educational processes, to shaping teaching and learning practices from a time and space distance, and to encouraging the development of new perspectives of thought and action.

But what is the relation between what happens every day in educational services and schools and in "second-level" contexts? How is it possible to translate the awareness and learning developed during counseling and supervision into daily education experiences? Asking these questions means questioning what favors or, vice versa, obstructs transitions between learning contexts with quite different characteristics, without simply assuming that each learning can be automatically translated from one context to another. Also to remember is that services and schools often tend to play routines, organizational clichés and consolidated procedures, even though these have proved inadequate. The risk is that practitioners, once they leave the counseling and supervisory settings, are once again entrapped in the entanglements of institutional mechanisms. Learning is also a contingent, unstable and changing phenomenon, embedded in a peculiar ecology of relationships. It must be re-contextualized every time, as it does not correspond to a mental set that can be transferred as is to another environment, as if it were an abstract program that can be run anywhere and under any circumstance, regardless of the specific social and material configurations at play. The point, then, is to understand how the learning developed in a given context – in this case, in counseling and supervision – can be translated into situations other than those in which they originated.

Starting from these premises, this contribution intends to critically address the issue of the "translation" of the learning achieved during "second-level" training course to a "first-level" context, on a theoretical and methodological level. We will explore this problem by referring to reflective and sociomaterial approaches, showing how different epistemological frameworks lead to somewhat heterogeneous outcomes in defining and treating the issue under scrutiny. Finally, particular attention will be given to the ways in which the theories of complexity in the pedagogical field address the issues discussed.

Gouthro Patricia
Mount Saint Vincent University, Canada

Fiction and learning contexts

Learning in connection to reading and writing fiction can occur in a wide range of contexts, including formal schooling, non-formal programs, and informal sites such as the homeplace. There is an interplay between individual and collective dimensions of learning with fiction, and the boundaries of learning contexts can be seen as fluid, sometimes overlapping, and always transitioning. This paper will focus on lifelong learning and fiction writing, to consider the range of contexts in which it can occur, the role of the reader/writer/educator and others in engaging in learning with fiction in a wide range of contexts, and consider how critical learning theories may provide some insights into these processes. Fiction has the opportunity to transcend many different contexts to support creative and critical approaches to lifelong learning.

Research studies

This paper will draw upon the findings of two SSHRC (Social Science and Humanities Research Council of Canada) funded research studies on fiction writing, and lifelong learning. It draws not only upon the life history interviews with successfully published fiction authors but also provide examples from interviews and site visits to 'creative learning sites' that support fiction writing. These sites may also be seen as important adult learning contexts.

Formal, non-formal, and informal contexts

Creative writing is taught in specific programs in higher education contexts, and fiction is also used extensively in English courses, but there is potential for fiction to also be used in more interdisciplinary contexts. Examples of this can be seen in research on the use of the narrative arts in informing professional studies (*blinded identities*, 2015). Non-formal opportunities for learners to engage with fiction writing are offered through creative writing and mentorship programs, book festivals, and fiction workshops. Director of the Banff Centre for the Arts, Devyani Saltzman, describes the residential programs at the centre as 'half platform, half inward-looking incubation'. Informal learning with fiction writing can also occur independently, as many authors, like Canadian crime fiction writer, Louise Penny, describe their learning as primarily an 'auto-didactic' process.

Role of adult educator

The role of the adult educator varies significantly across learning contexts, with minimal to no involvement in informal learning settings, to a central role in engaging learners in using fiction to support learning in formal or non-formal education contexts. In reflecting upon his experiences of writing courses, Canadian literary author Vincent Lam states that it 'was useful just to get the idea that you have to be able to read your own work and edit it as if you were not the person who wrote it'.

Critical and transformative learning perspectives

Drawing on Bauman's (2000) work on 'liquid modernity', Field and Lynch (2015) speak to the pressure on learners to transition between different learning contexts. Fiction can serve as a bridge to facilitate learning in a wide range of different contexts, often engendering opportunities for transformative or reflective approaches to learning (Tobin & Tisdell, 2015). Border crossings between different learning contexts can be seen in how fiction reading and writing may be used to facilitate adult learning through a more inter-disciplinary approach to learning in higher education, to developing literacies within communities at events such as book festivals, and as a means to engage individuals and families in private contexts such as the homeplace in important individual or collective learning.

Haycock John
Monash University, Autralia

I don't know who I am but life is for learning? The public pedagogical context of popular protest music

The key topics explored in this paper relating to informal and non-formal contexts of learning, are at first constructed around notions traditionally associated with adult and post-compulsory education as evoked by Joni Mitchell in her song '*Woodstock*' from 1970, and as used in my title: 'I don't know who I am, but life is for learning'. In terms of the social change sentiments and underlying themes of hope for a better world the lyrics explore, Mitchell's song seems vastly removed and remote from the times, mainstream culture and any part of the official curriculum of formal, institutional education and schooling today. Although looking back on the time when the song was produced tends to bring up a rear view of an era shrouded in mythology as captured in notions such as the "sixties of popular consciousness" (Eyerman & Jamison's, 1998:2), a growing chasm exists between the possible imagined futures in Mitchell's song and what has become the present outlook in the societies of late capitalism. In particular, while explored as an underlying theme in Joni Mitchell's *Woodstock*, there is a distinct absence of optimism in progressive politics and social change in today's mass mediated neoliberal consumer culture.

While perhaps not protest music in the same sense as so-called 'finger-pointing', 'topical' or 'message' songs from earlier in the 1960s produced by singer/songwriter/ performers including Bob Dylan and Joan Baez, what Mitchell's critical thought-provoking song does is connect the context of protest music with that of education. Indeed, even in this very small snippet from the lyrical text of *Woodstock*, Mitchell alludes to or at least evokes notions of lifelong and life-wide learning, as she questions her identity in relation to the world in the present and as it unfolds into the possibilities and very real, potential dangers of the future.

However, it is not only the ever-insightful lyrics of Mitchell's song that connects socio-political/sociocultural protest, resistance and dissent produced as popular music with the wider context of education; popular protest music *is itself a context of life-wide and lifelong learning*. As a radical practice and critical form of contemporary mass culture, it is bound together with adult learning and education for social change through the coinciding mythologies at the ontological core and epistemological intent of both protest music and critical pedagogy: *to bring about social change through raising critical consciousness*. With its starting point in these coinciding mythologies and in the intersection of the purposes or objectives of protest music with education for social change, this paper conceptualises social protest produced as popular music, as a public pedagogical context. In doing this, this paper: explores the inherent knowledge and cultural production and exchange processes of protest music as a form of mass-/popular music; examines how musicians as performers and producers of popular/protest music texts might be understood as public pedagogues; and investigates how the texts produced through performance by protest musicians might be considered pedagogical. Lastly, this paper grapples with the question as to how consumers/users of protest music might be considered adult or non-traditional learners, as they experience this radical practice and critical form of contemporary mass culture as pedagogy, occurring in informal and non-formal contexts of learning.

Haycock John
Monash University, Autralia

Towards a Sociology of Public Pedagogy: Exploring Relationships Between Formal Education, Public Pedagogies, Neoliberalism and the Rise of Neo-fascism

Brexit, Donald Trump's election as US president, the re-emergence and subsequent re-election of Australian Senator Pauline Hanson on her One Nation, anti-Islam/immigration platform, along with a senior government minster holding aloft a piece of coal in parliament as a defiant symbol for the future for energy policy in this country, are occurrences that stand in stark contrast to lingering notions of progressive politics in these economically globalised nation states. Each of these events or actions must also give pause for serious consideration as to the role education and schooling has played in producing a voting public, in these neoliberal democracies, who bring about such startling and apparently unexpected electoral outcomes. More recently, there have been signs of adjustment, correction and even some resistance to this current trend, such as the results of British and French elections and the evident demise of the hard or more extreme right in these. However, there seems little room for any real ongoing optimism, particularly when considering the limited progress of climate change politics and shutting down moves to counter global warming, such as Trump's dictated departure of the US from the Paris Climate Change Agreement. Moreover, there seems to be little compassion among voting populations in Western democracies, for welcoming or harbouring refugees who might be displaced by the disastrous effects of what a growing number of scientists are now forecasting is an increasingly rapid rate for rising sea levels. Nor are there many borders being opened for the millions of peoples around the world already stateless and confined to huge refugee camps, having fled armed conflict in countries such as Syria. Again, such contemporary and impending crises seem to beg the question: *whither education?* and in particular, education that is focused on citizenship, participative democracy and developing active and informed citizens for a more inclusive and sustainable future? Some of the more pertinent responses or replies to such questions come in the form of the considerable criticism levelled at neoliberalism's unrelenting attacks on education, beginning in the 1980s, such as that found in the scholarship of Henry Giroux. Critically, Giroux's critique of education and its role in producing the current era's crisis in democracy, has not been restricted to teaching and learning or pedagogy as it might be traditionally held to occur within the bounds of formal, institutionalised education and schooling. Indeed, Giroux locates this in a pervasive "educative force" in broader culture, operating as public pedagogy, which takes place as a "powerful ensemble of ideological and institutional forces", the aim of which "is to produce competitive, self-interested individuals vying for their own material and ideological gain" (Giroux 2010, p.486).

It is here that this paper seeks to take up Giroux's notion, in beginning to work towards a cultural sociology of public pedagogy, through its exploration of relationships between formal education, public pedagogies, neoliberalism and the rise of neo-fascism. The framing of this work begins with a navigation and mapping of the terrain, of more recent methodological approaches to understanding the concept of learning and teaching contexts, beyond schooling and institutionalised education settings. It then sets about starting to conceptualise how institutions of civil society, not traditionally or ordinarily known for or associated with formal education, impact upon individual experiences of teaching and learning and can be implicated in producing some of the outcomes previously highlighted here. Rather than engaging in this as lifelong and lifewide learning, however, this paper seeks to interrogate such educative processes as individuals being subject to teaching or processes and practices of pedagogy, coming through all facets of social life, as learners transition through each and every region of their lives. Finally, this paper asks questions and begins to formulate some of the public pedagogical dimensions of this important context of education, and how this plays in shaping representations of self and identities in the diminishing democracies of late capitalism.

Kim Ji Hyun, Yoon Do Hye & Yi Byung Jun

Pusan National University, South Korea

A study on the daily learning of involuntary early retirees by the baby boomer generation

In Korea, the elderly baby boomers (1955-1963) and the late baby boomers (1964-1974), among the middle-aged baby boomers between 1955 and 1974, It plays a pivotal role in Korean society. However, due to the changes in social structure, the voluntary and involuntary retirement of the baby boomers in the past and the present have brought many economic and social crises at the individual and national level. In particular, Hanjin Shipping, the world's seventh-largest representative of the Korean shipping industry, came to a sudden bankruptcy on February 17th. Korea's leading industry, shipbuilding industry and maritime industry, are facing the crisis of bankruptcy in the global economic trend, so that the company of large corporations, which had about 1,500 employees, will be left with only 50 workers in the last year. . As a result, the baby boomers, who have been working for a long period of time and have to adjust to return to their normal life after sudden retirement, experience retirement shocks, There are many cases where we face difficulties

In this situation, most of Baby Boomer 's involuntary early retirees are forced to seek employment due to economic difficulties due to sudden retirement. It is necessary to establish policies for lifelong education and vocational competency development based on characteristics of daily learning revealed in the process of job seeking for the retirement of involuntary early retirees in the maritime industry that has suffered bankruptcy in social and international structural context. Further research is needed to reveal in depth the characteristics of the baby boomer retirees in conducting research on retirees in lifetime education. It is important to explore the baby boomer retirees' learning experiences as they begin to understand their everyday lives and will look at everyday learning that emerges in the job seeking process.

This study adopts Grounded Theory method to develop a theoretical model that can analyze and explain the phenomenon, context, coping strategies and results in the process of job search of baby boomers. Therefore, this researcher analyzed the daily learning in the job search process of the baby boomer generation who was engaged in maritime industry and was ineligible for early retirement due to the bankruptcy of the company. As a manifestation of character, it is thought that it is meaningful to represent the analysis of potential learners and the demand for their lifelong learning.

Ida Leal
South Thames College, UK

English language book club and transformative learning: Developing critical consciousness in the English language classroom in a UK further education (FE) and in a South African township

The hegemony of globalisation, neoliberal policies and English as an international language as vehicles to prosperity and forces for good, calls for educators to empower their learners by providing opportunities in the classroom which foster and develop critical consciousness.

The speed of change and degree of uncertainty we live in today, along with changing markets coupled with unprecedented levels of unemployment forcing people to migrate for work, demand that we know who we are as individuals and that we possess a strong sense of self that is confident enough to choose a course of life that we can be content with (Illeris, 2014).

I contend that the role of the educator is to provide opportunities for learners which facilitate, require and encourage questioning, validating and justifying. Lange (2012, p.205) posits that 'although we cannot direct meaningful change, we can disturb a system by introducing a meaning-rich idea, question, or practice that responds to a shared need' (Lange, 2012, p. 205). These changes I argue, can occur within a formal or informal context.

'Book Club' is an extensive reading programme where the books read are self-selected graded readers. Graded readers enable English language learners to engage fully with the text, which means interpreting the text through the lens of their self-narrative (Duncan, 2012). This is key if learners are to use their cultural imagination, which is the process of re-examining our cultural histories and adapting these as we engage in discussions with other cultural perspectives which may differ from our own (Florio-Ruane-deTar, 2001).

Conversational learning is powerful in transformative learning because it not only provides a place to be heard, but also, its democratic nature assumes every voice is worthy, generating compassion and a 'book club' discourse where participants combine 'book talk' with 'self-talk' (Florio-Ruane and de Tar, 2001). Learners are encouraged in this environment to share their self-narrative.

This research project is informed by the findings of an earlier small-scale study which was designed mainly to alter beliefs and preconceptions regarding reading in English as a second language and to foster a love for reading. Upon further observation of these same learners and my reflection-in-action (Schön, 1983), I noticed a change in their behaviour. They seemed much more critical and open to dialogue at a much deeper level, whilst also displaying a marked willingness and openness to other points of view and a desire to explore possibilities in class discussion that they had not considered in the past. In addition, and of great importance, was a sense of empowerment that was observable in the way they spoke and in the way that they carried themselves. It was this 'awakening' that spurred me to conduct a fresh literature review.

This paper will claim that a 'Book Club' strategy can spark a rebuilding and reconstructing process of previously long-held beliefs, resulting from being exposed to other realities and world views. Furthermore, the findings highlight the importance of being able to maintain one's full and genuine identity in a second language when expressing views and telling your story.

Franck Marion
CNAM Paris, France

The mutual influences between the curriculum and the construction of the self: How community values take shape among engineering students

France has been a parliamentary democracy for over two centuries now. Nowadays, however, there is growing concern that holding the social and political fabric together might prove increasingly difficult. The recent string of terrorist attacks conducted by European-born youths against their fellow citizens has left an awe-stricken public questioning the principles that underpin collective life. In the meantime, voter abstention is posing a serious challenge to the classic mode of representation through parliament. Against such a troubled backdrop, French "grandes écoles" keep providing the "République" with the country's next generations of *élite* engineers and executives, seemingly unaffected by the scare.

This research aims at identifying the various formal and informal mechanisms that make it possible for the values related to collective life to persist, arise or thrive in French engineering schools.

In particular, the study will focus on community values; values that define a collective identity and help organize a community. One hypothesis will be that engineering schools convey, offer or impose values through a variety of factors, such as the curriculum, formal or latent, or the networks or alumni association they are related to. Another issue at stake will be the possible interactions and co-construction of values between such actors as the individual student, peers, and the multifaceted institution. In particular, could the students themselves in any way be fashioning the institution in return?

Moreover, this research will question the discrepancy that can be observed between policies that encourage the teaching of citizenship in the state's primary and secondary schools, while higher and adult education generally reduce the scope to the field of professional ethics.

Existing literature will offer a stepping stone in the following three fields of research: curriculum studies, psychological sociology, when it comes to identity, the individual and the group and research conducted in the sociology of values.

As far as the method is concerned, an array of investigations will be conducted. Evidence will be sought in the written production of the institutions, amongst others from the minutes of governance meeting, from policy reports, or from the official websites and PR documents produced. Student evaluation processes will also be scanned. In addition, attention will be paid to the physical environment. However, the backbone of this research will be a series of qualitative interviews, which might be completed by questionnaires and partly supported by individual student collaboration through long-term observation and note-taking. A panel of three engineering school will be represented, each different from the others not only in terms of academic specialties but also of history and status of the students (training for private or public, including military sector).

Jacqueline McFarlane-Fraser
Independent Researcher/ACWDC, UK

Critical pedagogy, competences and transformative learning pathways of mature black women learners into work

Mezirow's theory (1991) of transformative learning builds on the learning experiences of non-traditional adult learners. However, non traditional learners often exclude the intersectionality of gender, race and age. Mature learners tend to refer to learners that experienced challenges associated with overcoming barriers to learning within the formal learning environment. There is limited research on the experiences of mature black women within work-based learning that has take place in community settings.

In this study of two black, mature women learners, the discourse of reflection (Gibbs, 1988) was integral to all stages of the learning pathways which coincided with the stages of competence (Reynolds, 1965) that contributed to their skills development.

The active community learners were also enrolled on formal, accredited courses. The learning pathway included provided learning support to children from mainly, though not exclusively, disadvantaged backgrounds.

The methodologies included case study, interviews, questionnaires and learning logs.

Identifiable theoretical concepts of reflection (Schon, 1991; Mezirow, 1991; have a direct and indirect association with critical pedagogy such as that of Giroux (1992), Friere (1970), hooks, Mezirow.

The five stages of how women learn that were categorised by Belensky et al, (1986) were amongst the findings in the development of competencies by the active community learners.

Other findings were the learners' challenges in developing reflective practice skills, the non-acknowledgement of (their) prior knowledge and experience gained in work in the formative assessment process. Factors such as culture, gender, race had some impact on their experience of the formal and informal learning pathways.

The author concludes that factors such as culture, gender, race and social exclusion can impact on the learning experience of mature women learners in work based learning. This research provided an example of how the innovative approach to widening participation can assist mature black women to overcome barriers to learning.

Teaching and learning can be enhanced by embracing inclusiveness which acknowledges the intersections of gender, race, age. Additionally, learning pathways that value the prior knowledge, skills and experience of black mature women learners enables confident development of core competencies that potentially leads to employment in a competitive knowledge economy that is not necessarily inclusive.

There is scope to explore how critical and other pedagogies in the context of community development teaching and learning environments potentially contribute to inclusive education policy and practice.

Jean-Michel Mégret
University of Rennes, France

The relationship between formal and informal adult learning: The case of 78 Breton entrepreneurs

"Formal, non-formal and informal are concepts used to think about education, training and lifelong learning" (Ann Hart, 2013). It is by drawing on this proposal and the definitions that suggest of formal and informal learning that we will try to shed light on the characteristics of the informal learning contexts of 78 active Breton entrepreneurs. What are their informal learning environments (occupational group, family circle, leisure activity, ICT, etc.)? What places do they have in their entrepreneurial apprenticeship? Are there interactions between their formal and informal learning? According to Colley et al. (2003), any learning situation is characterized by formal and informal elements. These characteristics interact in different ways, in different learning situations, and these interactions influence the nature and efficiency of learning in each situation. On the other hand, referring to the ontological construction of learning, Billet (2002) questions the need for clarification of the formal and informal terms in their characterizations between the circumstances under which each individual engages in an activity and the consequences. on his thought, his action and his learning. In reference to the 78 Breton entrepreneurs in our study, we can then ask ourselves if their entrepreneurial context is a source of learning? If so, how is it characterized? Is the interaction between the entrepreneur and his / her entrepreneurial environment a source of learning?

To try to provide some answers to these questions, we will first delineate formal and informal learning in an entrepreneurial context. In a second step, in reference to the work on "Apprenance" of Carré (2005), we will look at how the notion of commitment influences learning and then relying on the "emancipatory self-training" proposed by Mezirow (2001), we will examine the ontological dimension of informal learning in an entrepreneurial context. Finally, a more empirical approach will be based on two studies (Mégret, 2016). The first, conducted as part of a Master2 in education sciences and conducted through a questionnaire with 68 entrepreneurs in Brittany. Then, a second study in progress, more qualitative, carried out within the framework of a first year of doctorate and translated by ten exploratory interviews conducted with 10 Breton entrepreneurs.

Thus, we will try to show by this reflection the importance of informal learning contexts in the entrepreneurial process, driven by the commitment of the entrepreneur, in the service of his own emancipation.

Loïs Meyer
UNSW, Australia

Navigating career trajectories: A longitudinal study in professional re-formation

Research on learning and careers in the health professions has focused predominantly on initial professional education with limited attention to how clinically based professionals navigate their careers and practices across the life course. There is currently little known about how health professionals who choose to undertake a career transition re-form their professional perspectives and identities and how particular contexts might shape that re-formation. This paper focuses on a study that investigated the professional identity dynamics of navigating across time from initially being in a clinical role to becoming a scholar-practitioner in a government health bureaucracy. Conducted as a real-time longitudinal qualitative study the research traced the subjective perspectives of continuity and change in professional biographies of a group of participants as they undertook a three-year work-based doctoral program in a government health service. Drawing on life history methods the study traced individual and collective perceptions of initial disciplinary learning trajectories through to changing professional self-conceptions as the professional doctorate was undertaken in the workplace.

In interpreting the ways in which these practitioners made sense of navigating their careers and identities three key conceptual approaches are drawn upon to illuminate the interplay of learning contexts in shaping professional re-formation. The first is a lifecourse perspective that takes as a given the interconnection between the unfolding lives of individuals and the social contexts within which they are embedded. This perspective provides a means for interpreting the participants' changing learning and careers as unfolding within the complexity of nested systems of experience across time and space. The second conceptual approach draws from the work of Dreier (2003) and his empirical work in cultural psychology on the way individuals learn in their ongoing personal trajectories of participation across different contexts. This perspective provides a means for interpreting changing locations, power dynamics and identity positions as individuals negotiate across shifting practice settings. The third conceptual approach draws from the work of Akkerman and Bakker (2011) in framing the complex challenges and possibilities of learning in the boundary spaces between different but related professional contexts. This perspective provides a means for highlighting the ambiguities and complex identity negotiations of re-forming a professional identity in seeking to make sense between multiple contexts of practice. Excerpts from the study's longitudinal biographical narratives will be used to illustrate the intersection of these three conceptual approaches for interpreting contexts in shaping career trajectories and re-forming professional identities.

Alexandra Mussi
University of Milano-Bicocca, Italy

Migration and parenting in women with Arab origin

The migration phenomenon has a strong impact on parenting within migrant families. My work intends to explore in particular how the experience of migration can be a training opportunity for immigrant Arab women in Europe and their children.

Migrant mothers, especially those from North Africa and the Middle East, have low access to care and assistance services (UN Women, 2015-2016), instead of parenting programs that allow them to grow as women and as mothers.

Research has shown that maternity in a country different from that of origin is a vulnerability for both mother and child (Moro, 2002), but also a crucial training experience within which a Negative negotiation and renegotiation of educational models starting from the comparison between the culture of their country of origin and that of the country of arrival (Favaro, Mantovani, Musatti, 2013). These processes are the basis for a restructuring of the mother's identity, which can bridge the two cultures not only for herself, but also for her own child.

The aim is to tackle these issues through a theoretical reflection that focuses on the current state of the art, referring in particular to pedagogical studies, in a relationship with studies that are based on a more anthropological approach, analysis of some life stories.

The study links with research that, from various disciplinary perspectives, analyzes parenting in connection with the experience of migration (Moro, 1998, 2002; Balsamo, Favaro & Giacalone, 2002; Silva, 2006) have highlighted the specificity of parenting experience in Arab women, particularly in connection with migration (Ali & Burchett, 2004; Pollock, 2005; Davies & Papadopoulos, 2006).

Methodically, the work fits within a narrative paradigm of the literature review, within which a critical analysis of the recent bibliography on the subject develops. In addition, we analyze some life stories, collected in an empirical research work still ongoing, based on the ethnographic method and on the realization of interviews.

The expected results of this study are to enrich knowledge of representation in relation to parenting in migrant women from North Africa and the Middle East, training opportunities related to the migration experience and possible ethnic-cultural and gender barriers. The most significant impact will be on operators, whose professionalism will be enriched by new intercultural skills and new pedagogical reflection ideas that can facilitate support for effective training paths for immigrant women of Arab origin. Within them, the latter will have the opportunity to develop innovative and positive resilience and educational skills for themselves and their children.

Adrianna Nizinska
University of Gotenburg, Sweden

HE and Employability in Poland – challenges if the new learning context for employers and universities

In this paper I will discuss partial, national results of the international Erasmus + project, called EMPLOY(www.employ.dsw.edu.pl), with the focus on the issues of employability in relation to non-traditional students and graduates. Students' voices were prioritized, but academic staff and employers were also interviewed. In my paper I will contextualize, present and analyze the process of cooperation between the world of academia and employers as well as mutual perceptions and ideas on the model collaboration between universities and labor market in the Polish context.

The higher education in Poland is one of the most dynamically developing areas of social life. Within the last twenty years it has undergone many institutional and cultural transformations. Series of centralized reforms was introduced since 20011 (2nd – 2014, 3rd – 2016, still in progress). Poland's approach towards the issue of employability in relation to the HEIs was initially diagnosed by OECD in 2007 as suffering from multiple problems calling for modernization process at many levels. One of the criticism was weak links with the labor market when it comes to programme offerings and curricula, which were also diagnosed as supply-dominated. Lack of outreach strategy was also criticized, OECD stated that there is relatively little involvement in continuing education and training and in "third mission" activities such as external service, training and consultancy.

In relation to this weakness actions were taken based on the messages of Bologna Process and Bucharest Communique. Bologna Process was seen as a part of the solution, because of the strong presence of employability enhancement since its inception - to adapt European higher education systems, making them more compatible, modernizing degree structures and strengthening their quality assurance mechanisms for European market.

In case of Polish HE reforms the Bucharest Communiqué had a special impact on actual concept of including labor market in HE, due to the fact that it regards cooperation between employers and higher education institutions as an important means to enhance the employability of higher education graduates. It was understood and assumed that consulting or involving employers, employers' organizations and business representatives in developing, delivering and evaluating higher education study programmes is a direct mechanism through which labor market information can be included in higher education. All those factors were taken into account while designing the reform of HEIs in Poland. Yet, introduction of this process at the practical level and building up sustainable communication, that could actually make a difference in higher education pedagogy for the non-traditional students and graduates, was a challenge. For all actors involved it was completely new learning context that requires new knowledge, skills and abilities as well as critical analysis of the structural factors to tackle power inequalities and respond not only to the market demands but also to the social issues.

Francesca Oggionni
University of Milano-Bicocca, Italy

Educational professionalism: a process of constructing educators' professional identity in multiple learning contexts, through pedagogical supervision and different meta-reflective tools
La formazione degli educatori: identità professionale in costruzione tra molteplici contesti d'apprendimento e livelli di rielaborazione pedagogica"

Educators acquire their professionalism through a process of lifelong learning which is rooted in the gradual consolidation of a professional identity in which theoretical-practical knowledge and pedagogical-design, methodological-operational, organizational-institutional skills are intertwined.

The complexity of educational work requires, in fact, multiple skills through which to carry out contextual analyzes of ever-evolving social dynamics as well as the adoption of a multidimensional approach to problems that can guide the formulation of unstructured articulated responses emerging from the mastery of knowledge and specific and transversal skills.

The experience of the curricular training apprenticeships puts the foundation for the development of reflective professionalism, which questions of education, formulating questions of meaning that allow to go beyond the technicalities to reach ever greater levels of understanding and deepening. The learning processes from the experience developed during the on-the-job training project include observing the educational actions and their experimentation, but also a re-elaboration - both individually and in groups - to explore the implicit and the search for the assumptions theoreticians under the practice. The subjects in training are offered the opportunity to meet the materiality of the educational work and the recipients of the interventions, but above all to confront with educating professionals, sharing and negotiating meanings, so as to test their own motivations, expectations and prefigurations relative to the profession. The formal and informal encounter between the various actors involved in the training process (universities and local organizations, students and service providers) stimulates a generative confrontation between different thoughts and prospects. The pedagogical supervision that accompanies the internships, conceived in a group training context, plays a decisive role and becomes an effective method in structuring dialogue spaces, learning located and co-building a shared language and a dense skill able to support the approach to the complexity of educational work, through the exploration and recognition of the features that characterize the role and profile of the educator. Pedagogical supervision is experienced as a meta-reflective tool able to activate processes of analysis of the educational practices observed and experienced within the services; to reflect on what is being observed, in search of the multiplicity of its meanings it is possible to dynamically reach different levels of knowledge, more or less explicit and conscious, in the intersection between several levels: personal and professional, emotional and rational, theoretical and practical, cognitive and operational, individual and collective.

Cristina Palmieri, Marina Barioglio, Andrea Galimberti & Benedetta Gambacorti-Passerini

University of Milano-Bicocca, Italy

Professionalisation of adult educators: Possibilities and tensions between academic learning contexts and professional contexts

International educational policies are more and more interested in connecting higher education institutes with extra-academic contexts, in order to promote an economic and social value of learning outcomes and employability. At the same time this dialogue opens a lot of questions related to the different assumptions and expectations at stake.

In our contribute we will present some reflections based on the adult educators traineeship program that we are developing in our University Department since 2013. The program was improved several times during last years and, in a sense, represents an ongoing "laboratory" that allow us to interrogate the difficult art of composing and challenging students learning attitudes, professional contexts and institutional expectations, in the frame of contemporary social changes .

In our presentations we will focus on learning outcomes but also on tensions and disorienting dilemmas generated during the traineeship program from the interplay of academia and professional contexts in terms of different aims, expectations and logic.

On the one hand our fundamental goal was to help students in approaching a future professional identity. On the other hand, at the same time, we tried to enrich also the professional contexts that offered to contribute in this effort. We believe, in fact, that the experience of hosting students training can represent a fundamental opportunity to observe the existing practices and processes from another point of view, less experienced but, at the same time, potentially able to generate reflections. We can also identify a learning opportunity for those institutional members (scientific supervisor, coordinator, tutors) that are involved in the difficult role of constructing and managing the dialogue between students and professional contexts.

All this learning potential is not granted, sometimes it represents an ideal and need to be continuously monitored and interrogated through the feedbacks that emerges during the process.

John Pardy & Kristin Reimer
Monash University, Australia

About and within enabling learning contexts

This paper explores student experiences in the learning context of an enabling program at an Australian university. Access and equity have long been policy goals and institutional ambitions in Australian universities. Enabling programs are an institutional response to bringing in those who otherwise would not have the opportunity to attend university. Such programs are directed to meeting the admission needs of students who are identified as educationally disadvantaged. This usually means under-represented (Indigenous, migrant, women, working class, people with disabilities, and rural and remote) students and those who are under-prepared for tertiary studies. In this paper we present preliminary findings from a qualitative study that explores how students who participate in these programs negotiate and reconcile the idea of university study with the actualities of becoming a university student.

The data presented focuses on two aspects of this experience – the idea of being at university and the process of becoming a university student. The ideas are captured in student-provided information regarding their intentions and their expectations in undertaking an enabling program. The process of becoming a university student is unearthed in student reflections (written and spoken) and student responses to the pedagogies used within enabling programs. Pedagogies in enabling programs are organised around supporting students to develop the capabilities to know themselves as learners and to experience connections to a learning community and thus, the institution.

Rose (2007) likens becoming a university student to entering a conversation. Early in the program, students are introduced to Rose's (2007) text, Lives on the Boundary, and are invited to read a chapter together, out loud. Through this process, students hear someone else's (Rose) story about becoming a university student. Yet, by reading the words aloud to each other, they begin to hear each other's words and in the process hear themselves. Within this learning context, communities of becoming are made.

Enabling learning contexts are built around a distinctive pedagogy that orients the student to dwelling successfully and constructively in a tertiary setting. This paper, drawing on research into student experiences in such programs, illuminates the component characteristics of such an enabling pedagogy.

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A different and gay education: informal and informal learning

L'educazione diffusa come contesto di esperienza di cittadinanza attiva e partecipativa per bambini e ragazzi

In the context of the innovation of educational contexts, the text presents a radical proposition, already testified and articulated in two volumes (Mottana, Campagnoli 2017, Mottana, Gallo, 2017). This proposal is called "widespread education" or "educational city". The idea is to rethink the urban fabric and the real territory as areas of educational experience for children and adolescents. It would be to free children and teenagers from school imprisonment and to elaborate their training path through real and meaningful experiences - in no way conditioned by market expectations and therefore not in the sphere of apprenticeship as with the idea of specific and pedagogically oriented experiences - in the territory in which they live and have the right to be protagonists. It is the overthrow of the idea that children and young people are less likely to be kept in custody structures to make a questionable and artificial learning, claiming instead that the real experience, naturally enriched by ad hoc paths and opportunities, can be an inexhaustible opportunity for motivating and effective learning. If, on the one hand, it is to operate at the level of conventions and relationships between school structures, public bodies and private entities available in the sense of increasing the opportunities of experience in the aforementioned sense outside the school enclosure, on the other hand, a great effort to rethink the urban and territorial fabric that goes in the direction of the reception of flows of children and teenagers inside it. This will involve a massive but also gradual pedestrian and other forms of light handling (cycles, shoes, rickshaws) and guaranteed free transport (electric buses, other forms in cities where there is water circulation, etc.). It will be necessary to change the pace of life and work and to make interventions that ensure that they can move in absolute safety (total cyclization and absolute precedence of this kind of traffic). Cities will have to provide parking spaces, equipped green areas, and not places where they can design, create, show, show their children, when they do not run markets and markets (for example, barter). The return of children and young people to the community's social and political life will be profoundly motivating for them (who will eventually find a non-arbitrary and simulated learning and experimentation scenario), which is responsible for everyone (since everyone will be to a different extent to be co- welcoming and safeguarding the new populace that is actively in circulation) and above all radically innovative as a new territory or city populated by children and teens will immediately be cooler, more colorful, more vital. It is no longer thinking of the so-called "minors" as a sector of society to be kept in the key because the world is dangerous and unsuitable, but they are finally recognized as fully-qualified subjects able to decide and say their own visa point around a world of which or wanting, is inhabited. Finally, it is necessary to recapture them in the social body as citizens, rich in resources, inventive, creative, observable, reflective, critical in everything that happens and in which they can cooperate. Their contribution will bring about a profound change by allowing other people, in an area not only destined for "productive" individuals and goods, to intervene with their differences, their differentiated needs (and think of the elderly, the disabled, etc.), provided that the city and the territories opt for hospitality and availability, partially reducing their rhythms (eg speed requirement at 30 km / h in all areas concerned) and their competitive policy and space exploitation and air. In the footsteps of the tradition of active pedagogies, open education, pedagogical liberty and nature education, and an ever more consistent

statement of the rights of children and adolescents, a proposal of desecration that imagines education as a participation, involvement, direct experience of life in its daily doing and not more "captivity" and separation from social life.

Joanna Pitura
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Language learning contexts and accessibility – the case of university students with special educational needs in Poland

Among the developmental tasks that higher education students face is that of gaining the competences enabling them effective professional careers in a knowledge-based society. In this context communication in foreign languages is seen as one of key competences (*Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, 06/962/EC*) and the English language is regarded by employers as an essential competence on the globalised market today (Piasecka, 2007). Evidently, if university students are to master this language to successfully function in the professional domain, the right language learning instruction must be ensured. Specifically, on the one hand, it should provide learners with appropriate opportunities for exposure to second/foreign language, interaction in and production of language, and feedback on that production, as posited in the interaction approach – one of the leading theories on foreign/second language acquisition (Gas and Mackey, 2015). On the other hand, if language education at university is to be considered "for all" - in accordance with human rights stipulated in various documents (e.g. *Universal Declaration of Human Rights*, *The Salamanca Statement and Framework for Action on Special Needs Education*) - this instruction should also guarantee that *all* university students benefit from learning.

However, it becomes clear that students with - broadly understood - special educational needs (henceforth: SEN students; including migrant students, gifted students, students with physical disabilities, dyslexia and other learning difficulties, chronic diseases, etc.; Olechowska, 2016) may be at a disadvantage. First of all, they deal with serious challenges in their learning process, and whose sensory, physical, intellectual, emotional (Mitchell, 2016, p. 9) and social needs and abilities have different specificity. This has impact on their progress and language learning outcomes, as determined by the nature of their educational need (for example poor access to written/spoken texts entails insufficient language input, poor access to the learning community provides impoverished language output, interaction and feedback). Moreover, SEN students' learning contexts appear to vary to a considerable extent but language instruction tends to be designed and implemented bearing an "average", Polish, "abled" learner in mind. Consequently, as SEN students' needs, abilities and learning contexts are not accounted for appropriately, progress and outcomes in language learning may not be alike, compared to the learners who do not struggle with special educational needs issues; they do not equally profit from language education or do not profit as much as they could, given the right instruction.

Emancipating students from this adversity is possible through the adoption of educational technology (Boyd, 1996) and universal design for learning, where the educational environment, programmes, materials, etc. are designed to be accessed and used by a wide variety of learners, allowing for individual and diverse needs (Olechowska, 2016). Technology and universal design can thus afford (better) access to language learning and have potential to enhance participation and learning outcomes among SEN university students.

Yet, it is unknown how to design accessible language instruction for these students. To date the problem of accessibility in language education in the context of broadly understood special educational needs remains unrearched. What is more, there are no theoretical models that describe language learning contexts of SEN university students which can inform the design of language instruction. Therefore, research motivated by the concern to promote inclusion through the use of

educational technology, aiming to achieve fuller participation and better outcomes in language education is necessary. In particular, its goal should be to explore SEN university students' language learning contexts in order to provide the description of factors which hinder and/or stimulate their learning.

Accordingly, the aim of this paper is to present some theoretical (glottodidactic system, Woźniewicz 1987; Activity Theory, Engeström 1987, Lantolf & Thorne 2006) and methodological (participatory research, Mertens 2008) considerations for conducting research on language learning contexts. It is hoped that such research will help understand accessibility issues by making the inequalities/barriers visible though student voices. Notably, the findings should have implications for instructional design not only for teachers of SEN students, but for teachers of *all* university students in a language class.

Padma Ramsamy-Prat
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Situated learning: Face to face with refugees

Northern Italy has a long tradition of migrants passing. In the last decade, NGOs have designed programmes welcoming refugees in response to European policies. This research aims at describing how 5 Italian educators learn while working with refugees. To help the latter access government aid, the practitioners need to clarify each migrant's biography. In Brescia, most migrants come from Africa and Pakistan, and their native language stems from oral tradition (dialect). Although each refugee is provided with Italian classes, cultural and language barriers interfere during encounters making the task difficult.

Workplace activities likely serve to reinforce, refine or transform individuals' existing ways of understanding and responding to workplace tasks. We rely on individual learning strategies and study how the work environment can contribute to more specific learning (Billet, 2011). We observe that in some cases, the learning occurs with and from gestures (Jorro, 2017; Alin, 2010). When addressing the migrant in Italian to obtain information, the educator evaluates. He then crosses the different information to check the veracity of the story, and relies also on what he sees: eye movement, facial change. According to Dewey's transactional framework of learning, learning is an active experience, our learning relates to our actions. Therefore, the social dimension of learning and relational skills in interactions appear essential.

We question what/how the professional learn at work? Are there specific professional gestures performed? Which gestures would characterize professionalization?

Methodology

Semiotic analysis will help the researcher to analyse interviews and ethnographic material. The professionals will provide information about their actions. We will carry out micro phenomenological interviewing (Vermersh 1994, 2011) in the aim of having access to their private thoughts.

Pawan Sahu, Pushpa Kumari, Geetanjali Baswani & Jacob Koshy

Madhya Pradesh, India

Competency of Adult Educators with the Changing Learning Contexts in India

Adult educators are people with specialized knowledge, skills or interests in specific fields, and they practice the profession of facilitating the learning of adult learners. Adult learners usually attend by choice and are thus highly motivated. Also, being custodian of culture and traditional knowledge, they bring years of experience to the classroom, which makes teaching these learners rewarding and satisfying. Adult Learners are characterized by their need to know, self-concept, role of their experience, readiness to learn, orientation to learning and motivation. Adults have preconceived notions about education, learning styles and subject matter. Adult learners possess different needs, interests, expertise and experiences (Knowles, 1980). This necessitates adult educators to modify their roles and methods in response to meet the learner's diverse individual characteristics. Adult educators need to adapt their philosophy and roles to facilitate adult learners' transformative and experiential learning. The role of adult educators can be explained in two ways- how they perceive their roles themselves and how their roles are described in the literature. Adult educators must be well-trained to understand how learning event takes place; how the content and context generate each other and so are interdependent. Learning platforms include strengthening the creation, exploration and management of learning contexts. Hull (1993) gave a more general statement about contextual learning, by claiming that learning occurs only when learners are able to connect information to their own frame of reference, which is supposed to reflect their inner world of memory, experience, and response. Naturally, such personal frame of reference is largely fostered by the individual's experiences and interactions with the real world so far.

In the light of the above, this paper is an attempt to give an overview of the adult teaching-learning institutions i.e., District Institution of Education and Training, Anganwadi, Jan Shikshan Sansthan and Lok Shiksha Kendra run by Government of India; to do comparative analysis of these institutions and to critically reflect whether the training of the adult educators equip them to meet the ever-changing learning needs and demands of the learners by creating and managing appropriate learning context.

Adult educators of the above mentioned institutions would be interviewed using a brief interview schedule and the content analysis would be done of the data collected through interview (primary data) and the secondary data collected from Ministry of Human Resource Development, GOI.

This study will critically analyse and understand about training of adult educators and their teaching-learning performances, highlighting the lacunas and the strengths of the training of adult educators and the changing role of adult educators with the changing learning contexts. Also, would assist the authority to relook into the existing policies and programmes.

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Pedagogical mentoring practices of physiotherapists, in initial traning: Mentor management activity

The topic of this thesis project aims at mentoring pedagogical practices in a training course context. This study concerns physiotherapist initial training.

A new reference training program has been published in September 2015 by the French Ministry of Social Affairs, Health and Women's Rights which makes it official university training. From now on, the mentor plays an admitted leading part in students' acquisition of knowledge and skills in the course of their training in keeping with the aim to train "an autonomous and reflexive practitioner" having mastered all the skills planned by this new text ruling the profession.

Students' theoretical training is punctuated by professional training – also referred to as clinical training for health professional – which contributes to the development of the future practitioners' skills and professional identity.

This research project has an interest in the activity of physiotherapists' mentors to students in a regulation context from the tutor and in an exchange context between tutor and tutored students post clinical training. In these situations, what does the tutor favour in terms of form and substances?

What are the pedagogical mentoring practices implemented for physiotherapists in a clinical situation management to assist students in their learning process?

With this purpose, the methodological approach will be self-confrontation interviews. This method enables to study interactions between tutor and student as well as being informed about mentoring pedagogical practices in a context of management after onstage professional activity.

Carol Thompson & Peter Wolstencroft

University of Bedfordshire, UK & University of Coventry, UK

World changers and lion tamers: Professional identity in challenging times

The dynamic nature of English post-compulsory education has caused a crisis of identity amongst many participants. The reduction in funding (Tickle, 2014) and the focus on the product, rather than process of learning, has changed the role of the educator and also their ability to articulate their professional status.

Recent research (Thompson and Wolstencroft 2017) found that there has been a significant shift in role perception for FE practitioners. Previously, teachers in the sector identified themselves within an educational paradigm underpinned by notions of social justice which prioritised student achievement from a developmental perspective. Progressive cultural shifts towards a more data driven focus and a different definition of 'achievement' have had a subsequent impact on teachers' agency and professional identity resulting in role confusion.

In the first stage of the research a case study approach was taken to compare two diverse organisations within the post-compulsory education sector in England. Purposive sampling was used to select a cross section of participants for semi-structured interviews. This was followed up by focus groups to explore the initial findings. The final stage of the research extended beyond the initial case study organisations and used a questionnaire to explore respondents' definitions of their professional roles. This was sent to a sample of ITE trainees who had graduated between 2016 and 2017.

Initial findings illustrate a group of professionals constrained by rigorously monitored working environments, who, after completing teacher education have limited involvement in wider professional communities and identify professional roles by the job titles bestowed within their employing organisations. The research also revealed a clear awareness, alongside a 'healthy cynicism' relating to organisational constraints which were assimilated through forms of cognitive dissonance. The practitioners in this research provided very varied descriptions of their roles ranging from a strong belief in the transformative nature of further education (the world changers) to acceptance that many students were more focussed on the social, rather than educational aspects of their course.

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An ecological approach of human activity in training environment: From targeted learning to actual transformation

The ecological approach of human activity (Albero, Guérin, 2014; Watteau, Albero, Guérin, Archieri, 2017) considers the human development as a permanent building process of the self in its interaction with a changing environment (Simondon, 1958, 2013). From this perspective, learning is inherent in human activity, whatever the context. This ontological assumption tends to overcome oppositions between formal, non formal and informal context of learning in order to combinethe desired and valued training intentions with the actual transformations of the learner in a training environment. This kind of analysis is based on the conceptualization of training or self-training environment as a ternary and trilogical dynamic system (Albero, 2010 a,b,c) which allows us to reveal the tensions between different dimensions of the activity carried by the various actors (ideational, functional, lived). The latter are identified by the joint use of ethnographic research methods (Glasser, Straus, 1967) and by a phenomenological analysis of the emerging experience to the consciousness of the actors in the course of action (Theureau, 2006). The challenge of this current research is, from the analysis of the organization and meaning of the experience of the actors, to identify configurations (Albero, 1998, 2010; Zeitler, 2007; Veyrunes, 2004a; Watteau, in press) which favor or prevent the congruence of the targeted learning with the actual transformations of the subject. The conceptualized configurations stem from individual and collective activity articulation and emerge in interactions while influencing them in return. In order to take into account the complexity of human activity, particular attention is paid to the roles of artifacts in the emergence of these configurations. It is then necessary to observe the evolution of the roles and functions of the various "actants" (Latour, 2006, Greimass, 1966) (human and non-human) in order to explain how their interrelations encourage and accompany a knowledge-seeking activity. These conceptual and methodological proposals are illustrated by the results of research conducted in different training environments.

Simon Witthemore
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Universities and the knowledge-power gap: Navigation and mitigation

The premise of this paper is that publicly-funded universities, as learning and knowledge houses, are ineluctably involved in a system that perpetuates a 'knowledge-power gap', which fundamentally conditions the context of learning. The effects mirror those of mass media knowledge gap / knowledge control theory (Donahue, Tichenor and Olien 1973): the process consolidates and institutionalises divisions and inequalities in society, and inhibits cross-contextual learning. Does higher education genuinely empower learners and enable the inclusive knowledge society, or does it replicate, though exclusive access to journals, heightened competition and status hierarchies (rankings and self-proclaimed 'world universities'), existing inequalities in the service of the knowledge economy? If the latter, as the paper will contend, what methods can we use to navigate and mitigate this, at both the collective and individual level?

This documentary analysis, synthesising secondary data and using a multidisciplinary approach, will be underpinned by two broadly accepted sociological and cultural theories. Foucault's theory that knowledge and power tend to be mutually reinforcing is particularly illuminating, as the transfer of knowledge involves mediation and re-description (Muller 2012). Hofstede's theory of power-distance (1994) is also revealing in consideration of the university's role in UK society, the growth of distance learning, transnational education and the effect of prestigious research journals.

'The 'social process of learning' (Jarvis 2007, p.7) and the 'the intrinsic sociality of knowledge', (Muller 2012, p.2) are widely recognised. Learning is also, by necessity, mediated through personal experience before it is applied as knowledge. A communities of practice approach (Lave and Wenger) to learning contexts can help to moderate the transference of power with knowledge, reducing the power-distance effect (Hofstede) and enabling a more gradual movement from novice to expert, rather than the traditional individual knowledge bestowal by the master to the student. Muller (2012) notes that "if the power of re-description is magnified by structure and domination, re-description not only humiliates but can also silence" This amounts to "surplus" power. So, the pedagogical problem, Muller concludes, and one at the heart of the university's knowledge generation and dissemination mission, is *how to influence the context of mediation of meaning so that surplus power is minimised.*

Hofstede's theory of power-distance provides a helpful compass here for navigating this pedagogical problem. The extent of power-distance at play in any knowledge transference dynamic is good indicator of whether there will be surplus power and whether a knowledge-power gap will result. Power-distance is indicated by attitudes of acceptance of, and even dependence on, subordination to one's superiors, that is, an acceptance that power is distributed unequally. Pre-existing social and demographic factors have a formative influence on power-distance, from the family background to the cultural setting to school (Hofstede 1994:32-34), so it can be difficult for higher education to have a transformative effect on power-distance behaviours as many students' learning behaviours are formed by then. Clearly though, teaching, research and external engagement practices that develop independence, encourage critique, critical capabilities and initiative in students, staff and the institutional identity, will be symptomatic of diminished power-distance, a reduced knowledge-power gap and cross-contextual learning opportunities.

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What is basic adult education? And who gets to learn?

This paper looks at the authors PhD research related to first and second order policy effects, including issues of access, marginalization and displacement of certain adult student demographics in Literacy and Basic Skills programs in Ontario, Canada. As these trends can be seen at global and local levels, the author looks at neoliberal ideologies and conceptual framing, and how the implications of these processes affect social equity in Ontario's basic adult education settings. This research not only includes issues of who gets access to which learning contexts related to these processes, but also includes the implications of variations in adult educator identity and praxis, the multiplicity of goals across basic adult education centers, and how these intersecting and at times competing needs play out in the basic adult education field currently.

Federico Zamengo & Nicolò Valenzano
University Of Turin, Italy

Philosophical research community as a learning context among adults

The affirmation of the principles of long-life and long-wide learning has highlighted in recent decades an increase in training opportunities for adults involving both the formal and the informal scope as well as different levels of experience : from professional to leisure . However, there are also some critical considerations in the literature that highlight the risks of an individualistic or technical-instrumental drift of adult education (Biesta 2010; Field 2006; Brookfield 2011).

In this scenario, the research group wanted to retrieve an idea of education as a process linked to the human possibilities of change, capable of involving the ethical and social dimension of existence in problematic and relational terms. In the form of research-action, it was hypothesized the extension of the model of Philosophy for Children, conceived by Matthew Lipman and Ann Sharp, in the contexts of informal adult education (Lipman 2003/2005). The core of this proposal is to identify the philosophical research community as a context for adult learning. Driven by Pierce and Dewey, the research community focuses on the value of shared reflection and the opportunity for participants to give life to a shared experience building experience. The underlying idea is the ability to generate social relationships capable of producing cognitive relationships based on the principle of reasoning, "rationality mitigated by judgment" (Lipman 2003/2005, p. 127). The research community is a device that ensures the possibility of negotiation, mutual understanding and translation. It also enables mutual recognition and respect, as well as self-regulation and revision and restructuring of ideas and perspectives.

For these reasons, it has been implemented by involving several adult figures engaged in various stages in the growth processes of new generations (parents, teachers, educators, coaches). These activities have enabled one to investigate the implicit pedagogy of adult educators and, on the other, to create a relationship between educative community and philosophical research community (Bruner 1996/1997). The emergence of the implicit dimension has allowed problematization of each participant's convictions and the construction of an action-oriented reflection space within which to manage any conflict between the different adult educators.

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Research on the professionalization of health care professionals

INTRODUCTION: The contribution lies in the search for adult education, focusing on complexity and reflective interaction within proposals that relate to narration and image, by building geographic maps that metaphorically represent some of the salient aspects of professional skills which works in the field of education and care.

PROBLEM: More and more crucial, in the training of care professionals, is the experimentation of interconnections and transitions between different learning contexts (formal, non-formal, informal) capable of building skills through a system-based theory-practice vision. In this regard, mapping professional identity through metaphorical geography has the advantage of visual immediacy and at the same time provides a comprehensive view of competency, contextualized and connected with multiple professional and personal aspects of the lifelong lifewide. The geographical map itself is a context, understood both as a precondition for achieving meaningful learning as it is located, and as an expression of an opportunity within a broader set of practices that can promote interconnection between learning contexts. The only known example of such mapping is the atlas of the inner world (2001), which, however, has not been elaborated with regard to the formation of professional identity and is therefore not fully adapted to the specific learning that we propose.

OBJECTIVE: It is therefore intended to design and implement a map of the professional identity of educational and care operators, outlining its meaning and ways of use within narrative training courses for students and professionals. From reading and reflection through the maps proposed in the training field, the operator can mature a kind of mental attitude towards "thought" routes and the ability to dive into unpopular landscapes on which to exercise, together with other explorers / operators, continues reflexivity.

MATERIALS AND METHODS: In order to deepen the understanding of the meaning and the ways of creating and using such maps, careful analysis of national and international literature has been carried out. The art of mapping metaphorical sites both originally and in successive and recent expressions expresses "a function of the narrative imagination" as it recreates a "new space of writing" that associates the place (image) with its short and a metaphorical description (eg "lake of indifference").

RESULTS AND APPLICATION FIELDS: On the basis of these analyzes, a map was created on the world of professional identity of educational and healthcare professionals (which will be presented at the conference) and outlined a formative hypothesis. The map was made based on extensive analysis of skills, which has allowed to identify cross-sectional macro areas of professionals who carry out an educational and care function in different contexts. For each area of competence a visual representation has been made, contextualized within specific territories (mountainous, hilly, grassy, inhabited, ...), rendered united and interconnected within an imaginary world of professional identity.

CONCLUSIONS: The path promotes the creation of learning contexts that connect formal, non-formal and informal learning. It allows to reflect on the nature of the areas of expertise and promotes development, facing fragility, expanding its complexity and depth as it evokes a multiplicity of views and allows systematic synthesis processes, refractory connections to simplifications and unilateral looks. The mapping action is also a collective work of sharing, deconstructing and reconstructing the meanings attributed to imagination and professional action.