



**Standing Conference on University Teaching and Research in the Education of Adults Conference 2018**

## **CALL FOR ABSTRACTS**

### **“Lifelong Learning and The Pedagogy of Hope”**

**University of Sheffield, UK**

**Tuesday 17th to Thursday 19th of July 2018**

The deadline for the submission of abstracts is **5pm Friday 19<sup>th</sup> of January 2018**. All proposals should be submitted as a Word document and emailed to [scutrea2018@sheffield.ac.uk](mailto:scutrea2018@sheffield.ac.uk)

We are pleased to invite papers for presentation at the SCUTREA Conference to be held from Tuesday 17<sup>th</sup> to Thursday 19<sup>th</sup> of July 2018. The event brings together the SCUTREA Annual Conference delivered in collaboration with the Department for Lifelong Learning, University of Sheffield, to provide a forum for those engaged in adult education and lifelong learning to debate and discuss the theme ‘Lifelong Learning and The Pedagogy of Hope.’ The Conference will take place at the University of Sheffield’s Hotel and Conference Centre - Halifax Hall, Endcliffe Vale Rd, Sheffield.

#### **Conference Theme and Call for Abstracts**

The SCUTREA Conference provides a platform for researchers and professionals who engage with the education of adults and lifelong learning to address key areas of national and international concern. In common with SCUTREA tradition, this year’s conference theme – “Lifelong Learning and The Pedagogy of Hope” will also reach out to those researchers and practitioners whose work may not be primarily focused on adults and lifelong learning but who have developed a keen interest in this area.

It is fifty years now since Paulo Friere first critiqued what he called ‘the banking model of education’ (Freire, 1968), since which time a growing body of adult education literature has emphasised the vital transformative potential of adult learning (Mezirow in Kitchenhan, 2008) and the corresponding benefits to individuals, communities and civic society at large. Similarly, Michael Kroth and Patricia Cranton’s (2014) book *Stories of Transformative Learning* provides the backdrop for a more recent article by Herstrom who “presents stories of adult learners who set out to earn graduate degrees but also discovered a renewed sense of themselves along the way. The stories ... illustrate how learners’ beliefs were constructed, challenged, and then transformed, enabling them to overcome prejudices, increase their self-confidence, and experience a new sense of personhood” (Herstrom, 2017, 36)

Our conference theme seeks to celebrate and promote successes in adult education, at both micro- and macro-scales, in order to reassert the central importance of adult education to individuals, communities, employers and families, and to the health, wellbeing and economy of every neighbourhood, region and nation. Whether we argue with Knud Illeris that “[i]n the contemporary liquid and individualized world there is no doubt that Transformative Learning will be increasingly important to individuals, as well as to various communities and movements, private and public enterprises, nations ... in order to cope with the constant conditions of change at all levels” (2014, 584), or we more prosaically cite UK government forecasts that 80% of all new jobs will require graduate level skills by 2020 (Thomas et al, 2013), the case for increased adult

participation in effective, transformative higher education programmes is both a clear economic imperative and a critical social good (BIS, 2016; Butcher, 2015).

Accordingly, we invite papers that focus on theory, research, practice and policy in the area of adult, lifelong and transformative learning which enhance arguments for more – not less – adult education. Whether through individual stories or larger programmatic case-studies we particularly welcome papers which strengthen the evidence base for the social as well as the economic benefits of adult education.

We seek papers which examine the work of the widest range of providers engaged in adult education, including lower level learning and professional qualifications, recognising that the transformative power of a University education is first harnessed in many different settings. Of particular interest will be research papers, proposals, projects, case studies and stories which address the following themes:

- Transformational and life changing learning and progression
- Creativity and innovation
- Families and communities
- Formal and informal learning
- Community learning
- Widening participation
- Second chance education (including for example; older learners, ex-offenders, refugees/recent migrants, marginalised communities)
- Young adults
- Overcoming the challenges of mental health and learning difficulties
- Lifelong learning and social mobility
- Skills and employment
- Adult learning co-operatives
- Free universities

### **Author Submissions**

Proposals are now invited for papers, symposia, posters and roundtable presentations on questions related to the conference theme and one of its strands. These should in the first instance take the form of an abstract for a presentation in one of the following formats:

#### **1. Individual papers:**

Abstract of between 500 and 600 words

#### **2. Symposia:**

Overview (200 words) and abstract for each paper (maximum of 500 words each)

#### **3. Roundtable:**

Overview (200 words) and abstract for each participant (maximum of 500 words each)

#### **4. Poster:**

Abstract of 500 words

**The deadline for the submission of abstracts is 5.00pm (GMT) on 19<sup>th</sup> January 2018.**

All proposals should be submitted as a Word document and emailed to [scutrea2018@sheffield.ac.uk](mailto:scutrea2018@sheffield.ac.uk) N.B. Papers should locate the research they discuss within the adult education literature and explain its significance for adult education.

### **Submitting an abstract for a paper, symposium, roundtable or poster**

Selection of papers for inclusion in the conference programme will be based on quality of abstracts assessed through a process of peer review. Abstracts should adhere to the following guidelines:

1. Abstracts must identify whether it is a paper, symposium, roundtable or poster
2. Abstracts should include a title (author/s and institutional affiliation/s on a separate sheet)
3. Each abstract should include a summary of the topic, a clear link to one of the key themes, should be well-grounded in the literature and should identify whether it is a conceptual or empirical piece. Full references need not be included in the abstracts.

#### **Papers:**

Papers should be 3,500 words maximum. This word limit includes references etc. The editors reserve the right to edit any paper which exceeds this limit and if it significantly exceeds this limit to return the paper to the author within a strict timescale. The time allowed for presentation of individual papers at the conference will be 45 minutes. Presenters are expected to allow at least 20 minutes for discussion.

#### **Symposia:**

Papers should be 7,000 words maximum. This includes any references etc. The editors reserve the right to edit any paper which exceeds this limit and if it significantly exceeds this limit to return the paper to the author(s) within a strict timescale. Symposia should be linked to one of the key themes or conceptualise the links between themes and this should be clearly identified in the proposal. A chair and discussant should be identified. The time allowed for presentation of symposia is 90 minutes. Presenters are expected to allow at least 30 minutes for discussion.

#### **Roundtables:**

The roundtable is a more informal context for the discussion of research or theoretical issues. It is useful for roundtable presenters to indicate the questions the 3 author(s) would like to discuss. An outline paper of approximately 1,000 words is required for the conference proceedings. The time allowed for roundtables is one hour.

#### **Posters:**

An outline abstract of 500 words is required for the conference proceedings. All proof-reading is the contributing author's responsibility and must be done prior to submission. The editors reserve the right not to include any paper which, in their opinion, will reduce the quality of the conference or the proceedings.

N.B. Papers and other contributions accepted for publication in the conference proceedings will be made available to delegates in digital format and on the conference website.

#### **Submission timetable**

Deadlines:

- **Abstracts** should be submitted by **5.00pm (GMT) on 19<sup>th</sup> of January 2018**. Proposers will be notified of the outcome of their proposal in mid-February 2016, and papers would need to be submitted once the abstract has been accepted.
- Papers to be included in the **conference proceedings** should be submitted by **5.00pm (GMT) 14<sup>th</sup> of May 2018**

- It is a SCUTREA Conference practice for abstracts and not papers to be peer reviewed. However, occasionally we agree to papers being peer reviewed on request. The deadline for submission of these is **5.00pm (GMT) 11<sup>th</sup> of April 2018**

**Please note:**

SCUTREA has a tradition of including in the conference proceedings only those papers that are presented at the conference. All abstracts should be submitted as a Word document and emailed to

[scutrea2018@sheffield.ac.uk](mailto:scutrea2018@sheffield.ac.uk)

**SCUTREA Conference Bursaries**

For the 2018 SCUTREA conference, three bursaries are available to doctoral students studying in the UK who are on low incomes, not employed full time in HE and/or who do not have institutional support. Bursaries will also be given to students outside the UK if they or their institutions are members of SCUTREA.

Applications from Masters' students who do not have institutional support, and adult education practitioners/activists/researchers will also be considered. *Applicants must address the themes of the conference and demonstrably contribute to the field of adult education research. For further information and eligibility criteria please see the SCUTREA website*

**International Bursaries**

Application Deadline – 19<sup>th</sup> January 2018

SCUTREA is delighted to announce that as part of its ongoing commitment to supporting researchers internationally, it is offering two international bursaries at the SCUTREA Conference.

Complimentary conference registration will be provided for successful applicants. Bursaries should be used towards the cost of economy travel to and from the conference, accommodation and subsistence.

Criteria

- Bursaries are available to individuals made up from the 84 countries classified as low income or lower-middle income as specified by the World Bank. See below for full listing of qualifying countries.
- Applicants must be based in the qualifying country.
- You must not have previously received bursary funding from SCUTREA
- Applicants must provide reasonable details of the amount of their claim.

Other Information

1. Payments:

- a. Will not be made in advance of attendance at the conference.
- b. Will only be made upon submission of receipts.

2. SCUTREA cannot provide any assistance with visas or travel arrangements.

3. All applications will be acknowledged. If you do not receive an acknowledgement you should assume your application has not been successful. Applications must not exceed the stipulated 400 words statement requested on the application form.

4. The decision by the SCUTREA council is final.

## Conference Paper Awards

SCUTREA is also offering three conference paper awards for the 2018 conference. These are as follows:

**Tilda Gaskell Award** for the Best Student Paper. The prize is a certificate and the return of the conference fees (but not travel costs). It is named after [Tilda Gaskell](#) who was an adult educator who was a regular attendee and won a SCUTREA award as a student.

**Ian Martin Award** for the paper that makes the most significant contribution to social justice. The prize is a certificate and £100 cheque. It is named after, and judged by, [Ian Martin](#) (Honorary Research Fellow of the University of Edinburgh)

**David Jones Award** is for the best paper with a creative arts and/or international/comparative perspective. This reflects the research interests of the late David Jones, a former secretary and chair of SCUTREA.

**When submitting your paper please indicate if you wish to be considered for this award.** The SCUTREA officers have the discretion to make the award to a paper that has been included in the conference without the author(s) indicating that they wish their paper to be considered.

### References:

BIS. Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice. Government White Paper, May 2016

Butcher, John (2015). 'Shoe-Horned And Sidelined'? Challenges For Part-Time Learners In The New HE Landscape. Higher Education Academy, York.

Herstrom, N. (2017) Transformative Learning: Moving Beyond Theory and Practice. International Journal of Adult Vocational Education and Technology. 2017. Vol 8 issue 1:36

Illeris, K. (2013) Transformative Learning and Identity. Routledge.

Kitchenham, A. The Evolution of John Mezirow's Transformative Learning Theory. Journal of Transformative Education. 2008 6: 104.

Kroth, M. Cranton, P. (2014) Stories of Transformative Learning. International Issues in Adult Education, Sense Publishers.

Thomas et al (2013) The Power of Part Time. Review of part-time and mature higher education. Universities UK