

ABSTRACTS BOOK

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Continuity and Discontinuity in Learning Careers: Potentials for a Learning Space in a Changing World

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Does Higher Education System Design in British Columbia Matter?

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Abstract

Where do online Bachelor of Business Administration (BBA) programs fit within the higher education system design in British Columbia (BC)? This paper uses a critical discourse analysis and the example of the BBA degree programs in BC to analyze whether or not higher education system design matters. By exploring the concept of “system design” for higher education, this paper deconstructs the defining characteristic of the binary higher education system in BC and argues that societal and economic forces are the designers of BC’s higher education system. This analysis concludes that market forces, not the Ministry of Advanced Education or government, are real system designers of BC’s higher education system.

Keywords

Higher education; online BBA programs; BC post-secondary; system design

Capabilities un-enabling?

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Abstract

The essay intends to focus the theme of personal capabilities in the age of individual risks and crisis, underlining possible drifts and "side effects". Musil is certainly the best interpreter of this perspective by defining the modern man as "the man of opportunities". Related to this, the enabling opportunities themselves may lead to side effects consisting of saturating educational and life environments, thus producing mediocre, low rank and regressive effects. For this reasons we believe that promoting a situation centered "capabilities enabling approach" shouldn't aim at suggesting praxis and/or specific solutions, whereas it would be more suitable to define an accurate and relevant analysis of material, axiological and cultural systemic variables that can make life conditions, educational environments, concrete and symbolic situations able of being un-enabling.

Capacitazioni de-capacitanti?

Il contributo intende affrontare il tema della capacitazioni nell'epoca dei rischi individuali e della crisi. Tutto ciò, però, mettendone in risalto possibili derive ed effetti "collaterali". Dobbiamo certamente a Musil la chiara comprensione del problema che la modernità ha posto all'uomo inteso come "uomo delle possibilità". E, in tal senso, le stesse prospettive capacitanti possono finire per saturare gli ambienti di vita formativi e trasformativi ingenerando effetti di natura puntualmente arcaicizzanti, regressivi se non mediocri e di basso tenore. Riteniamo, allora, che una riflessione utile a promuovere una prospettiva capacitante in riferimento ai contesti non debba essere finalizzata a presentare prassi o soluzioni, quanto piuttosto, ad oggi, a delineare una più puntuale e pertinente analisi delle variabili di sistema (materiali, assiologiche e culturali) che rendono contesti di vita e formativi, materiali e simbolici, "capaci di essere de-capacitanti".

20 ans de recherches sur les pratiques des discussions à visée philosophique en contexte scolaire : perspectives actuelles

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Abstract

Notre équipe de recherche progressivement constituée pour être pluridisciplinaire (Auriac-Slusarczyk, Lebas-Fraczak, Blasco, Daniel, Colletta, Simon, Fiema, Auriel, Henrion, 2012, Blasco & Auriac, 2013, Auriac & Colletta, 2015) a recueilli des transcriptions de discussions à visée philosophique, régulièrement au fil des dix dernières années (voir <http://philosophemes.univ-bpclermont.fr/>). Auparavant des études plus ciblées avaient mis en exergue certains facteurs liés à l'impact positif des DVP sur le développement social et cognitif des élèves (Auriac, 2007, par exemple). L'enjeu de la présentation est de mettre en avant ce que l'ensemble des 20 années de recherches ont produit de plus saillant, afin d'envisager l'implémentation des DVP dans des contextes de formation adultes (étudiants, université de tous les âges, université populaire, etc.). Nous mettrons plus particulièrement l'accent sur ce qui pourrait paraître évident, mais ne l'est pas dans les dispositifs de DVP : aspects syntaxiques (productions ordinaires mais originales, voir Blasco, 2016), aspects pragmatiques (modalité de raisonnement spécifique, voir Lebas-Faczak, 2016) et aspects éthiques (tolérance à la diversité, intégration de l'altérité, Auriac-Slusarczyk, 2015). Quelques extraits de corpus choisis, et commentés en utilisant les outils d'analyse et de description de la langue parlée, mettront en avant en quoi l'usage de la langue en DVP participe de manière originale à l'articulation langage-pensée. Le corpus *Philosophèmes* (Blasco & Auriac-Slusarczyk, 2013, Auriac-Slusarczyk & Colletta, 2015) donne à voir l'usage spontané de la langue en contexte, et c'est grâce à ce matériau riche et ordinaire disposant des paroles authentiques d'élèves et d'enseignants que l'on peut aborder au moins quatre angles d'étude : 1) la production syntaxique qui structure l'élaboration du discours; 2) la compréhension mutuelle, facilitée du fait du jeu des répétitions et de l'effet de rythme que celles-ci produisent ; 3) la cohésion, renforcée par la répétition qui participe à l'organisation du discours et en fait un dialogue partagé ; enfin 4) l'interaction, car la pertinence des reprises se renforce quand les tours de parole changent. Ainsi étudiés, il semble dommage que finalement

les ateliers de philosophie ne soient pas davantage connus et pratiqués avec des adultes, ce, afin de déjouer, comme à l'école, les parcours d'apprentissage difficiles.

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Double professional identity and discontinuous careers of Spanish school principals. A biographical-narrative approach.

Una doble identidad profesional, discontinua en su carrera: la dirección escolar en España. Un enfoque biográfico narrativo.

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Abstract

España ha compartido con Portugal (hasta 2008) un carácter singular y único de la dirección escolar en la Unión Europea: el director o directora es un colega elegido por sus propios compañeros. La identidad profesional docente, adquirida en la socialización profesional, provisionalmente (4 años, prorrogable a 8) se trasmuta en “estar como” o “ser” director/a, para volver a ejercer de docente que puede, con el tiempo, volver a la dirección. Esta situación particular en el acceso y discontinuidad en la carrera profesional la convierte en interesante de estudiar desde una perspectiva biográfico-narrativa, empleada en otros estudios (Bolívar et al., 2001; Bolívar, 2006).

A la doble identidad (docente/director) se unen otras duplicidades: gestor/líder, representante de la administración o de los compañeros; responsable ejecutor de la normativa y el *primum inter pares* representante del profesorado (Viñao, 2004). Este paper estudia, desde las voces de los directores y profesorado, cómo vivencian identitariamente estas dobles condiciones en su profesionalización a lo largo de su carrera (Aspin, Chapman et al., 2012). La identidad se *construye* en un proceso y en el espacio relacional que es, a la vez, una construcción subjetiva y una inscripción social. Es común, por tanto, distinguir dos dimensiones de la identidad: “identidad para sí” e “identidad para otros” (Dubar, 1995; Ricoeur, 1992). Las identidades profesionales son el *resultado de un largo proceso* de socialización, con tres factores en interacción dinámica (Day et al., 2006; Day, 2011): socioculturales; contexto de trabajo, y factores personales.

El trabajo de campo se realizó con 15 entrevistas en profundidad a los directores públicos de Secundaria de la provincia de Granada (Andalucía). El *análisis de contenido*, como proceso metodológico (Wertz, Charmaz y McMullen, 2011) desde la teoría fundamentada (grounded theory), nos ha permitido hacer emerger un conjunto de *categorías nominales* sobre el impacto en la identidad profesional de quienes asumen itinerario de la dirección escolar, de las que damos cuenta en este paper. El cruce entre las distintas narrativas biográficas individuales (*collective case study*) como medio para conocer la del grupo profesional de los directores y directoras en España. La triangulación de narrativas de vida, se ha mostrado como una

estrategia relevante para comprender las “geografías” emocionales, los problemas de la dirección escolar.

Un enfoque biográfico narrativo proporciona una nueva lente para analizar la identidad, pues entendida como un relato (Ricoeur, 1992), permite captarla como algo fluido, precario e inestable, sometido a continua revisión y redefinición por sus miembros. Como describió Giddens (1991) la identidad “it is the self as reflexively understood by the person in terms of her or his biography” (p. 53). En el caso de los directores, la identidad se explicita –entonces– en la crónica del yo en la geografía social y temporal de la vida, como una reflexión del sujeto sobre los sucesivos cambios y discontinuidades en los escenarios recorridos, posibles crisis identitarias, en orden a su posible autodefinición en la unidad de un relato.

**Creating innovative new learning perspectives
on Yorkshire's Wool Heritage through collaborative practice.**

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Abstract

The West Yorkshire Textile Industry was a vital component in the beginnings of the Industrial Revolution within the United Kingdom. The worsted and woollen manufacturers were also keystones in the development of further and higher education models within the North of England. Leeds and Huddersfield Universities began as cloth workers and mechanics institutes. With the demise of the textiles industry in the 1950's, West Yorkshire continued to echo the myth of it 'being grim up North', the satanic mills creating new shadows of discontent and the need to search for new identities from the past. A chasm developed between education and industry.

This paper explores a collaborative project between a Higher Education Art Institute, a Bradford Textile manufacturer and a high end retail site in Leeds. The project's aim was to promote that the textiles industry is still alive and flourishing in West Yorkshire. The outcome was an exhibition of 25 students' work, manufactured and curated to work within the Victoria Quarter in Leeds. The students involved ranged from traditional Higher Education profiles to those who entered through Access courses and part time learning. The range of outputs echoed their backgrounds. With many mature students and those from lower income brackets finding degrees prohibitive, the results from this project highlight show the importance of a diverse student cohort and the work ethics that those returning to education bring.

The final exhibition From Fibre to Fabric in October 2013 as part of The Campaign for Wool's Wool Week was well received locally and nationally and generated a high level of PR. Confirming the importance of joint projects to support local businesses and education establishments. Impact on Teaching & Learning was highlighted by student feedback stated how much they had gained from this collaborative project and they would like similar opportunities within the taught programme. The industry contacts felt more connected with education and dispelled the myths that are often created of accessibility, openness and levels of understanding.

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The Milliners Apprentice – Twenty First Century craft education mirroring the past and offering entrepreneurial and innovative education

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Abstract

Fashion designers Gabrielle 'Coco' Chanel and Elsa Schiaparelli had very different family and educational beginnings in the early twentieth century one markedly working and the latter a middle class origin. Yet their career beginnings as milliner's apprentices were the groundings of their future fashion empires. The route of a milliner's apprenticeship was a respectable path for women in the 19th and 20th centuries.

The milliner or hat maker today is seen as an oft forgotten craft sitting in the moving spaces between costume, fashion and art. With the advent of qualifications within art and design in the 1960's in the UK and the subsuming of art schools into higher education there was a shift in learning and teaching of practice based skills. Millinery continued to be taught in the work place and the College or was forgotten.

This paper examines a group of female learners who embarked on the part time HNC Millinery course between 2008-2012. Learners ranged from those who had completed degrees to those who had left school with minimal qualifications. The course consisted of practical, entrepreneurial and design based modules all under pinned with live briefs and external engagement. Though students had a mix of continuous and discontinuous learning careers their experiences out of education were harnessed in the development of skills and teaching and learning. Activities were structured to increase confidence and highlight the value of all learning experiences within and without the academy. The success of the course is shown in the paths that students have taken since, many now teach and share their millinery, skills as well as running millinery businesses. The thread from them all is that it wouldn't have been possible without the openness and the opportunities of the course.

The College closed the course in 2013 due to the increased commercialisation in Higher Education and the numbers being too small to be effective. New ways to develop this cohort of learners have been devised through short courses and those past millinery students becoming the transferors of knowledge. However this is not an ideal proposition and the paper will conclude with a future model to address these concerns within craft and design education in the 21st Century.

Affective limitations in Second Language Acquisition by Spanish adult learners in Vocational Training Programs

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Abstract

This article aims to show and explain the growing motivational, personal or affective difficulties that unemployed adult learners are currently facing in the English subject when they decide to return to study in age-diverse Professional Training Programs in Spain. The results presented in this article are based on a multiple case qualitative study research directed in two different areas. The participants are vocational training teachers who participated in twenty semistructured interviews. They confirmed the increasing level of frustration and dropout rate that Spanish adult students are experiencing in the L2 subject of these programs, mostly because of the oral skills of production and comprehension. The results of this article show the numerous obstacles of adaptation to the L2 contents and methodologies that adult learners face; generally because they are surrounded by adolescent or younger classmates who have more experience in the foreign language and a wider linguistic knowledge. This article explains how this age heterogeneity in the English classroom leads to difficulties in linguistic acquisition, lack of adaptation to current L2 teaching methodologies and lack of inclusion in the rest of the group, due to motivational limitations derived from fear of ridicule, self-imposed affective barriers and anxiety in the English classroom.

Keywords

Andragogy, English teaching, motivation, new teaching methodologies, age diversity.

English learning in Vocational Education Programs in Spain: ideal methodological strategies for adult students

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Abstract

This article aims to identify the ideal learning methodologies and strategies used by L2 teachers in Professional Training Programs in Spain as a means to mitigate the existent instability resulting from the extreme age diversity found in the classroom. The results presented in this article are based on a multiple case qualitative study research directed in two different areas. Twenty teachers from these levels volunteered to participate in a semistructured interview which threw clear results about the increasing difficulties that Spanish adult students are facing in the English subject in age-diverse classrooms. The results show that adult learners face numerous limitations and obstacles in some L2 skills such as oral comprehension and production, mostly because of the traditional learning methodologies based on translation and grammar in which they were educated and their younger classmates' linguistic superiority. This article pays special attention to the ideal methodologies used by vocational teachers of age-diverse groups such as material specificity, real-based practice, repetition and systematization, oral skill-based tasks and collaborative or cooperative learning.

Keywords

English learning, L2 skills, age diversity, adult learners, vocational studies

Friendship, discourse and belonging in the studio: The experiences of 'non-traditional' students in design higher education

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Abstract

The national policies, operating within the United Kingdom, of widening participation for students exists within a competitive and uncertain higher education culture. The impact of this on those described as 'second chance' or 'untraditional' students who at the same time want to become designers needs to be examined. The paper analyses two narratives of continuity and discontinuity constructed by and between myself, and two post-*Access to HE* design students. They are people who have gained places on textile degrees with an *Access to HE* diploma, rather than the more conventional A 'levels; they tend to be mature students with diverse social backgrounds (Hudson, 2009:25; Penketh and Goddard, 2008:316; Burke, 2002:81). The students were both studying textile design but at different Higher Education Institutions (HEIs). Textile designers are concerned with designing for surfaces and embellishments which could include wallpapers, fabrics for fashion or interiors, flooring, and packaging. These narratives were selected from a longitudinal study (2011-14) that sought to investigate the experiences of post-*Access to HE* students in art and design higher education. The participants were studying on a range of creative degree programmes in various institutional contexts. Narrative inquiry was used to show the ways in which students reflected on and took stock of their learning careers,(Clandinin and Connelly, 2004; Butler-Kisber, 2010).

The analysis of the narratives draws upon some of the notions concerned with phronesis (prudence or practical wisdom). Aristotle claimed that only a person of experience can practice practical wisdom, and a young person is unlikely to have extensive life experience, (Aristotle, *Nicomachean Ethics*, Book VI, Chapter 8). This discussion recounts some of the critical incidents within the stories where I have noticed evidence of phronesis or at some points the absence of wise judgement. It is suggested that within the context of higher education mature students sometimes make poor decisions leading them to act in ways that continue their sufferings. This is because they do not always exercise their potential to act with prudence, (Aristotle, *Nicomachean Ethics*, Book VI, Chapter 5). It is argued that friendship and acting well in the interests of others is an important aspect of phronesis, (Aristotle, *Nicomachean Ethics*, Book VI, Chapter 11); where all students are supported to make good decisions about their education.

The design studio space (both in its physical and virtual form) is revealed to be a place where horizontal discourse takes place which enables acts of friendship between students (Broadhead, 2015). Through friendship and a sense of belonging students are able to continue with their studies even though they meet unexpected and difficult challenges. At the same time, the studio can also be an alienating space that confuses and frustrates some students, making them consider discontinuing their course.

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Swedish Policies for HE and Employability. Consequences for non-traditional students

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Abstract

Sweden has had a long tradition of including non-traditional students into higher education (HE) by widening access, building new higher education institutions, and upgrading post-secondary education to tertiary education. In recent decades, in accordance with EU policy, there has been a shift from employment towards employability, which means that individuals have been given responsibility for their own competencies required at the labour market, while HE institutions have to develop and enhance the appropriate competencies of students. The general picture in Sweden is also that HE graduates have better chances to become employed than people with a lower educational level. This is still the case, even with a constant HE expansion in Sweden. However, despite the reforms for widening participation, the inequalities between different student groups persist. Furthermore, social differences among students also relate to their choices of educational programmes.

The paper addresses issues of inequalities in employability and its consequences for Swedish non-traditional students. In Sweden the concept of employability is defined from a competence-based perspective, focusing on students' skills in relation to the needs of the labour market (Eurydice, 2014). By non-traditional students we mean mature and young adult students that were the first in their family to enter HE, as well as characterized by class, ethnicity, gender and disability.

Relying on official statistics and policy descriptions, we discuss on the one hand the match between students' demands and patterns of application to HE and on the other the needs and demands of the labour market and society, firstly looking at inequalities regarding access to HE and secondly at the challenges regarding employability opportunities for non-traditional graduates. Our conclusion is that the labour market is and will become increasingly segregated, in terms of class, gender and ethnicity, due to students' choices of HE programmes.

Keywords

Inequalities of class; gender; ethnicity; disability

Educación física en el diálogo y la formación con la educación de jóvenes y de adultos

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Abstract

Considerando la Educación de Jóvenes y Adultos como un derecho, cuestionando lo que se considera "básico" en la educación y, con referencia a la educación física desde la perspectiva de la cultura del cuerpo, nuestro objetivo es contribuir con la formación de docentes comprometidos con los desafíos presentes en las escuelas públicas contemporáneas. Cuando problematizamos las nociones hegemónicas que categorizan y jerarquizan las personas - por el origen étnico, el género, la sexualidad, la edad, el tono muscular, la altura, el peso, etc. - percibimos el cuerpo como una producción sociocultural, aquí identificada como corporeidad. Proceso que puede fortalecer los movimientos, flujos y actividades educativas que se constituyen como lugares marcados por las reuniones, los ensambles de las personas, los acontecimientos y eventos que materializan las formas sociales y las prácticas pedagógicas apalancadas mediante diálogos y diferencias. Con la colaboración del autores como Carmen Soares, Gilles Deleuze, Silvio Gallo, Paulo Freire, Walter Kohan, Jorge Larrosa, presentamos evaluaciones preliminares del Curso de Extensión para los profesores que trabajan con la Educación Física en la educación de jóvenes y del adultos, desarrollado por una Universidad Pública Federal en Rio de Janeiro (Brasil), con el fin de contextualizar y abordar las prácticas corporales como invención y activos en construcción, por la humanidad, con el tiempo. Al compartir los resultados del proceso desarrollado, hemos identificado la debilidad de esta discusión y afirmamos la formación del profesorado, inicial y permanente, como un lugar de movilización de nuevos anuncios y estrategias de cambio de esa realidad.

Keywords

Educación de jóvenes y adultos; educación física; cultura del cuerpo; corporeidad.

What kind of adult education is required in the risk society?

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Abstract

“How can long-term purposes be pursued in a short-term society? How can durable social relations be sustained? How can a human being develop a narrative of identity and life history in a society composed of episodes and fragments?” (Sennett, 1998, p.26).

And all of this across the various affiliations of adult life, both in the workplace and outside of it, as well as in the increasingly widespread settings of unemployment or casual, temporary work, etc... I have chosen to open this paper with a series of questions posed by Sennett that can guide us in exploring, at least briefly and partially, the complexity and problematic *riskiness* of the *post-modern* society we live in.

It is against such an anthropological-cultural, political-institutional and socio-economic background, which represents one of the key themes of this conference, that I set out to reflect on the “state of the art” in education and training, and in particular, the education and training of today’s adults and young adults. Today, adult education is no longer associated with a given age group or life stage, due to the social and societal *liquidity*, as Bauman calls it, in which we are all immersed. From this perspective, we cannot avoid addressing the *issue of adult education*, which emerges as an urgent priority, in Italy at any rate, especially in relation to the political-educational decision-making and strategies of the relevant institutional actors.

It seems that a possible, or rather, an objective and realistic direction for adult education to take is that leading to the delivery and implementation, on a vast scale, of adult education practices that might be viewed as excessively oriented towards *adapting* adults to existing circumstances, while losing sight of key dimensions such as contemporary adults’ *relationship with knowledge* (1993) and of the *meaning* that they attribute to their own autobiographical journeys, characterised by continuity and dis-continuity, including in the educational/training sphere itself.

A model of education that is essentially and excessively based on the transmission of knowledge is clearly in tune with overall political, economic and institutional needs, but, conversely, is at odds with the autobiographical paths of individual adults which, as a consequence of constant uncertainty, insecurity and feelings of inadequacy (Bauman, 1999; Beck, 2000, p.62), are increasingly on the brink of becoming what Beck (?) defines as “*risk biographies*”, or even, “*danger biographies*” (p.?). This suggests the potential value of a renewed emphasis on adult education offerings based on the “learning to think”, or even, “re-learning to think” first advocated by Donata Fabbri (1994, pp.127-134). Specifically, at this juncture in adult education, I make the case for adopting narrative-self-reflective-autobiographical educational dispositives.

Profiles of basic VET students in Seville (Spain): differences between men and women.

Perfil del alumnado adulto de formación profesional básica en la provincia de Sevilla (España): variables diferenciadoras entre alumnos y alumnas

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Abstract

Introducción. El fuerte periodo de crisis en España y las altas tasas de desempleo han propiciado el desarrollo de programas de formación profesional que incluyen medidas para el fomento del emprendimiento. El objetivo de este trabajo es conocer y comparar las atribuciones y autoexpectativas de logro y el perfil de emprendimiento entre los estudiantes de formación profesional básica, desde una perspectiva de género

Metodología. Se trata de un estudio cuantitativo no experimental, centrado en la medición y análisis de las variables, con una metodología descriptiva. Para ello se utiliza un muestreo aleatorio por conglomerados polietápico de 115 estudiantes de formación profesional básica.

Resultados. En cuanto a las atribuciones causales en el ámbito de logros académicos, alumnas y alumnos no presentan diferencias significativas, estando de acuerdo en la atribución de los éxitos al esfuerzo, para las alumnas los éxitos además se atribuyen a la habilidad. La diferencia más importante es que las mujeres no atribuyen sus fracasos a ninguna causa mientras que los hombres atribuyen los fracasos claramente a la falta de esfuerzo. En relación con la autoeficacia emprendedora los alumnos muestran resultados más elevados que las alumnas.

Conclusiones. Entre las alumnas y los alumnos de formación profesional básica existen similitudes y diferencias en la percepción de logro. La atribución de los éxitos a factores internos inestables que ponen en relieve la capacidad para mantener una serie de conductas el tiempo que sea necesario para conseguir una meta es un factor común para ambos géneros. Las alumnas además añaden a la atribución del éxito, causas motivadas por factores internos estables que hacen referencia a la propia capacidad del individuo. Por el contrario los alumnos atribuyen sus éxitos y sus fracasos prioritariamente a factores internos inestables con mayor capacidad modificable. En cuanto al perfil emprendedor, una vez más se identifica con el género masculino.

Palabras clave: atribuciones y autoexpectativas de logro, género, emprendimiento, formación profesional.

**Where do the women go?
Developing potentials for learning spaces in a changing world.**

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Abstract

This paper discusses how changes in government funding to vocational education in Australia has increased the risk of discontinuities in learning careers for marginalised women through courses being discontinued, fees increasing dramatically and trust in public education being eroded.

It also studies responses to this discontinuity with the development of new learning spaces in a changing environment. Flexible approaches which recognize previous qualifications and current skills are required. Learning locations can be physical or virtual, reflecting different methods such as group facilitation or use of social media. Responses discussed are the not for profit organisations Fitted For Work and The National Community Hubs Program.

Adapting Wolf and Evans' workplace literacy methodology of human capital and social practice from 2011, the paper will analyse the different approaches to vocational education and its funding and the direct impact of this on vocational education provision for women. This includes emerging learning spaces that have been established with a mix of government and private funding such as Community Hubs located in some primary/elementary schools and Fitted For Work which is focused on assisting women to get into the workforce.

The paper analyses the interim outcomes for study and career pathways of these new learning spaces for specific cohorts of women. Reviewing the outcomes, the paper will conclude with recommendations for strengthening these new learning spaces that are emerging to assist marginalised women in Australia.

Education Interrupted: Learning Careers of Adults Living with Mental Illness

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Abstract

This paper identifies themes among the reasons for the interruption of the learning careers of adults living with mental illness. We argue that there is still hope for the continuity of learning through supported education programs. Our study of a Canadian hospital-based supported education program revealed hope, persistence and improved self-knowledge and confidence among the students. Our interviews revealed that all students had negative previous educational experiences some of which they blamed on others and some of which they blamed on themselves or their illness. We discuss how discontinuity and continuity of learning careers play themselves out in the perception of a negative role for educational institutions in many students' lives. Learning is often described as a process of identity development which can be gained through new opportunities and learning spaces, such as supported education programs. The most fundamental positive change for adults living with mental illness is their transition from patient to student; supported education allows for the resumption of their student identity. Supported Education creates learning spaces that are individually focused rather than class-based, which is an important change in their educational path. Supported education has evolved as a best practice that supports individuals with psychiatric disabilities in exploring their educational options and providing ongoing support during their study period. Students attend programs in the community, on college and university campuses, or in hospitals, supported by a combination of mental health services and academic accommodations. Accommodations range from educational counseling and academic skill building to test methods that can accommodate people's learning styles and disabilities. Students can receive general upgrading and skill improvement or high school credits through the program, which serves not only to advance their education, but also to improve their self-esteem and quality of life. Education is an essential element of recovery for people with mental health conditions and leads to better jobs and/or better community and social integration. In today's economy, meaningful workforce participation is increasingly determined by education level. Persons with disabilities, especially those with a mental health disability, are more likely than those without disabilities to be in low paying work or to be unemployed. Education is also important to empower students to become effective advocates for change and to avoid the social isolation that those persons living with mental illnesses tend to experience.

Continuity and discontinuity around the academia. The Find Your Doctor project as a space for intervention and research on learning careers.

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Abstract

Continuity and discontinuity in learning career is a dimension more and more related to Ph.D. Available studies on career perspectives and conditions for Ph.D graduates (e.g. Researcher's Reports from 2013 and 2014; MORE2, the results of the OECD's KNOWINNO project and a number of national studies) do confirm the common feeling that the available tenure track positions in academia can accommodate only a few per cent of all those who enter secondary education. Since the moment they start a PhD, most young researchers are therefore waiting to live a major discontinuity sooner or later in their career, from the academic environment to industry or administration.

Such a difficult transition, however expected, still goes in most countries without any significant support from University offices, public institutions or recruiting agencies. As a result, a limited awareness of possible options easy leads to unsatisfying professional choices, while the value of trained researchers as a driver for a country's innovative capacity is hardly exploited at best.

Find Your Doctor is an attempt to fill this void of support, providing a landmark for those who undergo the academy-business transition. As to overcome local borders, it relies on an online platform, which is conceived as an advanced job-matching website. It concentrates on Ph.D candidates and holders only and is being studied with the very purpose of highlighting those "transversal skills" developed by research training that are highly valuable for companies. This is no easy task, as those two worlds do not share a common language. Moreover, researchers themselves are often not aware of the capabilities they acquired during their academic course, possibly because they rarely have reason to pay attention on what they are learning besides specific knowledge.

This point involves a wider reflection about the role of universities in the future. Given the tendency towards the informal and non-formal dimensions of learning that comes from politics and the market, academic institutions will face increasing difficulties in committing themselves solely to the "formal" knowledge. There is growing demand to develop "transversal skills" and life skills in the students, besides the more common specialized skills and knowledge related to the academic discipline.

Individuals need flexible and dynamic knowledge that can interact in wider contexts, and students that complete a Ph.D and decide to enter in the labour market are a good example of this challenge. For the business sector they are not, in general, more valuable than others

without a Ph.D in the curriculum. On the contrary, they could be perceived as members of a strange, distant and self-referential context called “academia”. This involves that these subjects have to face commitment of reflecting upon their learning experience in order to detect skills transferable from one context to another and make visible their competences for people coming from different domains of experiences. In general they have to find a satisfying local theory (Formenti, 2009) able to answer to the following question: “how my learning experience in PhD could be considered as a difference makes a difference (Bateson, 1972) in this moment of discontinuity of my professional career?”

The project Find Your Doctor raises a lot of interesting questions about the ideas of competences, transversal skills and learning at play in the “transitional space” (West, 2006) on the border of the academic world. The project could be conceived as a space for research in which different experiences of learning careers help us to explore *lifelong learning* as a complex process, crossed at the same time by the dimensions of openness and closedness, stability and change, integration of the new and coherence-seeking. We will expose our ideas regarding the research design (research question, paradigm, methodology) that we are going to develop in the near future.

Is Literacy the answer? Tensions and contradictions in literacy processes with indigenous communities in Nicaragua

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Abstract

Sometimes it is taken for granted that literacy is a good thing and that people are always available to take part in literacy processes, but experience is not always in this direction. On one hand, literacy can be used to maintain people in situations of marginalization and exploitation either in economic or cultural terms. On the other hand, people in communities could have the feeling that literacy is a kind of imperialistic attempt to dismiss their cultural identity and impose a language and/or specific form of culture. This was the case in previous literacy campaigns in Nicaragua in the 1980s with the approach to indigenous communities such as the Misquitos.

At the present time another literacy campaign in Rama Cay Island in the Atlantic Coast of Nicaragua has taken place with indigenous communities.

In this paper we try to explain the context in which literacy has taken place and the target groups in literacy processes. Then we focus on two different points. The first is the so-called enamoring (*enamoramiento* in Spanish), and it is related to the beginning stage of literacy. It is the moment when the teacher first meets the students and tries to encourage them to participate in literacy processes by going to *school* – we will explain these particular schools later on. This stage could be related to the so-called listening phase defined by Freire. The experience of one of the authors participant in this process, was that it is a critical moment and where tensions and contradictions typically arise.

The second moment that we will analyse in our paper is the literacy process itself. The development of this moment is absolutely dependent of the first phase. There are contradictions and tensions in the first phase, these tensions and contradictions have an influence in the development of the literacy process.

In the conclusion we will present some aspects that are important to take into consideration such as: cultural difficulties, contradictions with other projects and activities existing in the community, the lack of interest by the participants involved, climatic elements and finally, the necessity to constantly reinvent the literacy process.

Employability and skills for life. First results of two empirical research projects

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Abstract

Research context

In the European labour market, the onset of the financial and the economic crisis in 2009 intensified social and labour risks. This influenced the demand for lifelong learning programmes since many adults felt the necessity to re-enter formal educational pathways and better their qualification as well as their living and working conditions (Federighi 2013). Consequently, institutions of higher and further education perceived the urgency to follow this trend.

The research questions and goals

The paper offers the opportunity to reflect upon the impact that higher and further education have to the continuity of learning careers of traditional and non-traditional learners in a global changing world. The paper detects the challenges that higher and further education face in helping adults in their continuous learning process and whether this can guarantee learners a lifetime employability, a continuous upgrade of their competences and upskilling.

Methodology

This segment of research will be accompanied by two surveys on the wide space of the development of academic study courses: E^B (Education as an Exponent of Individual and Regional Development) and ESRALE (European Study and Research in Adult Learning and Education) projects. The two projects deal with two complementary subjects and lines of investigation: on the one hand the topic of higher and further education of adults, on the other the labour market. Both projects' approaches intend to make higher education more open and accessible for adults through flexible models, to facilitate to enter and re-enter an educational pathway and to create a stable scientific community. In both cases, the methodology proposed is based on the introduction of specific teaching methodology (OECD 2002).

ESRALE aims at creating flexible and cumulative joint Master Degree and Doctorate that will be built up in all partner Universities in order to guarantee learners employability (Yorke 2006). The target groups are mainly European graduates and practitioners in adult learning and related disciplines (i.e. educational managers and programme planners). The project at the University of Kaiserslautern aims at developing academic study programmes for adult learners following an evidence-based approach. That means to include learners' or employers' point of view as a source of data. Therefore, the project team developed a research design to collect data from guided interviews to businesses and closed questionnaires to learners. Combining both, conclusions can suggest how to provide suitable learning arrangements and conditions for

heterogeneous learners. These arrangements are intended to enable adult learners to start or readopt an academic study.

The expected results

The expected results concern the understanding of 1) the desires, 2) the expectations and 3) the career planning strategies that allow adults to maintain continuity in their learning path and 4) the tools that can help them in their life design or, at least, that can have a positive effect in building their perception of the reflective professional self.

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Employability, Workplace Learning and Biographical Transitions in Spain in the Turmoil of the Economic Crisis. The perspective of a Human Resource Manager.

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Abstract

This paper will present and analyse a case study, based on a biographical-narrative interview, about the perspective of a responsible for human resources in an ICT company in Spain. This contribution is located within the context of an Erasmus+ European Project focused on researching and enhancing employability of both students and graduates, particularly in the case of non-traditional profiles. This project has been developing, among other tasks, biographical interviews with students, graduates, university staff including managers and counsellors, and employers of public, private and the third sector.

Employability has become a key issue of European and public agendas, as universities, companies, public bodies and other stakeholders are developing more research, training programmes and partnerships to promote better access to the labor market and workplace learning. These challenges are especially relevant in the Spanish case, due to the high rates of unemployment, which are now significantly higher than they were in 2007 when the economic crisis had started in Spain. The youth unemployment rate is now 22.1% in the European Union, and 53.2% in Spain. According to the data for the first quarter of 2015, the general rate of unemployment in the country is 23.8%, although in the case of graduates this rate is 14.03 %.

The economic crisis has favoured a delay in incorporating young people into the labor market and an increase in the population's training. The level of education is associated with a higher employment rate and a higher salary level. But after finishing university studies, joining the labor force is complex, as the transition from university to the work market is being nowadays longer and more uncertain. Currently, 33% of young Spaniards aged between 25 and 29 neither study nor work. This is a very high value in comparison to the other countries of the OECD and EU-21 (19% in both cases). In this context, issues of inequalities and diversity are central, as it is showed in the case of non-traditional students (disability, mature age, ethnic origin, low socio-economic capital, etc.), with disadvantaged profiles that aggravate the situation of this group with respect to their employability.

The case is based on a biographical-narrative interview, undertaken with open focus. This methodology makes possible the emergence of subjective and experiential discourses, which can be interpreted in a holistic and systemic way, paying attention to structural conditions and sociocultural settings (Wengraf, 2001; Merrill & West, 2009).

The literature review of this paper will include the following theories, approaches, concepts and topics: views on employability, including institutional and political perspectives as well as research developed (Rodríguez Esteban, 2013); critical stances challenging the leading neo-liberal consensus (Lantarón, 2014; Santos, 2014); biographical and institutional transitions, career patterns and factors that hinder or promote good working itineraries (Calvo & Fernández, 2013; Alonso, 2010; Pastor & Peraita, 2014); workplace learning; discourses of stakeholders and employers, exploring particularly mismatches between training and employment (Hernández, Martín & Rabadán, 2013); conceptions on skills, especially focused on transversal dimensions, employability and entrepreneurship (Carmona & Martínez, 2009; Marina, 2010). Some sociological studies have pointed out issues about social exclusion, poverty, unemployment, inequalities, long-term unemployment and increasing precariousness as a result of the economic crisis and its consequences (Fundación FOESSA, 2014; Langa & Río, 2013). The CHEERS (1998-2000) and REFLEX (2002-2004) European projects undertook research on transition from university to the labour market, competences, and professional profiles required by the employers in different working sectors. On other hand, RANLHE (2008-2011) and INSTALL (2011-2014) projects have contributed to know more about non-traditional students and how to enhance widening participation in HE, emphasizing students' voices and perspectives.

The paper will present the narrative of a man, in his early forties, who unfolds his life history, including his educational background, his profile as an adult university student and his experiences and views on employment and employability, trough the crucial years of the Spanish economic crisis (2007-2014). The backdrop of the narrative includes his reflections and ideas as a Human Resource manager in an ICT company, regarding changing public policies and norms about work and employment, impressive and fast changes in technologies and social networks, need of being competitive in a market characterized by low salaries and scarcity of jobs, growing uncertainty, and eventually the need of developing training and employability as a key strategy to access the labor market.

**The story of Juana. Adults Education in Asperones
(a community with loads of difficulties).**

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Educatora de la asociación INCIDE

Jesús Juárez Pérez Cea
Educatore de Cáritas

Abstract

This paper comes out of a research developed in Asperones, a marginalised neighbourhood located in the outskirts of Málaga (Spain). 99% of its population is Roma. The community is formed by around 250 families (1200 people, approximately). More than 70% of the population is illiterate and roughly same percentage is unemployed. The incomes of the majority of them are coming from the administration (as social benefits), which, generally, are very poor. Life of most people who lives there is surrounded by a variety of different problems (poverty, drugs, prison, discrimination, etc.).

The research focuses on the following topics: Inequalities, Identity, Network, Education, Community empowerment, and Resilience. A mixed research methodology has been used. On the quantitative side, two different questionnaire were used: 1) Connor-Davidson Resilience Scale (CD-RISC), which, essentially, focuses on the features of the individual. 2) Duke-UNC Functional Social Support Questionnaire, which, also, considers environmental factors in the resilience process. The qualitative side focus on the network set on around the neighbourhood, paying special attention to the socio-educative task developed by the different entities. In that sense, we wanted to analyse the practices carried out by public institutions (primary and secondary schools, social services, etc.) and other bodies (associations, NGOs) in that task.

Specifically, in this paper we want to talk about a group of young adults who, after leaving school, want to go back to study a few years later. Although most students in Asperones finish primary successfully, the majority of them (approximately 95%) do not finish secondary level. Some of the reasons: secondary is more difficult, they do not have enough support, they do not find sense to what they are studying, they get married, they have children, they need to work, etc. Despite those circumstances, very recently, and for the first time, a little group of young boys and girls (between 17 – 20 years old) want to go back and finish secondary school. After a few years out of the Educational System (and a period of school discontinuity) they have decided to come back to the system again. We have studied such a phenomenon, especially motivations and expectations and, among some other findings, seems to be a reason which predominated over the others: basically, they want to get the 'Basic Studies Diploma' (which

they can get finishing secondary) in order to obtain a better job in the future and as a result a better life.

Roma students and graduates in European higher education: Discourses of aspiration and responsibility

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Abstract

The deeply entrenched poverty, exclusion and discrimination experienced by Europe's estimated 12 million Roma render them the most marginalized minority (Kolev et al. year 15). Less than 1 per cent of Roma make it as far as higher education (UNDP 2011). For Roma students who do participate in HE, frequently as internationally mobile participants, in tension with dominant language of choice and opportunity from international HE, their HE journeys can open new spaces of marginalisation.

Insights discussed in this paper come from *Higher Education Internationalisation and Mobility: Inclusions, Equalities and Innovations* (HEIM), a three-year, Marie Skłodowska-Curie project including researchers from the University of Sussex, UK; Umea University, Sweden; the University of Seville, Spain; and Roma Education Fund, an NGO based in Hungary. The team includes non-Roma and Roma researchers, vital to the democracy of the research process against the dangers of 'research tourism' (Mohanty 2003: 518),

A particular tension in narratives around Roma HE participation is that between individual and collective responsibility. Policy, academia, NGOs and students convey a neo-liberal rhetoric of raising aspiration. The associated implicit attribution of individual responsibility for success or failure, problematises the marginalised for their own exclusion, obscuring the role of pervasive social inequality, and the responsibility of HEIs (Haggis 2006).

This pulls against a simultaneous rhetoric of perceived responsibility for Roma graduates to use their higher education to 'give back' to the wider Roma community (Danvers 2015). For Roma women this discourse is gendered through assumptions that their education will empower communities through the way they raise their own children.

The instrumental focus of Roma students' entitlement to HE learning opportunities as hinging on the conditionality of what this can do for others, undermines the transformative potential of HE as an intrinsic right and end in itself. This onus marks a continuation inside HE of the outsider status imposed on Roma, resonating with Sara Ahmed's claim that 'conditional hospitality is when you are welcomed on the condition that you give something back in return... People of color in white organizations are treated as guests, temporary residents in someone else's home' (2012: 43).

Rhetoric of educational inclusion can be at odds with peoples' experiences of *unbelonging*. Too often, how to promote inclusion is decided by those in relatively powerful positions with insufficient consultation of the marginalized, in doing so leaving relations of unequal privilege unchallenged, and empowering potential shortchanged. This paper explores the vital need to

hear the voices of educationally marginalized groups, to continue to identify both persistent and newly emerging inequalities, and responses to these at individual and collective levels, in doing so challenging evolving educational inequalities and exclusions.

Practice Theory as a Possibility for Analysing Learning Careers?

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Abstract

Studies of adult's learning often ask either for the learning activities over the life course or they are interested in the individual interpretations of life events as starting points for biographical learning processes. As a new theoretical approach to study adults' learning I want to discuss the possibilities of practice theory in understanding learning careers.

Practice theories proclaim the overcoming of the dualism of 'objective' learning outcomes and 'subjective' meaning making, of individual minds and social systems. Following poststructural concepts practice is interpreted culturally as habitual activities that are embedded in a relation of body, agency, knowledge and (social) understanding.

Can this approach that focuses on the "(r)outinised way in which bodies are moved, objects are handled, subjects are treated, things are described and the world is understood" (Reckwitz 2002, p. 250) be helpful for adult education research?

At the conference I would like to present central assumptions of this theoretical perspective and like to discuss its potential for analysing the learning of adults.

The attitude of employers to parenthood and work reconciliation opportunities and relevant means in respect of young families

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Abstract

The aim of the presentation is to show the main opportunities and means of young family and career reconciliation relevant for the employers. The object of the presented research is reconciliation of parenthood and career. The results of the research based on the employers' interview will be demonstrated. The research was carried out in February-April 2015. 14 employers, representing different organisations, participated in the research: 5 educational establishments (1 preschool, 1 lower secondary school, 1 pro-gymnasium, 1 vocational school, and 1 higher education institution), 4 business companies (1 catering company, 4 service providing companies), 4 public institutions (2 art sphere institutions, 2 health care institutions). Research results are presented on the basis of Satu and Kyngäs (2007) text analysis and deductive methods. The aim is to distinguish subcategories, categories and the main theme (category).

According to Kempe and Otonkorpi-Lehtoranta (2006), challenges for policy favourable for the family when reconciling work and family depend on the state legal basis, decisions of governmental institutions, working environment and most often on the relations between employees and employers, workplace culture and the like. Family and work reconciliation is mostly influenced by exemptions provided by employers like shortened work hours or spread-overs. It is also affected by a friendly attitude towards maternity leave and solving problems connected with employees raising children.

Employers state that various legal acts diminish and protect the issue of work and family reconciliation, but often it remains only at the theoretical level or is completely forgotten. In such cases consensus with the employer and the attitude towards the employee are of utmost importance. It should not be forgotten that much depends on job specificity and work load. It cannot be denied that employers often suffer losses- in this case employee turn-over can be avoided and funds for in-service training are saved. (Den Dulk, 2001).

Flexible work hours and short-term "holidays" or absence from work for family reasons have to be among those most important factors related with child-care - accessibility, price, quality, work hours and the child's age limit. (Jančaitytė, 2006). Short-term holidays can be given in the case of the child's illness, school meetings and events, the child's visits to the doctor based on the mutual agreement of employers and employees. It has to be noted that family life is more adapted to job requirements than job is adapted to family life.

The research results are presented with the focus on the following main themes: Creation of a family friendly environment in the organisation, Documents regulating the creation of friendly environment, Formation of a flexible job schedule in respect of a young family and employer's goodwill, Forms of support for a young family in the workplace and Employer's requirements for a young family.

Stimulating empowerment and support access to learning: Taking a close look at the skills and competencies of formally low-qualified workers via competency assessment

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Abstract

The paper proposed will present the results of the Austrian project *KOMKOM – Competency Amelioration through Competency Assessment*, funded by the Austrian Federal Ministry of Education (September 2011 – March 2015). The project focuses on educationally disadvantaged adults, more precisely on formally low-qualified workers working in government-funded Social Integration Enterprises (SIE). Approx. 8 percent of the SIE-workers do not hold a formal qualification at all, and approx. 48 percent gained the lowest formal qualification, which is compulsory education (on the lower secondary level). The SIE offer temporary jobs for the long-term unemployed (“transit workers”), aiming at their re-integration into the “primary” labour market. There are about 200 such enterprises in Austria with approx. 32.000 employees, working in different business sectors, such as general services, agriculture/gardening, and technical/craft-based services. Work instructors and human resource developers provide guidance and support which enables work-related and therefore practical learning, which meets the learning needs of the educationally disadvantaged adults (Bolder & Hendrich, 2000). This setting promotes both job-related development (labour skills) and self-development (personal stabilisation and life/social skills).

Honneth’s *Theory of Recognition* (2003) provides the theoretical fundament for the *KOMKOM*-approach, both from an individual and a societal perspective. Educational disadvantage in an adult education sense is closely connected with the relationships between power, recognition, and respect. The *KOMKOM* competency assessment procedure was developed in collaboration with the SIE. It provides an example of a basic qualification for technical/craft-based services on a very basic and therefore achievable level. It consists of learning outcomes with identification traits to be used for self-assessment (the tool is running on a tablet computer) and in the assessment of others, both being followed by a validation conversation. This procedure enables existing skills and competencies to be identified, which in turn provide evidence and a basis for individual development through work-related learning. The *KOMKOM*-qualification has a pronounced vocational education approach, which is more suitable for adults with many years of experience of life, including work. But the learning outcomes cover the whole spectrum, and go (far) beyond labour market skills. The procedure is intended to empower the formally (so called) “low skilled”, by taking a very close look at their skills and competencies in order to make them visible, and consequently constructive in helping to develop a positive learning career. The learning outcomes defined correspond with the National Qualification Framework-descriptors on level 1 and 2, allowing an official qualification to be awarded prospectively, and giving horizontal labour mobility by helping to find a (better) job and/or by opening access to formal qualification on upper NQF-levels (level 3 – as a link to professional qualifications like an apprenticeship certificate, which is located on NQF-level 4 – is to be developed in a follow-up project).

**Participation and Persistence:
An Analysis of Immigrant Visible-Minority Students at UOIT**

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Abstract

This paper presents a case study of the persistence and participation of immigrant visible-minority students at the University of Ontario Institute of Technology (UOIT) in the academic year 2014-2015. The project was designed to highlight the strategies that successful students use to persist in their studies until graduation. Students who are visible minority and from immigrant families have long been identified as being at-risk of either not having access to university entrance or not being successful in universities. This poses a potentially significant problem in the future since, according to Statistics Canada (2010), about fifty percent of the population over the age of 15 will be foreign-born or have one foreign-born parent by 2030 (Canadian Press, 2010). UOIT is located on the rural-urban fringe and within the Greater Toronto Area, and provides a good snapshot of this trend since 44% of the students self-identify as visible minorities (NSSE, 2011). Broad trends show that there are differences between ethnic groups and the educational success of young adult immigrants (Reitz, Zhang & Hawkins, 2011; Vaccaro, 2012), but most of that research is American and focuses on the barriers that create such differentials in educational success among ethnic or national groups (Armstrong & McMahon, 2013; Boyd, 2009; Davies & Maldonado, 2008), explores the stage of transition from high school to the university (Roxas & Roy, 2012; Sweetman & Dicks, 1999), examines labour market success after degree completion (Anisef, Sweet & Frempong, 2003; Ferrer & Riddell, 2008; Mata & Krauth, 2008) and uses quantitative methodologies that provide little detail about the nuances of students' experiences (Ferede, 2010). Our study complements these by developing a more nuanced examination of the reasons why some students successfully persist to graduation and by capturing a picture of the various ways of overcoming barriers to university entrance and persistence used by students from a growing demographic in Ontario and Canada.

The paper will present the findings of a case study of UOIT students that compared visible minority immigrant students and those who do not identify as visible minority immigrant students. Twenty-four students took an online survey and eight students were interviewed; three of these students did both the interview and the survey for a total of 29 individual participants. Volunteers for the project were solicited and were chosen through purposeful selection to ensure an even split between first and fourth year students, between visible

minority immigrant students and those who did not identify as visible minority immigrant, and for a balance in gender. Volunteers were sought from all Faculties within the university.

This paper fits with the theme of the conference in that it examines how different groups of students overcome the inequalities of race and helps in furthering our understanding of the strategies such individuals use to ensure the continuity of their learning careers.

English Language Book Club and Transformative Learning: developing critical consciousness in the English language classroom in a UK Further Education (FE) College and in a South African township.

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Abstract

This paper aims to discuss the results of a qualitative Action Research study which aimed to capture the extent to which “Book Club”, leads to transformative learning. Upon further reflection the researcher was led to trial the same English Language Book Club in the context of a South African township, to examine whether transformative learning and a greater sense of critical consciousness would also occur.

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

I contend that the role of the educator these days is to provide opportunities for learners which facilitate, require and encourage, questioning, validating and justifying. Lange (2012, p.205) supports this view and believes that educators can make a difference within the ever-increasingly prescriptive contexts they find themselves. “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 opportunities, I argue, can occur within a formal or informal context.

Orr (1994, p. 5) disagrees with the emphasis there is today on the mastery of content and acquiring qualifications. This mirrors what Freire(1972) refers to as the “Banking Mode of education, where learners are not more than passive receptacles. This passivity leads to what C.Wright Mills, (1959) refers to as “Cheerful Robots” in the “Sociological Imagination”.

According to Orr (1994, p.5) priority should be placed on the “mastery of self”. Freire (1987) agrees and argues that being critically aware enables the learner to engage with the world with greater discernment, which is the premise underlying this paper which seeks to answer the following research question: To what extent does “Book Club” lead to transformative learning and the development of critical consciousness? The author maintains that taking an approach to English language teaching which fosters transformative learning, helps to enable adult English language learners to think more democratically and more critically, which in turn fosters a greater sense of agency in the construction and “re-construction” of long-held beliefs or “frames of reference. It is argued that this skill is necessary to negotiate meaning and to navigate in the multi-cultural world they live in as Subjects rather than objects.

On the other hand, they perceive that through their consciousness, even when they are not makers of their social reality, they transcend the constituting reality and question it...students

assume a critical posture to the extent that they comprehend how and what constitutes the consciousness of the world. (Freire and Macedo, 1987, p. 49).

The ontological stance underpinning “Book Club” is “constructivist” and as such, views meaning as being socially constructed. This is manifest in the conceptual assumptions upon which “Book Club” is based: the principle that “language use is fundamental to thinking, that what is learned by any individual begins in the social interactions in which he or she engages” (Vygotsky, 1978).

“Book Club” sparks a “rebuilding” and “reconstructing” process, which is the result of being exposed to other realities and world views. These “frames of reference” undergo scrutiny, which leads to a dialogue with the self and with others. Tisdell and Tolliver (2009) assert that “Engaging and working with cultural imagination can lead to transformative learning by stimulating critical discussion”.

Comparably, Freire (1972) refers to “conscientization” or critical consciousness and the empowerment which comes from being able to “unmask and decipher” the ideologies underpinning texts, institutions as well as social and cultural practices. He argues that we “...first read the world and then the text”. Emphasising the importance of being critically conscious so as to challenge and question, which both he and Mezirow, believe is a condition of being human (Mezirow, 2009, Freire, 1972).

This paper supports the findings of an earlier small-scale study conducted by the researcher, which revealed surprising evidence suggesting that the participants involved in Book Club had experienced “transformative learning” in terms of re-framing their negative “frame of reference” regarding reading in English and seemed to have undergone a shift in what Sam Duncan (2009) refers to as “reading identity”. Furthermore, learners expressed increased levels of confidence and the significance of having a platform to express their opinions and to engage in meaningful discussion. This component to the Book Club was cited as the most significant and empowering.

Significantly, the subsequent literature review revealed that the experiences of participants in “Book Club” seem comparable with the process experienced by those undergoing “perspective transformation” and transformative learning.

Finally, the findings of this paper provide persuasive evidence to suggest that “Book Club” fosters conditions which lead to transformative learning and perspective transformation or “conscientization” (Mezirow, 1981, 2000, 2009; King, 1999) The findings support the view that incorporating transformative learning theory into Adult education would enhance the learning experience.

Keywords

Transformative; empowerment; dialogue; critical; perspective

Dans une nouvelle langue à l'âge adulte. Ecritures de femmes migrantes hispanophones en France : le cas d'Isabel.

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Abstract

Migrer sans connaître préalablement la langue du nouveau pays de résidence plonge la personne dans un amalgame de multiples apprentissages. Pourtant bon nombre d'entre eux se déroulent de manière informelle ou non-formelle et certains semblent demeurer en jachère ou en attente.

La vie professionnelle et/ou familiale, plus spécialement pour les femmes, de surcroît migrantes et économiquement peu aisées, les presse parfois à différer ou reporter leurs ambitions auto-éducatives, alors même que certains désirs, parfois formulés comme manque, remontent à l'enfance. L'accès tardif, à l'âge adulte, à un apprentissage formel peut alors apparaître comme une rupture, puisque des années durant il a été évincé.

En extrayant de mon corpus de thèse¹ le récit d'Isabel Gille, dont j'ai retrouvé le récit biographique à l'APA (Association pour la conservation du patrimoine des Histoires de vie (Association Française pour l'Autobiographie et le Patrimoine Autobiographique²), je propose de montrer en quoi la discontinuité apparente se mêle à un *continuum* biographique d'apprentissages.

Isabelle est une réfugiée andalouse de la Guerre Civile et a résidé en France depuis 1939 jusqu'à son décès en 2011 en Bourgogne. Elle est l'auteure de *Andalouse en Bourgogne*³, récit qu'elle a entrepris de rédiger alors qu'elle est déjà bien avancée dans son parcours de vie⁴ et qu'elle n'avait pas bénéficié ni dans son enfance, ni une fois adulte, de scolarité ou de formation institutionnalisée en *literacy*. Après que ses enfants aient quitté le domicile familial pour

¹ LEROY Delphine, 2014, *Ecritures de femmes migrantes hispanophones en France. Histoires de vie histoires d'écrits, quels enjeux d' « auteurisation » ?*, Thèse de doctorat de Sciences de l'éducation (FRAENKEL Béatrice & LE GRAND Jean-Louis, dir.) Université Paris 8, Ehes, 616 p.

² L'association l'A.P.A. a été créée par Philippe Lejeune en 1992. Son but est de permettre aux textes autobiographiques quels qu'ils soient (carnets, récits non publiés) d'être accueillis, conservés, lus, recensés, étudiés. Les textes déposés à l'association sont tous lus et chacun d'entre eux est l'objet d'un compte rendu publié ensuite dans le catalogue annuel, appelé le "Garde-mémoire" et qui est consultable en ligne et à la B.N.F. ; ils rejoignent ensuite le fonds de l'association hébergé à la médiathèque d'Ambérieu-en-Bugey (Rhône-Alpes). Ils sont alors accessibles aux chercheurs sur simple rendez-vous.

³ GILLE Maria Isabel, 2000, *Andalouse en Bourgogne*, conservé à l'APA, n° 1099, Garde mémoire n° 4, écho n° 60, non publié, 100 p.

⁴ Il a été considéré comme achevé en 1989 alors qu'elle avait 72 ans.

entreprendre à leur tour leurs vies professionnelles et familiales, elle décide de se rendre à des cours d'alphabétisation, ce qui provoquera par la suite l'écriture de son récit de vie.

Cette « auteurisation » marque à la fois l'accès à un code scriptural, à une volonté réflexive de se dire mais également de donner voix à une forme de tableau aigre-doux de son sexe social de femme⁵.

⁵ La proposition se situe dans une approche intersectionnelle.

Learning Together How to Teach Students in a Changing World

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Abstract

Select the most capable workers for a particular job, seems to be a sensible and cost-effective approach. Nevertheless, no one is born fits for a job, this ability requires a prior learning process with different conditions for each one. As referred by Moraes (2013, p. 13) "human beings are not born and never become free and equal", and meritocracy introducing the talent as a new type of social inequality (Sennett, 2007, p. 78). So, how do we can to reconcile the principles of the Universal Declaration of Human Rights with meritocracy? How do teachers prepare themselves to teach students to live and work in a world that changes so fast? These contradictions could be eliminated through education if the educational process is oriented for optimal development of individual potential, considering the personal characteristics (Lomba, 2013, p.3).

This study is part of a wider research of a doctorate in Education. In this study we propose a way to develop potentials for a teachers' learning space in our changing world. We have made a research project called LIMA that includes two components, intervention and training. We started with a first training course that will be followed by a follow-up course. During these courses we will promote a creation of a learning community of teachers in order to continue the project after the second year. Training courses are related to digital technologies and media and information literacy. We start with diagnosis of practices, problems, difficulties and needs. We try to understand teachers motivations and beliefs as a way to build a landscape when we work together in a collaborative way in order to create, apply and evaluate a Media and Information Literacy Instruction Program (MILIP) based on Information Seek Process (Kuhlthau, 2004) and in Guided Inquiry (Kuhlthau, Maniotes, Caspari, 2007, 2012). In the training course, teachers experienced the method, next they planned ILIP, and finally they applied it with school librarians. We use the tools and methods of Guided Inquiry to shape the training course itself. We consider teachers' thoughts, feelings and actions during all process and we promote individual and group reflections about practices, challenges, pitfalls and achievements. We use Grounded Theory to systematically collect and analyze data from teachers' speeches, diaries and assignments made during training courses.

Formarse en la movilidad con Moodle Context. Desarrollo de una aplicación de mobile learning sensible al contexto

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Abstract

En una Sociedad del Conocimiento, como es la nuestra, se impone la necesidad de que nos mantengamos en constante formación. Ampliamente ha sido refrendada la tesis de que el conocimiento se incorpora a la actividad económica como activo en sí mismo y que las organizaciones tienen que aprovecharlo desarrollando sistemas de gestión del conocimiento, talento y competencias. También que los conocimientos disponen de fecha de caducidad y que las personas estamos obligadas a mantenernos continuamente inmersos en procesos de formación.

En este contexto, hemos vivido el auge de modalidades formativas, como el eLearning, que sirviéndose de las tecnologías digitales buscaban flexibilizar la formación. En la actualidad, aprovechando el potencial de las tecnologías móviles, de presencia extendida en nuestras vidas, y tratando de responder a las demandas de personas cada vez más conectadas y en permanente movilidad se avanza en el desarrollo del mobile learning.

Atendiendo a los hábitos de uso de la tecnología móvil, se plantea la tarea de diseñar sistemas de formación que distribuyan los contenidos y apoyos al estudio y favorezcan el desarrollo de actividades de aprendizaje en diferentes dispositivos ajustándose no sólo a la preferencia de uso de cada uno de ellos en función de distintos momentos sino también a las condiciones ambientales de nuestra situación geográfica, nuestra disponibilidad de tiempo y al hecho de si estamos compatibilizando el aprendizaje con otras actividades que nos estén ocupando y de qué tipo son éstas.

Moodle Context es una aplicación capaz de recabar información, entre otros aspectos, sobre nuestra ubicación y nuestra actividad. Desarrollada para Android, una vez que detecta el contexto en el que se encuentra un sujeto particular, le hace llegar notificaciones con las actividades de aprendizaje sobre las que puede avanzar y siempre ajustadas a dicho escenario y ambiente. Utiliza la tecnología de Google de tal modo que cuando identifica un nuevo contexto envía los datos del usuario a la nube y, a su vez, al servidor donde se encuentra la acción de formación desarrollada, en este caso la plataforma Moodle, para obtener información sobre las

actividades de aprendizaje que se han de realizar. Moodle es el encargado de llevar el control de seguimiento del alumno y de procesar cuáles son las actividades que se han finalizado y cuáles las que aún siguen pendientes para que desde la aplicación Android se pueda consultar dicha información. Todas las comunicaciones se efectúan a través de Internet. En la presente comunicación se describe en mayor detalle el desarrollo técnico y pedagógico de Moodle Context.

**Representations of paths formatives of literary readers at the university:
Who really is the reader?**

**Representaciones de recorridos formativos de lectores literarios universitarios:
¿Quién es realmente el lector?**

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Abstract

Este texto está basado en las representaciones de los recorridos formativos de lectores literarios en la universidad. Por representación nos referimos a todos los mecanismos simbólicos, conceptuales, imaginarios y analíticos a los que la persona recurre para explicar su experiencia. En este trabajo nos referimos específicamente a la experiencia de la lectura. Como horizonte teórico nos basamos en las diversas problematizaciones que se han realizado sobre las representaciones desde la psicología social. También nos fundamentamos en los trabajos de Roger Chartier, en el marco de la historia cultural, que atribuyen a las ciencias humanas otra serie de posibilidades de trabajo con las representaciones, más allá de las aportaciones de la filosofía clásica.

El trabajo es fruto de la información recogida a través de diversas entrevistas realizadas a estudiantes universitarios de la State University of Bahia (UNEB), con edades comprendidas entre los 19 y los 60 años, que tomaban parte en diversas actividades formativas relacionadas con la formación de lectores. Con él se trata de comprender “lo que emerge” de las narraciones de los entrevistados como una imagen estable de sus recorridos formativos como lectores, a través de un debate sobre el concepto de representación en sus facetas filosófica, histórica y psicológica. En estas entrevistas se problematiza, también, sobre su devenir como lectores considerando diversas posibilidades de itinerarios y formación, incluyéndose la lectura como experiencia. Por último se plantea a los entrevistados que traten de reconstruir autobiográficamente toda una vida de contacto con la lectura.

Como conclusión se presentan fragmentos de las entrevistas en los que estos sujetos hablan del momento en el cual creen que se han convertido en lectores, así como de los cambios de concepciones experimentados, respecto a lo que significa ser un lector literario, a través del contacto con otros lectores o del propio acto de leer y discutir lo que se lee.

Discontinuity in learning: Becoming 'something else'

A Psycho-Societal Approach

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Abstract

The grand question about *becoming* has for many years intrigued and puzzled many people e.g. scholars, religious groups, artist and many others. Illness can make it necessary to reevaluate your life, as some people must leave their job, and 'become something else' through new learning trajectories. Discontinuities in learning will in these situations occur seeing from the point of view of the individual subject. A large number of people will get the opportunity to begin studying another profession. How will they deal with the situation of change? How will they take on another professional identity in the process of *becoming* 'something else'? This is a PhD project about non-traditional students enrolled in a Danish Professional Bachelors' education program, (pedagogues program) admitted through Recognition of Prior Learning on the basis of an Individual Competency Assessment. This study aims in general to illuminate the non-traditional students' differing and distinctive prerequisites that enable them to complete the program, e.g. their studying competencies and contribution to the study environment. The empirical data are based on interviews with these non-traditional students who are mature, mostly in their late twenties to late forties and have some form of vocationally-oriented education. To grasp the non-traditional students' competencies, we need to interpret their ability to transform their specific individual life experience - their life history - so that they become capabilities in a new professional context. I present a methodological approach to researching continuities and mainly discontinuities in learning careers, which is a psycho-societal approach, which integrates a theory of subjectivity and an interpretation methodology to explore these 'lived life' experiences.

Adult educator's learning ways in uncertain professional contexts

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Abstract

The aim of this paper is to discuss the learning careers of adult educators in a changing world. Considering that learning is an activity of knowledge appropriation that one does not possess (Charlot, 2000), but whose existence is in objects, places and people, the current study has the intention to provide inputs into the adult educators learning careers in a changing professional context. Firstly, I will discuss how adult educators who had worked in Recognition of Prior Learning (RPL) learned to do their job. And secondly, I will discuss how adult educators were coping with the uncertainty of their professional careers in the adult education field.

In the last decades, in the western world, both the professional paths and the training processes have been characterized by several reorientations and reconfigurations (Monbaron, 2009). Workers are protagonists of “more random” (Dominicé, 2006: 348) biographical paths, and non-linear life paths, punctuated by ruptures and transitions.

I will use data from a PhD research I'm attending in Adult Training. The research is based on a comprehensive perspective that intends describe, interpret and analyze critically the learning careers of adult educators who are working in a changing work context. This is a qualitative study and the empirical data consist of thirty-two biographical interviews (Pineau & Le Grand, 2002) of adult educators who had worked in RPL.

The data show us that adult educators have a variety of initial training, and the only common point is the possession of a university degree (licenciante degree). Once some adult educators have basic training unrelated with adult education, they had learned through several ways such as attending vocational training courses, seeing experienced peers working, sharing experiences with colleagues, and learning by doing.

Other important point to highlight is that, in an initial time, training dynamics showed by adult educators promote the acquisition of skills and competences about adult education. However, during their daily working life some adult educators had attended training in some fields that they considered important to strengthen their employment competences, even in areas not related with adult education. They showed adjusted behaviors to cope with the flexibility of the labor market.

Having as a starting point the data of the study, we consider important to think about the creation of professional careers in adult education field. This would consolidate this profession field, often considered a second opportunity work.

**Prisoners as university students in Italy and Spain:
Non-traditional marginalized learners.**

**Los reclusos universitarios en Italia y España:
estudiantes no tradicionales en los márgenes**

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Abstract

Diversos factores políticos, socio-económicos y culturales, que afectan a los estados y a perspectivas transnacionales, desarrollados a partir de los años setenta del pasado y agudizados en los últimos años (terrorismo internacional y nacional, criminalización del consumo de narcóticos, propaganda nacionalista, globalización, crisis económicas, conflictos armados y migraciones internacionales), han provocado un incremento demasiado constante en la demanda de seguridad pública y consecuentemente de la tasa de población reclusa. En parte, esto ha sido una demanda de una parte de la opinión pública europea y una respuesta represiva desde la política y la magistratura nacional: un proceso que ha sido definido de pasaje *desde Estado social al Estado legal*, que ha producido una condición de superpoblación endémica de las cárceles y que puede ser considerado, directamente o indirectamente, como una restricción del derecho a la educación de los presos.

En las modernas reformas penitenciarias en Italia (1975) y en España (1979), que se fundan en las respectivas Constituciones, la atención a la educación - y no solamente a aquella reglada - en el medio carcelario se ha extendida hasta volverse uno de los pilares de la nueva concepción del tratamiento penitenciario, que aspira siempre a la reinserción social de los penados. En esta comunicación discutimos en primer lugar el derecho a la educación en el ámbito específico de los estudios universitarios, en Italia y España, identificando analogías, diferencias, límites y contradicciones de las normativas en vigor en ambos países.

Debido al perfil sociodemográfico de la población carcelaria, con una evidente sobrerrepresentación de poblaciones excluidas, es evidente que los estudios universitarios en las cárceles representan una vía relevante de lucha contra las desigualdades y de promoción de los sectores sociales más vulnerables. Además, el aumento del nivel educativo de los reclusos contribuye a la reducción de los delitos, a la mejora del vínculo social y a la promoción de la seguridad pública. Sin embargo numerosos obstáculos (legislativos, organizativos, culturales) restringen de facto el acceso pleno a los grados superiores de la educación, incluso hasta nuestros días.

Indudable no podemos negar los numerosos progresos realizados. En efecto, las diferentes culturas profesionales que trabajan en el medio carcelario han venido desarrollando y experimentando difíciles pero necesarias colaboraciones. En una cierta medida, también han ido transformando la relación entre la cárcel y el mundo exterior y la imagen, siempre impregnada

de complejas significaciones, que la institución penitenciaria proyecta sobre la sociedad. Las leyes citadas más arriba, sus reglamentos (2000 en Italia; 1996 en España) y sus sucesivas modificaciones mencionan explícitamente y reglamentan la enseñanza universitaria en la prisión. Por otra parte, gracias a las leyes sobre medidas alternativas a la detención, el estudio universitario en el cárcel representa hoy una realidad en crecimiento tanto numérico como cualitativo.

Dentro de esta particular dimensión cultural, educativa e interinstitucional, que tiene lugar en algunas prisiones españolas e italianas, vamos a comparar, teniendo como fondo el marco europeo, los principales datos estadísticos disponibles y a describir en términos generales las experiencias desarrolladas en los dos países, con un enfoque especial sobre las nuevas tecnologías. En efecto, como se verá, las TIC han traído nuevos medios y herramientas para una aprendizaje activo y estimulante, para una enseñanza inclusiva, especialmente pertinente para los contextos de aislamiento (geográfico, físico, social, cultural), y más en general para favorecer procesos de comunicación emancipadora para el cambio social. Además el e-learning aparece una herramienta eficaz para promover la continuidad de la carrera académica para los que entran o salen de prisión.

Palabras-claves: reclusos, cárcel, estudios universitarios, reinserción social, TIC, e-learning.

Adult Learning as Aesthetic Experience. The Role of Multimodality in Higher Education

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Abstract

In the present step of the development of web 2.0 it is almost impossible to separate social networks from Multimodality (Hodge & Kress, 1988; Kress, 2005; Kress & van Leeuwen, 2008). Through the combination of texts, images and, sometimes other codes or modalities of information (video, music, maps, emoticons, etc.), the member of a group in a social network makes his/her self-presentation in it and interacts with other members. Flickr, Instagram, Facebook amongst others, are the best demonstration that multimodality is the way to create new forms of literacy and meaning-making (Davies 2007, 2013). From the web 1.0 to the present time many webs with the main aim of showing information, were increasing both, the capability of interaction web-users as well as the users between themselves. An interesting case is Google Art Project, a virtual museum originally thought as a way to visit the best museums of the world and show art works (web 1.0). In the last years Art Project has incorporated the interactivity of Social Web (see Art Institute).

For this reason, beside academic literacy, multimodal literacy or multiliteracies (Lauer, 2009; Leander & Boldt, 2012; NLG, 1996) could be the new semiotic competence to be implement in Higher Education.

Reading multimodality under the focus of the aesthetic theory of John Dewey in his book *Art as Experience* (1934/1980), the creation of multimodal texts (Image+writing text) represents the way to embody aesthetic experience in adult learning situations. For instances, a student of Social Sciences who looks at a demonstration of unemployed people and makes pictures using his/her *smartphone* thinking in his/her paper for a concrete subject, probably is incorporating aesthetic values. It could happen the same during the text writing, and at the moment that he or she perceives the final version of the essay. For Dewey, aesthetic experience is involved in the double process of doing and perceiving within the course of the whole activity (from the picture to the final text).

During the last four years, a group of professors from several fields of Social Sciences (Communication, Social Anthropology, Developmental Psychology, and Ecological Economy) have developed in their respective subjects a practical experience entitled “Art, Technology and Society: Multimodal Workshop of Social Sciences” where students must create small texts combining images and writing, starting from their own observations.

Events recorded in their *smartphones* promoted motives to think and write about their life-world. Images of individuals, groups, natural or social landscapes, etc., became topics of interest that, at the same time, embodied a sensible and aesthetic form of experience.

Learning to observe in HE from experiential and phenomenological approaches

Aprendiendo en la Universidad a observar desde el ser el sentido de la experiencia

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Abstract

Entre el estudiantado del Grado en Pedagogía es muy fácil encontrar a quienes optaron por esta titulación no como primera elección. Accede a este grado estudiantado que ha tenido que renunciar a realizar los estudios que, inicialmente, eran los que entendían que estaban más vinculados a su “vocación”. Como docentes en el área de orientación para el desarrollo de la carrera nos preocupaba facilitar experiencias de aprendizaje que permitieran al alumnado indagar en el sentido que tiene para ellas y ellos formarse como pedagogos/as, observarse, situarse, soltar ataduras, desenmascarar identidades e identificaciones...en definitiva, ofrecer herramientas que les permitieran observar su propia experiencia, dismantelar las inercias, conectar con su propio ser, compartir con los/as compañeros/as como parte de un todo y extraer aprendizajes de todo ello (en su formación como personas y como profesionales de la educación). Partimos de la pregunta ¿cómo orientar sin aceptar la incertidumbre? ¿cómo ser educadores/as sin estar conectados consigo mismos/as como parte de un todo? ¿cómo facilitar “coaching” sin entrenarse en la propia observación? ¿cómo comprometerse socialmente sin vivirse como parte de un todo esencial? Y sobre todo ¿qué sentido tiene para cada uno/a la educación?...

Desde ahí desarrollamos en la asignatura de Orientación Educativa y Profesional del 2º curso del Grado en Pedagogía (Universidad de Sevilla) una metodología basada en proyectos individuales y grupales en los que se han utilizado herramientas como la meditación, la respiración, las narraciones, el fotolenguaje, la conciencia corporal, los mandalas, el contacto, el debate en torno a monografías, dinámicas grupales...potenciando la expresión de sí mismos/as, la comunicación cognitiva, emocional y corporal, el “darse cuenta”, la observación, el cuestionamiento social. En la experiencia participaron 60 estudiantes (59 mujeres y 1 hombre).

En este trabajo presentamos los primeros hallazgos obtenidos a través del análisis de las narraciones realizadas por el alumnado en sus autoevaluaciones, los diarios de clase y las notas de campo de las profesoras (autoras de este paper).

En estos momentos estamos implicadas en la fase de análisis a través de sistemas de categorías. Los primeros análisis nos indican que la metodología utilizada facilita tomar conciencia de sí mismo/a y del sentido que tiene (o no) dedicarse al ámbito de la educación; favorece la autoobservación y el descubrimiento de lealtades, programas, clichés que influyen en el crecimiento y el desarrollo personal y profesional; fomenta la cohesión grupal y la conciencia de formar parte de un todo; permite darse cuenta de elementos para dar el siguiente paso

(proyección); se adquieren herramientas de crecimiento personal (para utilizar consigo mismo/a y con otras personas).

Continuity and Discontinuity in the itineraries of HE students.

Continuidad y discontinuidad en los capítulos de vida de estudiantes universitarios/as

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Abstract

El trabajo que presentamos se enmarca dentro del proyecto “Trayectorias de abandono, persistencia y graduación en Ciencias Sociales” financiado en el marco del Plan Nacional I+D (convocatoria 2012). La finalidad del proyecto es contribuir al conocimiento de las trayectorias académicas de estudiantes universitarios a lo largo del tiempo teórico de duración de los estudios y conocer los factores relevantes de la transición sobre esas trayectorias en el primer año. Este último aspecto es el que se aborda como objetivo de la última fase del proyecto, cuyos objetivos son describir los acontecimientos vitales de las trayectorias de progreso y con retraso así como identificar patrones vitales en dichas trayectorias. Para abordar este objetivo se ha utilizado una metodología de investigación narrativa, a través de relatos autobiográficos múltiples.

Se han seleccionado un total de 12 casos (7 mujeres, 5 hombres), entre los que se contemplan graduados/as en Pedagogía (8 casos) y en Administración y Dirección de Empresas (4 casos), con trayectorias de éxito (finalización de los estudios en tiempo esperado) y de retraso (finalización más tarde del tiempo teórico). En cada caso se han realizado dos entrevistas autobiográficas. En la primera se les pedía que llevaran algún objeto que representara su vivencia como estudiante. La segunda entrevista se ha utilizado para completar, matizar y contrastar los hallazgos de la primera. El tema central de las entrevistas fue su experiencia vivida como estudiante universitario/a. Los elementos esenciales del guión de la entrevista se centraron en: datos biográficos generales; sentido y significado del objeto traído a la entrevista; capítulos de la vida del/de la estudiante; puntos clave de los capítulos; narración de un capítulo de futuro. Las entrevistas se han analizado a través de la elaboración de categorías utilizando como referencia el sistema de factores de desarrollo de la carrera de Patton y McMahon (2006) y se ha desarrollado asimismo un análisis procesual (esquema de las fases/capítulos identificados en los relatos).

En estos momentos nos encontramos en la fase final del análisis de los resultados, los cuales apuntan a la importancia de la narración como elemento para la toma de conciencia de los factores que inciden en los vaivenes de las trayectorias académicas y vitales del estudiantado

universitario. Asimismo, se observa el peso que tiene la construcción de la propia identidad como estudiante y los movimientos de fidelidad que se generan en torno a esta identidad, que actúa a la vez como motivación y como atadura. A partir de los resultados obtenidos se derivan elementos para la intervención orientadora en el ámbito universitario, que incluyen la utilización de procedimientos narrativos.

Temporality, adult learning and professional identities

Temporalités et parcours formatifs et professionnels d'adultes

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Abstract

Les apprentissages expérientiels d'adultes (Kolb,1984) se développent dans des contextes et des situations privées, professionnelles de plus en plus diversifiées et mobiles. Aussi les constructions identitaires qui y sont associées sont marquées par des articulations mais surtout des tensions entre des temporalités définies par l'urgence, l'accélération des exigences pour la performance et la réussite professionnelle et des temporalités plus longues favorisant le développement professionnel ou l'épanouissement personnel. Ces temporalités individuelles se croisent avec des temporalités institutionnelles marquées elles aussi par le culte de l'urgence, de la solution rapide (Aubert, 2003), mais aussi par la nécessité de la durabilité, de la pérennité de la construction, de la programmation institutionnelle (Dubet, 2002). Cette conflictualité temporelle temps court/ temps long participe à la compréhension des processus de construction identitaire pour les adultes inscrits dans des parcours de formation, des parcours de professionnalisation.

L'individu, dans sa temporalité propre, cherche à apprendre, à développer ses processus d'apprentissage, à construire des compétences durables et transférables pour asseoir et faire reconnaître sa professionnalité. Cette temporalité individuelle répond à des rythmes singuliers inscrits dans des contextes privés et professionnels spécifiques d'où des continuités, des discontinuités, des ruptures formatives, professionnelles (Roquet, 2015).

Aussi les constructions identitaires formatives et professionnelles s'ancrent dans des configurations temporelles et se traduisent par des formes variées de professionnalisation. Ces processus de professionnalisation recouvrent des formes variables temporelles :

- des indices de gestes professionnels ou encore de savoirs incorporés (Jorro, & De Ketele 2011) mettent le professionnel débutant dans une posture de construction identitaire rapide, le temps de l'assimilation est un temps court ;
- la construction et la valorisation de l'expérience associées à des formes de réflexivité (Dewey, 1934) sont des formes de professionnalisation longue qui peuvent se construire dans un temps continu mais aussi dans des temps de discontinuité alternant activités formatives/activités professionnelles permettant le développement de compétences dans différentes sphères. Ce temps long, durable se construit sur un ensemble d'événements, d'épreuves qui solidifient, sous forme de reconnaissance les parcours professionnel des individus ;
- la troisième forme temporelle de la professionnalisation se visibilise dans des temps hors activités professionnelles et activités formatives, sous forme d'apprentissages

informels, sociaux qui permettent aux individus de développer des formes variées de compétences dans leurs différents cycles de vie.

Chaque individu peut, dans sa trajectoire biographique, vivre ces différents processus temporels de la professionnalisation. A cet effet nous traiterons cette question à partir de plusieurs travaux empiriques réalisés, sur la base des contextes formatifs et professionnels très différenciés (ingénieurs issus de la formation continue, emplois de médiation sociale inscrits dans des dispositifs spécifiques, masseurs-kinésithérapeutes).

L'étude de DVP authentiques au service de la conception de formation adulte

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Abstract

Les études portant sur les DVP, ont montré leur effet sur la citoyenneté, le respect d'autrui, les valeurs impulsées par cette pratique pédagogique (Topping & Trickey, 2007). Les DVP sont un genre de discours particulier qui repose sur une animation, elle aussi singulière. L'essaimage des DVP qu'elles soient destinées aux enfants ou aux adultes nécessite que l'on se préoccupe de la formation à l'animation de ce type d'activité. Le processus de conception de formation envisagé va suivre différentes étapes : 1) recueillir la transcription de DVP authentiques conduites par des animateurs ayant des expériences différentes (en l'occurrence, un enseignant avec peu d'expérience, un enseignant avec une ancienneté importante, une enseignante avec une ancienneté importante qui est formatrice en ESPE, l'expert français en conduite de DVP Tozzi (cf. par exemple Tozzi, 2014), 2) procéder à leur analyse, 3) soumettre nos résultats à un public enseignant afin d'enrichir l'étude de l'activité d'animation et à pouvoir faire des préconisations en matière de formation. Nous en sommes à la phase 2. Dans le cadre de cette communication, nous restituerons notre méthodologie d'analyse qui repose sur un cadre paradigmatique systémique, pragmatique et dialogique (Saint-Dizier De Almeida, Colletta, Auriac-Slusarczyk, Specogna, Simon, Fiema, & Luxembourger, à paraître). Nous utilisons l'analyse de contenu (Rogalski, 1998) et l'analyse interlocutoire (Trognon & Brassac, 1992). L'analyse de contenu permet d'identifier les actions opératoires accomplies par les animateurs ; l'analyse interlocutoire consiste à étudier les productions langagières des animateurs dans leur dimension processuelle. Ces analyses permettent d'étudier l'incidence de l'animation sur la planification de l'activité (Roulet et al., 1985) et sur la construction du contrat de communication (Ghiglione, 1989). Nous restituerons nos résultats en interrogeant notamment ce qui distingue les pratiques des enseignantes, de la pratique experte de Tozzi.

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Literacy practices in adult learning biographies: possibilities and constraints

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Abstract

In Portugal, until 2013, large numbers of adults had access to written culture, through processes of Recognition, Validation and Certification of Prior Learnings (RVCC). By means of these 'new opportunities', adults both acquired a certificate as added to their learning biographies personal and socially relevant literacy practices.

In the scope of the analysis of the role and impact of adult participation in RVCC processes, with respect to literacy practices, the aims of this text are, on the one hand, to show how the involvement in formal learning situations acts in the transformation of the literate identities of individuals, driving changes in the way they use, access and value texts and, secondly, to characterize some factors that enhance or not the continuation of such literacy practices after the completion of the process.

From the combination of data collected by questionnaire and interview, we characterize the learning trajectories and the literacy narratives of two adults from Braga, Portugal, which, in 2012, completed the Basic Level of the RVCC process. We will describe the specificities of the adults reading and writing practices, particularly regarding the whats, the whys and wherefores, and under what circumstances they read and write, and will keep reading and writing, throughout their lives. Among the key findings, it is possible to conclude about the diversification and specialization of textual worlds of these adults as well as very particular views on their learning biographies. In any of the cases, the frequency of these education processes contributes, in effect, to add to the adults' identity kits the traits and values that literate communities give to reading and writing.

Dimension préventive des ateliers philosophiques implantés en cycle 3 et début de cycle 4 (collège) dans la rupture du développement de l'intégrité constatée en classe de 4ème

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Abstract

Implantés aléatoirement, les ateliers philosophiques ne sont pas institutionnalisés. Ils développent l'intégrité cognitive des élèves jusqu'à la fin du cycle 3 (fin de 6ème) avec des différences inter individuelles très marquées pour le cycle 4 (5ème, 4ème, 3ème). Toutefois, au collège (jusqu'en 5ème), les ateliers philosophiques placent collectivement les classes dans une posture favorisant la curiosité et la capacité à penser la complexité tout en réduisant l'impact du niveau scolaire sur l'intégrité cognitive. Ainsi, la dimension politique, humaniste, citoyenne des ateliers philosophiques, chère à son inventeur (Lipman, 1980), permet aux classes de collège de progresser collectivement sur le chemin du savoir et du savoir être. Cependant, la classe de 4ème représente une véritable rupture dans le développement de l'intégrité cognitive. Rupture que l'on retrouve dans les ateliers philosophiques et de manière plus générale dans le positionnement du collégien face aux savoirs, à l'institution et aux relations sociales. Cette rupture plaide alors en faveur d'une pause dans la pratique des discussions à visée philosophique. Nous faisons l'hypothèse que la pratique des ateliers philosophiques dans les classes antérieures à la classe de 4ème permet d'amoindrir les effets négatifs de cette rupture sans pour autant la remettre en cause.

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University in Knowledge Society: Role and Challenges

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Abstract

The aim of this paper is to shed light on higher education in general and, more specifically, on the changing role of university in the economic and social environment of knowledge society. Knowledge society is characterized by rapid changes, mainly triggered by rapid technological development. Technology, and in particular the information and communication (ITC) technology, has considerably enhanced the production and dissemination of knowledge, the prerequisite of innovation. As the institutions of higher education are the primary generators and disseminators of knowledge and producers of innovations, the quick development of technology together with current notable economic and social changes, are significantly affecting education at all levels. As a consequence, universities are facing significant transformations and reforms, which, in turn, accentuate the need for research on reforms and future challenges. Based on the above, the main assumption of this paper is that institutions of higher education will have to go through essential changes renewing their functions and processes as well as their strategy and goals. This paper proposes that universities will have to embrace a new more social and market-oriented role in order to cope financially and be able to provide such education and research that meet the needs of knowledge society, safeguard high quality, and guarantee equal opportunities for lifelong learning for students of all age groups. Such new role, based on economic thinking and focused on high quality education and research, seems to be inevitable in the current situation in which universities have to defend their position as the main educational institutions, and the most important knowledge and innovation generators while at the same time facing steady cuts in public funding.

Modelling the needs of young families in reconciling career and family

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Abstract

The goal of this paper is to present a family and career reconciliation model for young families, based on theoretical findings and qualitative research data (narratives). The object of the research is reconciliation of career and family. The narrative interviews included 15 young families with parents under 35 with children in the range of 6 months to 12 years. Families were selected from different cities and towns in Lithuania and had 1 - 3 children.

A theoretical analysis allowed to distinguish the composition of the model. The possibilities of family and work reconciliation were treated from family – work perspective where distribution of roles, conflict management and measures facilitating reconciliation of family and career were analysed. External and internal factors that are relevant in reconciling the components of family and career have been outlined. The external factors include legal, institutional and workplace levels. The internal factors include family life-cycle, number of children, children care, distribution of tasks. These factors are also combined with the three strains of conflict, facilitation and roles.

Empirical data (narrative) analysis has allowed to expand the elements of the theoretical model by revealing internal and external factors as well as specifying the system of facilitation, emphasizing the aspects that are more contributing or more interfering with the reconciliation of career and family. The model was supplemented with the factors of career designing and maturity of family relations. The factor of family maturity is analyzed through the elements contributing to the reconciliation (deliberate and timely family planning, sharing family burdens and responsibilities, symbiosis of relations and self-realization, etc.) and elements generating tension in the process of family and career reconciliation (a family model of a man bread-bearer, who is responsible for the monetary provision, different partner attitudes towards career and self-realization needs, etc.).

Several new tendencies have revealed themselves and contributed as well as partly modified a theoretical model of young families' career and family reconciliation model. The major block relates the the work-family/family-work conflict (Lobel, 1991; Frone et al, 1992; Higgins ir Duxbury, 1992; Carls et al, 2000; Ahman, 2008) and to role conflict, personal inner conflict and family activity adjustment conflict. Besides, it has been noticed

that young parents quite often think about changing their work place, however, due to an inner conflict related fear of temporary loosing financial family stability, postpone changing their workplace for the future when their children are older. Therefore, the research has revealed the importance of career designing and the fact whether a family is single or dual career family. At this point the change of roles comes out, when parents have to continue with the regular duties and also perform their new parental responsibilities, what requires rigid planning and discipline.

Learning Careers of Non-traditional Students on Employability Skills

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Abstract

Graduates' employability has become a key objective in the Bologna process. Little has been investigated, however, on the process of transition to the labor market of non-traditional groups. The aim of this paper is to deepen the vision that these students have on their employability skills and career options, emphasizing those aspects of their learning biographies they perceive as enablers and/or barriers when entering the labor market.

The study is placed within the context of the European project EMPLOY (Enhancing the employability of non-traditional students in higher education, Erasmus Plus Program 2015-2017), a qualitative, interdisciplinary and biographical research focusing on non-traditional university students and graduates from six European countries (Sweden, Poland, United Kingdom, Ireland, Portugal and Spain). The project aims are, among others: a) to understand the employability from the perspective of students and graduates; b) to increase knowledge and understanding of the factors that promote or hinder employability; c) to explore the impact of age, gender, social class, ethnicity and disability in employment prospects of students; etc.

Seven biographical in-depth interviews have been carried out with students of the University of Seville (4 females, 3 males), all of them studying degrees of different areas of knowledge (from Arts and Humanities to Science and Engineering), and representing different characteristics of non-traditional students: adult and mature students (3), immigrants (2) and learners with low economic and cultural capital (2). The interviews started with a whole picture of the personal and educational background of the participants, and then focused on their employability skills and experience.

As to results, we stress the diverse conceptions regarding the employability skills. While students from the scientific and technological field highlight the importance of the particular technical skills demanded on their professional sector, the humanities and social students prioritised generic, core skills related to emotions, social relation and communication.

Of great interest are the perceptions related to their strengths and weaknesses when facing the insertion into labour market. In this sense, the status of "non-traditional" generally reduces their opportunities but it also can become an added value. For instance, when all students pointed to the lack of experience as the main obstacle to access to employment, the three adult

students accounted to feel better protected in this situation as they have a previous career path and a set of contacts that can facilitate their further insertion. At the same time, this greater life experience leads them to become more autonomous and to consider themselves as more prepared to open up their own career opportunities by means of self-employment.

Superheroes or Avatars? Survival Strategies in English Post Compulsory Education

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Abstract

This paper builds on work previously published in *A year on the frontline - Despatches from new FE teachers* (Thompson and Wolstencroft 2012) and *Promises and Lies - Experiences of Middle Managers within FE* (Thompson and Wolstencroft 2013) which explored the experiences and transitions of new entrants and new managers in the post compulsory education (PCE) sector. By examining two post compulsory education settings, this paper analyses the professional identities of teachers and managers within the sector against a background of austerity measures and performativity. It explores the 'survival strategies' employed and the notion of learning spaces for staff, a concept introduced to help them meet the wider challenges within their role (Clandinin 2008).

The research investigates how the current performative culture (Ball 2003) has created an increasingly opaque definition of professionalism within the sector and generated a number of disorienting dilemmas as a result, notably:

- The switch in role of those working within PCE from professional to craft worker.
- A focus on achievement driven by finance and 'passing the class'.
- A move from a professional-ethical to managerial approach
- Changes in college structure, organisation and finance.
- The increase in measures of performance using key performance indicators (Dennis 2015).

Previous research has shown that a number of teachers make definite choices in how they approach the disorienting dilemmas, often choosing a particular form of strategic compliance (Shain and Gleeson 1999).

Using interviews with managers and staff in the two organisations this paper discusses the disorienting dilemmas which have an impact on teachers, confirms whether or not strategic compliance exists and if so, what form it takes. It will also consider the ways in which people learn to survive and adapt and whether particular types of learning spaces would be supportive in helping lecturers face the dilemmas.

Formar en competencias profesionales para el desempeño en eLearning

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Abstract

El eLearning se ha consolidado como opción formativa de primer orden al flexibilizar las oportunidades de aprendizaje continuo y, con ello, contribuir a asegurar nuestra posición y la de las organizaciones para la que nos empleamos en el entorno competitivo y cambiante que nos ha tocado vivir. Pero a su vez, con su expansión, se constituye en la salida profesional de preferencia para un ingente volumen de estudiantes universitarios egresados. Por lo que cabe preguntarse, ¿estamos preparando a nuestros estudiantes para su desempeño en eLearning?

Hasta este momento carecíamos de un modelo de competencias que además de abarcar a todos los perfiles profesionales que intervienen en eLearning estuviese actualizado y contemplase los avances que se han producido en los últimos años en el área. Es por ello que nos preguntamos: ¿cuáles son los perfiles profesionales vinculados con el eLearning en la actualidad?, ¿cuáles son las competencias genéricas y específicas consideradas como necesarias para el desarrollo de los diferentes perfiles profesionales implicados en acciones de formación de eLearning en la actualidad?

Para dar respuesta a estas preguntas, diseñamos el Inventario sobre competencias y perfiles profesionales para eLearning. Éste se componía de 108 ítems, los cuales se vienen a corresponder con diferentes elementos de competencia. El inventario fue respondido por un total de 317 personas empleadas en eLearning. Asimismo, entrevistamos a 46 profesionales de diferentes zonas geográficas y perfiles profesionales diferenciados.

En la presente comunicación, por perfiles profesionales se delimitan las competencias que los diferentes profesionales en el sector del eLearning deben demostrar para el ejercicio de sus funciones. Nos diferencia de otros trabajos preocupados por similares problemas de investigación la profundidad del análisis y la aproximación minuciosa que se realiza sobre perfiles desconocidos del sector como pueden ser el gerente de proyectos o el gestor de la formación.

Nuestros resultados contribuyen a la formación de un modelo de competencias que puede tomarse como herramienta de trabajo bien sea en áreas de la gestión de los recursos humanos en tareas como la evaluación del desempeño y la selección de personal, en áreas de la orientación para la planificación de la carrera profesional como en áreas de la formación para apoyar la planificación de programas formativos.

