



Adult Education in Global Times
An International Research Conference

Pre-conferences on Thursday, June 4, 2020:

(Descriptions as of September 10, 2019)

Full-day Pre-conferences

- ***nQUEERy: A Queer Adult Education into 21st Century Pre-Conference (Full day)***

This pre-conference will explore a broad range of topics that relate to sexual and gender diversity in adult and community education. We are keen to share scholarship related to sexual and gender diversity among a warm, engaged community of lesbian, gay, bisexual, trans, genderqueer, two-spirit or queer adult educators, learners, or leaders. We are also interested in the role of the straight or cisgender ally in queer adult education; queer pedagogy and curriculum; and queer or transnational sexuality perspectives on adult education. Researchers and practitioners are most welcome! *A New Directions* monograph will be proposed based on selected papers presented at this *fabulous* pre-conference. For more information or for a copy of the Call for Papers, please contact one of the pre-conference organizers.

Organizers:

John Egan, Director—Learning and Teaching

Medical and Health Sciences

University of Auckland

Email: jega776@aucklanduni.ac.nz

and

Robert Mizzi, Associate Professor

University of Manitoba

Email: robert.mizzi@umanitoba.ca.

- **12th Asian (Diaspora) Pre-conference (Full day)**

The purpose of this pre-conference is to provide an opportunity for scholars from both Asian ancestry (East) and the West and Rest to enhance learning about Eastern and Non-Western perspectives on issues, concerns, and problems relevant to adult education research and practice in the global context. Started in 2003, in conjunction with the Adult Education Research Conference (AERC), this pre-conference has actively offered a forum for faculty, scholars, and graduate students who are interested in researching, contributing to, and learning about the East to present their scholarship and research. Over the past 16 years, the Asian pre-conference learning community has dramatically expanded and actively connected with international scholars. Numerous graduate students, rising like stars, have presented their cutting-edge research projects. The Asian (Diaspora) pre-conference aims to bridge merits between the East with the West and the Rest in multiple areas and via diverse approaches contributing to the knowledge base not only of adult and continuing education, higher education, lifelong education, but also lifelong learning movement towards learning society and learning cities particularly undertaken in the East, as well as other areas that adults are found learning and developing. Each year, a new theme will be developed consisting of various stimulating topics and areas for researchers to explore and present, reflecting the development of the field and issues attracted researchers for new inquiry and further investigation. Call for proposals for the 12th Asian Pre-Conference (full day) will be forthcoming for 2020.

Organizer:

Qi Sun, Associate Professor

University of Tennessee-Knoxville

Email: qsun8@utk.edu

- **28th Annual African Diaspora Pre-conference (Full day)**

The African Diaspora Pre-conference was established in 1993 to recognize the cultural significance of research and scholarship centered on the diaspora community and produced by those adult educators of African descent. The pre-conference provides a forum for masters and doctoral students of African descent/ancestry to present their research and discuss their work with other scholars. The pre-conference serves as a place for young scholars to gain insight, knowledge and experience about the field, research and writing. We encourage you to join us as our voices are critical to the field of Adult Education. Please contact the organizer to ensure you receive the Call for Proposals as soon as it is available.

Organizer:

Doris A. Flowers, Professor
San Francisco State University
Email: dflowers@sfsu.edu

- ***Bullying, Incivility and Violence in Adult, Higher, Continuing and Professional Education (Full day)***

Recent media has reported an increased number of incidents of bullying, incivility, and violence in physical and cyber environments nationally in the United States, internationally and globally. Such malicious behaviors negatively influence everyone involved physically and psychologically. Educational sectors such as adult, higher, continuing, and professional education have also experienced, witnessed, and dealt with violent actions and behaviors. Those sectors often reflect the struggles of the communities they are embedded in and society at large. Because one of the contemporary goals of adult education is to strive for social justice and equality for all, actively having critical dialogues about bullying, incivility, and violence becomes an important aspect of practice. Therefore, the purpose of this pre-conference is to provide an opportunity for educators, practitioners, and researchers to have critical dialogues about empirical, theoretical, and practical issues of bullying, incivility, and violence in adult, higher, continuing, and professional education. This pre-conference specifically focuses on the following theme: Researching and Practicing Social Justice Scholarship on Bullying, Incivility, and Violence in Adult, Higher, Continuing, and Professional Education.

Organizer:

Mitsunori Misawa, Associate Professor & Associate Department Head
University of Tennessee-Knoxville

Email: mmisawa@utk.edu

- ***Transnational Migration, Refugee Studies and Adult Education (Full day)***

It is claimed that a “new mobilities” paradigm is being formed within the social sciences to transcend disciplinary boundaries. As a powerful discourse that creates its own effects and contexts, the emerging mobility paradigm challenges the “a-mobility” of much research in the social sciences. Under the new mobilities paradigm, migration is conceptualized as circulatory and transnational, moving us beyond the framework of methodological nationalism.

Transnational mobility has called into question dominant notions of migrant acculturation or assimilation. Migrants no longer feel obligated to remain tied to or locatable in a “given”, unitary culture. Rather, they are becoming embedded within a shifting field of increasingly transcultural identities. Yet, at the same time not all migrants, especially refugees or asylum seekers, are able or willing to sustain such transnational linkages as many of them continue to live in a state of limbo, being caught between their wish to return, unfavourable circumstances in their home country, and the difficulty of starting a new life in their country of residence. In the case of refugees and asylum seekers, mobility is usually imposed or restricted. Thus, transnational mobility can be complex and have differing impacts on the hopes, desires, aspirations and citizenship possibilities of different populations.

In this pre-conference we aim to extend the scope and meaning of transnational mobility especially as it pertains to divergent communities such as that of migrants and refugees and asylum seekers. In doing so our intention is to displace the concept of transnational mobilities from the settled frameworks of both sedentarism as well as postmodernist hypermobility.

Topics of interest include:

- Global perspectives and analyses of migration and refugee studies
- The impact of migration and refugee resettlement on adult education and society
- Processes of exclusion and inclusion in adult education
- The tensions between mobility, knowledge, and recognition
- Intersections of race, class, gender, and adult education
- Transnationalism, diaspora, and identity

If you are conducting research or have completed studies in this area, we invite you to submit a proposal. All proposals will undergo a blind review process. If your proposal is accepted for presentation, you are expected to submit a formally written six-page paper for inclusion in the pre-conference proceedings. More information will follow. For questions and inquiries, contact

Organizers:

Shibao Guo, Professor

University of Calgary

Email: guos@ucalgary.ca

and

Srabani Maitra, Lecturer

University of Glasgow

Email: Srabani.Maitra@glasgow.ac.uk

- ***Feminist Aesthetic Pedagogies and Activist Strategies (Full day)***

In this full day pre-conference will be open to all AEGT2020 participants (must sign up as lunch will be provided) to discuss and share their creative, arts-based and aesthetic practices in university, community, and/or arts and cultural institutions. Through small and large group discussions and an ArtActivistBarbie Flashmob activity, we will explore how our work contributes to struggles to decolonise and bring about gender justice and change.

Organizer:

Darlene Clover, Professor

University of Victoria

Email: clover@uvic.ca

Morning-only Pre-conferences

- ***Learning in Community at the UBC Learning Exchange (Morning only)***

The UBC Learning Exchange is a community engagement initiative in the Downtown Eastside (DTES) of Vancouver. The Learning Exchange will be hosting an interactive morning of presentations and activities highlighting the different forms of community-based adult education expressed through their work and that of their DTES partner organizations. We will explore the innovative ways in which research into adult learning is being practiced in this inner city community; how arts-based programming enhances language learning; the role of Indigenous programming in reconciliation; and the impact of tech cafes on digital literacy. The formal program will end by noon for those participants who wish to return to the UBC campus to attend one of the afternoon pre-conferences. Alternatively, enjoy lunch in Chinatown and take one of our self-guided neighbourhood walks.

Organizer:

Spring Gillard, Coordinator, English Conversation Program

UBC Learning Exchange

Email: spring.gillard@ubc.ca

Afternoon-only Pre-conferences

- ***Comparing Adult Education in an Age of “Populisms” (Afternoon only)***

Across the world, the hegemony of “neoliberal globalisation” is challenged by “populism.” From Austria and Bulgaria to India and Italy, from “Brexit” to “Trumpism,” forms of populism have taken hold. Most are strongly nationalistic. Many are also influenced by other kinds of “identity politics”: by ethnicity, religion, region, class, language, gender. Often, identity is expressed less in loyalty than in anger against supposed threats: from immigrants, from groups – women, ethnic minorities, and so forth – previously subordinated but now claiming equal status. Populist politicians and parties often claim to act for – and to be supported by – those excluded from the benefits of neoliberalism: the unemployed, communities and cities “left behind.”

Populisms are, of course, frequently associated with authoritarianism, scepticism about democratic institutions and methods, and the elevation of “leadership” and the charismatic leader. Often, or so many claim, they are strengthened by modern social media’s “confirmation bias” – not to mention the forms of interaction it facilitates, from cyberbullying to surveillance.

This workshop will explore how resurgent forms of populism are affecting adult education. What are the differences between countries and types of populism, and do they have different implications for adult education? Are there lessons to be drawn from experience in other countries, or other times – populism has a long, complex, sometimes colourful, often cruel, history. Have national or international policies – including policies toward adult education – played any part in the resurgence of populism? What approaches have adult educators evolved to survive amid populism – and challenge it?

This half-day pre-conference will consider the state of comparative adult education research relating to the global – yet anti-global – phenomenon of “populism”.

Organizer:

John Holford, President

International Society for Comparative Adult Education (ISCAE)

University of Nottingham

Email: john.holford@nottingham.ac.uk

- **Hands Back – Hands Forward: Institutional and Community Initiatives in Support of Indigenous Adult Learners (Afternoon only)**

Canada—among other countries—has been gradually coming to terms with its colonization and forced displacement of Indigenous peoples largely accomplished through institutionally-condoned violence and oppression. Educational institutions have only recently taken steps to recognize their complicity and their responsibility to transform their policies and practices to advance Indigenous community priorities and fully support Indigenous learners and communities. The purpose of this pre-conference is to give consideration to institutional responses that are being shaped by policy developments, including the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP), Canada’s Truth and Reconciliation Commission’s Calls-to-Action (TRC), Universities Canada’s Reconciliation Principles, and the Association of Canadian Deans of Education Indigenous Education Accord.

The teaching of “Hands Back – Hands Forward” shared with UBC by the late Musqueam Elder, Dr. Vincent Stogan, provides a framework for the pre-conference. This teaching acknowledges reaching back to the ancient and dynamic knowledges of Indigenous peoples with the responsibility to carry this wisdom forward to future generations. The afternoon pre-conference will involve a walking tour of the UBC campus to learn about the ways institutions materially, spatially, symbolically, and ideologically construct, erase, or appropriate Indigenous knowledges, histories, and presence and how themes of reconciliation, resurgence, and reclamation are laying new roots in post-secondary spaces. A panel presentation will follow illustrating how institutions are authorizing and investing in Indigenous education priorities in ways that empower Indigenous adult learners attending to questions of:

- How Indigenous perspectives and worldviews can be made visible in our institutions and gain a place of respect alongside non-Indigenous views;
- How educational institutions contribute to projects of decolonization, reconciliation, and self-determination; and
- What structures are necessary within institutions and communities to ensure Indigenous learners achieve their full potential.

Please join us for these important conversations about the past and the future designed to raise critical questions and point to hopeful strategies leading to a more inclusive, socially-just future.

Organizer:

Jan Hare, Professor and Associate Dean, Indigenous Education
University of British Columbia

Email: jan.hare@ubc.ca

- **Workplace and Professional Education and Learning in the VUCA World of Work (Afternoon only)**

The world of work is experiencing ever-accelerating changes given the swift developments in science and technology, and the unprecedented scale of globalization, internationalization, and immigration. These changes are so drastic that some have claimed that we have entered a VUCA time, or a time of volatility, uncertainty, complexity and ambiguity. In this context, individuals find it imperative to engage in continuous learning to stay afloat in a contingent job market. Professional organizations make considerable efforts to define and develop various competency matrixes in response to the shifting demands of employers. Educational institutions are working to innovate programs that prepare students – both traditional and non-traditional – for an unknown labour market. Researchers are also breaching and bridging disciplinary boundaries and analytical categories to try to understand the dynamic and political nature of work and work-related learning. In the midst of all of these changes, it is perhaps time to pause and collectively inquire into where we are with adult education and learning in the VUCA world of work. This preconference calls for papers and presentations that deal with theories, policies, practices and pedagogies related to workplace and professional education and learning. Some of the topics and themes that we hope to address include:

- Workplace education and learning: policies, practices and pedagogies across place
- Continuous professional education and learning: policies, practices and pedagogies across place
- Ethics in work- and profession-related education and learning
- Social justice and social equity in work and profession-related education and learning
- Development of innovative academic and professional degree/training programs
- Theoretical innovation and philosophical inquiry of work- and profession-related education and learning
- Others related to work- and profession-related learning in the VUCA world

Organizers:

Hongxia Shan, Associate Professor

University of British Columbia

Email: hongxia.shan@ubc.ca

and

Yonghong Ma, Professor

Beihang University, Beijing, China

Email: myhong@buaa.edu.cn

- **What Does Society Need of Lifelong Learning? A Pre-conference organized by the Coalition of Lifelong Learning Organizations (COLLO) (Afternoon only)**

The concept of lifelong learning, growing in strength from the late 1960's, has taken hold in discussions of many aspects of learning, education, employment and quality of life. Indeed, the term is ubiquitous, but what does it mean? Perhaps more importantly, what might it mean? AEGT2020 provides an opportunity for scholars and practitioners from different organizations and countries to come together to share current perspectives and research on lifelong learning and to identify directions and possibilities for future research and perhaps collaborative efforts. Gaining a shared deeper understanding on what we discern as lifelong learning's meaning, purposes, goals, etc., may afford us opportunities to work across organizations and national boundaries.

Organizer:

Linda Morris, President

Coalition of Lifelong Learning Organizations (COLLO)

Email: linda_morris11495@yahoo.com

- **In Conversation—Looking Back, Casting Forward: 60 Years of Adult Learning in Australia (Afternoon only)**

Adult Learning Australia (ALA) is celebrating its sixtieth anniversary in 2020 and this session provides an opportunity to reflect on what has been achieved for adult learning and for adult learners over this time. It also provides an opportunity to imagine what adult learning might look like in the future and the role that effective adult learning can play in helping to meet the challenges that await us.

Organiser:

Trace Ollis, Senior Lecturer

Adult, Vocational & Applied Learning

Deakin University

Email: trace.ollis@deakin.edu.au

or via Adult Learning Australia: info@ala.asn.au