



Book of abstracts

Dear participant, the Book of Abstracts has been organised in such a way to offer a rapid glimpse of each session's contents. The presentations are numbered to allow fast retrieval. Enjoy the Conference!

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Day 2 – Friday – Parallel sessions 1 – 10.00-12.00 am

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1. *PSAE Network Symposium* - Researching adult education policy: theories and methods.
2. Paper: Hitting the panic button: dynamics of adult education policy in times of crisis.

Theories - Room 1B

3. *Symposium* - Spaces, times and the rhythms of critique and emancipation in adult education.
4. Paper: No time to waste. The climate change challenge for sustainability education.

Gender - Room 1C

5. *GAL Network Symposium* - Challenges in gender approaches in AE research and practices.
6. Paper: Gender, adult education and career reward. The Paula principle in today's Europe.

Post-Covid - Room 1D

7. Change for the better or the worse? An ongoing Delphi study on effects of COVID 19 on adult education and adult learning.
8. Ecologies of education: Covid pandemic as an occasion to interrogate AE theoretical frameworks.
9. Adult learning and education in (post-) COVID -19 times – a paradigm shift?
10. Pandemic resilience through CBAL bibliotherapy reading groups.

Methods & Practices - Room 1E

11. Narrative strategies when writing about practice in the context of validation of experiential knowledge.
12. Participatory research to recover people's memories (and perhaps to maintain democracy).
13. EDEN: Educational Environment with Nature.
14. The narrative enquiry: between microphenomenological description and biographical narration.

Embodied learning - Room 1F

15. Robbed or released of the music? Musicians' identity learning processes during the COVID-19 pandemic.
16. Lying on your back. Awareness through movement as a new form of ecojustice sensitivity.
17. Embodied research: searching on and through the body.



18. Producing “quality” as auditable: the Swedish schools inspectorate’s quality audits in Swedish municipal adult education.

Societal struggles - Room 12

19. Radicalization as a transformational process. Rethinking the radical thought into educational perspective.
20. Adult Education programs respond to a racial reckoning. education in the aftermath of the George Floyd Murder.
21. Beyond vulnerability. Practice engagement and critical judgement in basic areas of education.
22. Which role do ALE researchers play in supporting new forms of ecojustice life arrangements?

Work - Room 10

23. Talent development of employees working for a development organisation in the Czech Republic.
24. Studying what is at stake in the legacy of adult education: craftsmanship in second-chance education in Flanders.
25. Skills in action: from life stories to self-consciousness and self-research.
26. Learning practices in work contexts.

Day 2 - Friday - Poster session - Lunchtime

27. Smart working and new learning patterns: a case study.
28. Good to Go? Preparedness for cross-cultural transition: a journey of self-directed and transformative learning of Nigerian immigrants in Italy.
29. Pre-placement educational preparation and training for adoptive parents.
30. Improvisation as a pedagogical attitude of school teachers.

Day 2 - Friday - Parallel sessions 2 - 2:00-4:00 pm

Policies-- Room 1A

31. *Symposium* - Current and long-standing challenges in adult education policy in Europe
32. Educational imaginaries and how to educate citizens about AI: exploring problematizations in international policies and massive online adult education.

Theories - Room 1B

33. Lifelong Learning: researching a contested concept in the 21st Century.
34. Autonomy and solidarity as values of adult education.
35. Critical social theory and the ontology of hope: implications for the future of adult education.
36. Reconsidering the roots of transformative learning: de-constructing gender identity.

Migration - Room 1C

37. (Im-)Permeability of borders and boundaries: Education and acquisition processes of refugees in German accommodation centers.
38. Adult education for asylum seekers in Italy: What is missing? A tale of two asylum seekers.
39. Exploring age and care in migration societies. Theoretical and empirical insights from a community-centred project in an urban context.
40. Growing the “new normal”. How adult educators overcome crises. Insights from a qualitative investigation at German Adult Education Centres.



Post-Covid - Room 1D

41. Crisis in adult education of the post-pandemic period. A possible model of sustainable welfare.
42. Social representations and emotions in the 2020 outbreak of Covid-19 in Italy.
43. Student and teacher resilience and motivation during the pandemic – lessons from a study into adult ESOL.

Methods & Practices - Room 1E

44. *Workshop* - Like a spider in a network of relations. The role of universities of applied sciences for adult education in rural landscapes. Theoretical basics for innovative research and development.
45. Watching new seeds sprout: a review of artificial intelligence in adult education.

Focus on learners - Room 1F

46. Exploring age and care in migration societies. Theoretical and empirical insights from a community-centred project in an urban context.
47. Culture contact, adult learner's critical thinking, and use. A sociocultural perspective to AE.
48. Navigating through the system of lifelong learning: a resource-oriented portfolio as a tool for documenting and reflecting learning in the context of adult basic education
49. Transformative learning as a vehicle to reshape gender normative trauma-based identity in graduate students: a duo autoethnographic study.

Journals - Room 12

50. *Symposium* - Insights on the changing field of adult education from four decades of the International Journal of Lifelong Education

Adult education - Room 10

51. Constructing party members - framing identities in party education.
52. The cultural grammar of Finnish party-political member education. A study of video-mediated educational practices.
53. Analysis of course provision within Finnish study centres.
54. Coping with change? How Swiss adult education providers adapt to current challenges at the organisational level.

Day 2 - Friday - Parallel sessions 3 - Symposia - 4:30-6:00 pm

Policies - Room 1A

55. *PSAE Network* - Adult education policy and governance in Central and Southeast Europe

Theories - Room 1B

56. Studying the multiplicity of temporalities and rhythms that shape adult education and professional development.

Migration - Room 1C

57. Adult learning in a migration society (*PART 1*)

Post-Covid - Room 1D



58. Midlife in a changing and post-pandemic world; implications for career education and older adult learning using on-line and in person solutions. Introduction: Setting the scene.

Digitalization - Room 1E

59. Current issues in digital equity and systemic inequalities.

Focus on learners - Room 1F

60. Should I stay or should I go now: conditions of participation in literacy and adult basic education.

Transformation - Room 12

61. *TEAE Network* - Sowing the seeds of transformation in a barren ecosystem.

Work - Room 10

62. *WLL Network* - Responding to changes in workplace demands and learning styles: challenges and benefits of work-integrated learning for student development in HE.

Day 3 – Saturday – Parallel sessions 4 – 10:00–12:00 am

Policies – Room 1A

63. Survey on adult learning and education policies and practices. Opinions of European regional and local stakeholders.
64. Following the policy under the C19 pandemic: An examination of the policy process behind the EU agenda on adult learning 2021-2030.
65. Social learning for diversity and democracy. Case studies of human library and action for democracy in Poland as a civic answer for education in times of change.
66. Design inclusion in preschool services in Italy: Challenges and opportunities for professionals in post pandemic scenario.

Theories – Room 1B

67. Cultural determinants of adult learning participation. Testing of the theory of cultural reproduction.
68. 68. Researching the transformation of adult education. The concept of transdisciplinarity.
69. The 'commons' as a new value in adult learning.
70. The contribution of transformative learning theory to understanding resilience experiences of gender minorities in the context of non-formal community education.

Higher Education – Room 1C

71. Fostering reflective thinking and combating ethnocentric tendencies. A cross-cultural inquiry-based learning experience in higher education.
72. Was it worth it? Professional and personal changes of graduates who came to HE as mature students.
73. Critical and transformative perspectives on professionalisation in adult education at the university.
74. 74. Bringing higher education to the streets: Experiences from studentlab deliberative walks in Finland and Germany.

Inclusion – Room 1D



75. Between home and academia: gendered domestic work in private and public spheres as a barrier to academic women's citizenship.
76. The paradox of exclusion through inclusion. Lessons learned for AE.
77. Women at risk? Exploring young women's learning in a disadvantaged suburb.
78. Development and initial validation of the nonparticipation in nonformal education questionnaire.

Digitalisation – Room 1E

79. Digital media in adult and continuing education in Germany. Empirical results from a case study.
80. Articulating technological and pedagogical accessibility for adult learners in distance education.
81. Finnish higher education's pioneering initiatives to support ageing populations' media literacies and digital competences.
82. Digital cultures of care.

Focus on learners – Room 1F

83. Research literacy in academic continuing education: Students' needs and perceptions.
84. Professional identity and competences for the educational profession: The case of personal services coordinator in the Tuscany third sector.
85. On the right path to learning? Yoga teachers' career paths in between tradition and modernity.
86. Maintaining the ground: A learner-centred approach in adult literacy in changing times.

Societal Challenges – Room 12

87. Learning democracy: Harvesting grassroots knowledge to respond to global challenges.
88. Reflective learning opportunities for school leaders in sustainable school improvement projects.
89. AE under the condition of totalitarianism and social transition. The example of GDR.
90. Re-imagining lifelong education in socio-culturally complex communities.

Work and Second Chance – Room 10

91. How do you learn in the workplace?
92. Second-chance measures: an opportunity for new training models? An example of French second-chance schools.
93. Adult educators' interpretation and use of curriculum and other steering documents in Swedish second chance education.
94. Vocational training in the workplace: what have we learned during the pandemic? Research conducted in a vocational school in the Algarve, Portugal.

Policies and practices – Room 8

95. *Symposium* - What lessons can be learnt from international organisations' engagement with lifelong learning as a policy concept?
96. Paper: Planting seeds of resilience for coping with trauma during the time of a global pandemic: Applying transformative learning to trauma responsive practices in professional education using reflective writings.

Day 3 – Saturday – Parallel sessions 5 – 2:00–4:00 pm

Policies – Room 1A

97. Follow the funding. Policy choices in Denmark and Slovenia for achieving lifelong learning for all.



98. Between welfare service and market good. How tendering-based procurement shapes the value of Swedish municipal adult education.
99. Teacher' policy enactment of science and proven experience: the case of youth recreation leader education at folk high schools in Swedish popular education.
100. Patterns of resource mobilisation for the education after crisis: A comparative study of OECD and non-OECD countries.

Complexity – Room 1B

101. Coevolution narratives. A study about the narrative capacity as essential tool to approach the crisis in a paradigm of complexity in adult training.
102. Dancing the crisis beyond the usual choreographies in social educational work.
103. Using a multiliteracies framework to explore adult literacy practices through arts-based learning organisations.
104. Will there be a sunrise tomorrow? Developing biographical resilience and solidarity in view of (multiple) worldwide crises and increasing contingency.

Higher Education – Room 1C

105. Perspectives on the value of studying an early years foundation degree (EQF Level 5) in England: Past, present and future destinations.
106. Why do Asian students go to the German university of applied science? Based on Pierre Bourdieu's theory of cultural capital.
107. Entrepreneurship in higher education in Italy and Ireland: A new research track for adult education.
108. From biography to learning: Travelling in time via the narration of adult learners in higher education.

Integrated Care – Room 1D

109. Learning to lead the transition towards an integrated health care.
110. Chronicity and pandemic: Research perspectives and educational actions to support the adult with chronicity.
111. Bridging universities and communities from the heritage learning perspective.
112. Learning with the body and about the body through the liminality of pain.

Digitalisation – Room 1E

113. Digital formats in adult education: Demands on learners and teachers.
114. The two levels of digital adult education.
115. The design of generative learning space for the emergent AI-human interaction.
116. Risk of job automation and participation in AE and training: Do welfare regimes.

Focus on Learners – Room 1F

117. Lives on hold: Critical consciousness and perspective transformation in prison as a double-edged sword.
118. Learning to resist against transitional precarity.
119. Radicalization and violent extremism prevention: A socio-pedagogical approach.
120. Ideas of quality in Swedish adult education.

Communities – Room 12

121. What should municipal political leaders know? Knowledge as symbolic capital among local elected social democratic leaders in Sweden.
122. Citizens... or citizens in the making? A study of school-community collaborations to enhance civic engagement among adult students.
123. Social mediation: Engendering community learning processes.



124. Open innovation as a competence for social cooperatives.

Vocational Training – Room 10

- 125. Approaches to teaching as predictor of training transfer - A longitudinal study.
- 126. Changes – A longitudinal study on the vocational identity development of assistant nurses.
- 127. Programme managers and knowledge in Swedish higher VET curricula.
- 128. The 3R-Play's educational practices for adult education: The case of football coaches' training.

Day 3 – Saturday – Parallel sessions 6 – *Symposia* – 4:30–6:00 pm

Policies – Room 1A

129. *PSAE Network* - The NEAAL 2030 - new trends in the Europeanisation of adult education?

Theories – Room 1B

130. Conceiving heterogeneous temporalities and rhythms in biographical research and adult education.

Migration – Room 1C

131. Adult education, migration and trajectories of inclusion.

Seeds of Change – Room 1D

132. New communities of learning: Sowing seeds of change in post-Covid adult education (*Workshop*)

Digitalisation – Room 1E

133. Adult literacy(ies) for the immediate future.

Adult Education Programs – Room 1F

134. Past futures of adult education: Archiving and analysing programs.

Transformation – Room 12

135. Living theory, living practice. Expanded perspectives on transformation.

Dialogue – Room 10

136. Democracy in liminality: An exploration of the meaning, importance and limits of dialogue.

Day 4 – Sunday – Parallel sessions 7 – 9:00–10:30 am

Lessons learnt – Room 1A

137. *Symposium* - What has 30 years of lifelong learning done for European adult education? Findings and perspectives from the ENLIVEN project.

Adult Educators – Room 1B

- 138. The enactment of VET teachers' professional bodies.
- 139. Pedagogical support: Knowledge and gestures of educational cultures.
- 140. Digitalisation and democracy - a context paper.



Migration – Room 1C

141. *Symposium* - Adult learning in a migration society (Part 2).

Communities – Room 1D

142. Shaping new possibilities: the university as an agora for discussing.

143. Peer learning practices drawing borders between 'Us' and 'Them'. Analysing consensus conference-method through Theory of Practice Architectures.

144. Quantitative methods for investigating adult learning and multicultural education in the time of crisis.

Digitalisation – Room 1E

145. (Un-)doing "good" parenting: the social (de-)constructions of a pedagogical model in online informal learning environments.

146. Digitalization needs and resistances of German employees in the pandemic. Vocational education between emancipation and adaptation.

147. Organisational and professional challenges in adult education centres for orientation in digital transformation.

Focus on Learners – Room 1F

148. *Workshop LHBN Network*: Biography as experience.

Practising Transformation – Room 12

149. Practicing cultural safety and belonging for the world to come.

Post-Covid – Room 10

150. The COVID-19 pandemic as a major crisis in adult education in Québec: Chronologies of events and impacts on students' attendance.

151. Physical home learning environments of academic continuing education students during the COVID-19 pandemic.

152. Socio-educational predictors of confidence in public institutions in Serbia during the COVID-19 crisis.



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16. Lying on your back. Awareness through movement as new form of ecojustice sensitivity

Silvia Luraschi- Department of Human Sciences for Education, University of Milan Bicocca, Italy

During an aesthetic and embodied experience of Feldenkrais Method, participants are lying down most of the time. In this way, lying on their back reduces the influence of the external representation of the world and allows learners to pay attention to their body-centred signals (Unwalla, Cadieux, & Shore, 2021). Their body moves as their mind moves. A lesson, called Awareness Through Movement, is a somatic practice (Hanna, 1970), an ongoing and experiential journey where individuals can learn to act while they think and to think while they act (Feldenkrais, 1990, p. 60). In the last three decades, the Feldenkrais Method was integrating into performing arts programmes in Higher Education (Igweonu, 2019) and it is also exploring by adults in different contexts outside the academy (e.g., gyms, contemporary dance courses, seminar for musicians, studios of somatic practices). Moreover, in the last two years has spread the practice of the method online as a strategy, during the Covid-19 pandemic, to take care of yourself.

The researcher, a Feldenkrais practitioner who is also an adult educator, presents her autoethnographic reflections (Holman Jones, Adams & Ellis, 2015) about an informal and qualitative research (Denzin, 2013) generated with diverse groups of adult participants of her Feldenkrais's lessons online that she has been conducting from the beginning of the pan-demic to today. Most of them are social workers, teachers, and philosophers, so they tell of their experience of lying down to sensing and feeling better the connection between mind & body and all the environments. In particular, she analyses critically the emails that she received from them in which they describe feelings, sensations, and new thoughts.

The contribution aims to show how learning a way to feel the body movements could develop an ecojustice sensitivity to perceive the pattern to connect (Bateson, 1972) all in nature at macro-meso-micro levels, to become awareness of biodiversity and to develop an ecological perspective on learning (Bainbridge, Formenti & West, 2021) and reflexivity that makes adults capable to feel that material and social environment are not separated in human experience.

Keywords: autoethnography, embodiment, reflexivity, ecological perspective, systemic approach

17. Embodied research: searching on and through the body

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The current pandemic has forced – in Italy as in many other Countries – school teachers to reconsider their way to intend and to embody their profession in everyday working life: the emergency exposed teachers as well as students to the risk of a considerable removal of embodied dimension in educational processes. These moments of change