Annual Conference of the Adult Education Department
of the German Educational Science Association (DGfE)
29 September to 1 October, 2015 in Hannover,

Call for Papers

Conference Theme:
"Different Learning Cultures – Regional, National, Transnational"

The debate on learning cultures in adult education and advanced training, which started in the 1990s, has successfully combined formerly separate discursive threads, and it has yielded novel formative options, research issues, and systematic strategies. Especially teaching/learning research, didactics, and research into institutions, programs, and organizations have received new impulses. The participants and their part in the formation of learning cultures also have gained novel significance. Learning cultures can be participative, inclusive, and stimulating, and they can blend in well with individual learning preferences or, alternatively, function selectively and enforce hegemonial ideas.

On the one hand, learning cultures are characterized by, respectively, educational internal structures or interpretations of learning and education. We are looking at, for instance, provider-specific and institution-specific learning cultures (e.g., adult education centers, factories, companies). On the other hand, they are ingrained into socio-cultural ambiences.

In the beginning, cultural aspects were addressed particularly with relation to (nationally-shaped) educational systems, in order to develop, for instance, cultures of self-regulated or media-mediated learning. In view of social changes due, for instance, to demographic change as well as to increasing europeanization and transnationalization processes, the design and institutional framing of adult learning become ever more complex, and that perspective needs steps of extension and differentiation. Cultural shaping of learning cultures may include regional specifics, or develop, in transnational frameworks, between the conflicting priorities of diversification and standardization, and be shaped by various dimensioning of cultural difference. In this respect, the interculturality paradigm and more recent interpretations of transculturality are a challenge to consider their significance for learning cultures as well as to do research on learning and educational options.

This year's annual conference will incorporate all these discursive threads and research options. And in view of current challenges and a generally problematic social situation, it will

discuss empirical, theoretical, and methodological implications for research into adult education. The cultural perspective in adult education and advanced learning exerts an integrative influence on existing relevant pedagogic discourses, and it opens up the possibility of comprehending and conceptualizing learning cultures as designed and designing structures and interactions. At the same time, limitations, conceptual vaguenesses, and cases of shifting relevance must receive critical reflection as part of the discourse.

We invite you to submit papers on the following topics.

- *Configured Learning Cultures.* Research into learning cultures is accompanied by the question regarding structures of dependencies and relationships within regions, between providers, institutions, organisations, and teaching/learning arrangements. What does this mean for the interplay of various groups of acting protagonists, for education management, program development, the design of teaching and/or learning arrangements.

- *Conceptualization of Culture and Cultural Difference in the Science of Adult Education*. This refers to research projects that take up discourses on culture, interculturality, diversity, transculturality, hybridity, etc., and uses and critically reflects it for the analysis of topics, structures, and practices in learning cultures within adult education.

- *Culture-theoretical contemplation of research on international, comparative, and national levels*. International, comparative research almost invariably follows a logic of its own and usually implies achievements of cultural transformation. Regional studies do not stand apart from international and transnational influences; to the contrary, they refer to this very frame of reference. Of particular interest, therefore, are research approaches that accommodate this reflexive level and discuss it with relation to the design of learning cultures on various systematic and formative levels.

- *Educational Policy and Learning Cultures*. Learning cultures also are influenced in terms of social and education-political views of learning, education and competence development. Which discourses on education policy can be identified and described? What kind of correlations can be analyzed between the designing of learning cultures and opportunities for participation?

We are pleased to invite you to suggest presentations on the above or other relevant aspects of the subject area of "Different Learning Cultures – Regional, National, Transnational". We are asking for presentations, which

- have not been published before,
- are recognizably relevant to the conference theme,
- treat precisely defined issues and connect to the current state of research,
- exemplify the methodical approach,
- and already submit presentable interim results or intermediate data.

Please submit a short abstract (no more than 1500 characters) on or before **15 May 2015** to the session chairwoman:

Please send submissions by email:

illerc@uni-hildesheim.de

or postally to:

Prof. Dr. Carola Iller
Stiftung Universität Hildesheim
Institut für Erziehungswissenschaft
Universitätsplatz 1
31141 Hildesheim
Germany

Your submission will be acknowledged until early June, 2015. The conference will take place at Leibniz University Hannover, 29 Sept. - 1 Oct., 2015. The language of the conference is German and English. For up-to-date Information please visit the conference website:
http://www.ifbe.uni-hannover.de/10939.html

We look forward to receiving your contribubtions!

Carola Iller, Olaf Dörner, Henning Pätzold, and Steffi Robak (as conference hostess)