

2024 CASAE Conference: Redefining Adult Education
June 17th-19th, 2024
Concordia University
Department of Education and the Centre for Learning
and Performance
Montreal, QC



2024 CASAE Conference: Redefining Adult Education

We are pleased to welcome submissions to the upcoming CASAE conference. While we invite any and all pieces that address your current work and practice in adult education, we especially invite submissions that speak to the notion of “redefining” adult education. This goal may seem ambitious; however, to pursue this objective is a foremost an invitation to reaffirm the specificities of adult education, or to (re)develop its meaning. We are not necessarily looking for a unique, new, or coherent definition to be taken away and shared, but in the process of dialoguing with each other, we hope to create and renew understandings of our practices. Indeed, there are many contested and contradicting definitions of adult education practices and pedagogies in Quebec and Canada (Levesque, Doray & Diallo, 2008; Groen & Kawalilak, 2014; Brigham, McGray & Jubas, 2021). While conventionally and sometimes narrowly understood to occur in adult education centres, universities and workplaces, adult education exists in more inclusive and accessible forms where learning unfolds amongst peers in grassroot, community-based and other non-formal/informal settings (Dahl, 2021). We employ the term “redefining” to enter a dialectical, practical, non-hierarchical, and potentially transformational space where researchers, activists, grassroot educators, community organizers, vocational educators, educators working in formal settings (adult education centres, CEGEPs, universities), those working within and outside of professional orders (e.g., health services), in popular education, and in alternative and anarchist education can gather, exchange ideas and learn together. Here, we subscribe to Leanne Betasamosake Simpson (2014) who underscores how teaching and learning requires consent, reciprocity, reflexivity, accountability and a critical sense of history, context, and place.

This act of “redefining” adult education attends to how adult education, never politically neutral, materially inert nor disembodied, is always in movement and reacting to the world around us. In this historical moment of multiple intersecting crises and neoliberal crunch, adult education as a field of research and practice is tasked with constantly justifying its relevance, while concurrently working to advance aims of social and environmental justice. We view these tensions and this struggle as inherent threads of adult education. By “redefining”, we seek to provide opportunities for researchers and practitioners to (re)construct pluralist, multidisciplinary, or interdisciplinary ways of knowing, being and doing adult education – and in adult education scholarship. In this light, we are also seeking submissions from those who may not *define* themselves as adult educators, nor locate their work in the field of adult education, *per se*. We encourage submissions to reflect on the *how* of adult education, its ways of knowing, its practices, methods, and pedagogies. Since adult educators face immense pressures to take care of their students and communities, we are also interested in critical explorations of the self and self-care. We turn to Audre Lorde (1988) who states that “self-care is not self-indulgence, it is self-preservation, and that is an act of political warfare” (p. 130). We ask that authors consider and theorize their assumptions about adult education as an entry point to “redefining” our shared and growing field of research and practice.

References

- Brigham, S., McGray, R. & Jubas. (2021). Introduction: Adult education and lifelong learning in Canada. In Brigham, S., McGray, R., & Jubas, K. (Eds). *Adult education and lifelong learning in Canada: Advancing a critical tradition* (pp. xx-xvii). Toronto: Thompson

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- Dahl, A. (2021). Participation in adult education in Québec in light of the Jean Report. In In Brigham, S., McGray, R., & Jubas, K. (Eds). *Adult education and lifelong learning in Canada: Advancing a critical tradition* (pp. 82-92). Toronto: Thompson Educational Publishing.
- Levesque, M., Doray, P., & Diallo, B. (2009). *L'évolution des adultes entre 1997 et 2002: un regard croisé Québec-Canada*. Montréal, QC: UQAM-CIRST.
- Lorde, A. (1988). *A burst of light: essays*. Ithaca: Firebrand Books.
- Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society*, 3(3),1-25.

Proposals

The Canadian Association for the Study of Adult Education invites you to submit a proposal to present at our 2024 Annual Conference. CASAE accepts proposals from researchers and practitioners from around the world. The 2024 conference will be an in-person event hosted by the Department of Education and the Centre for the Study of Learning and Performance at Concordia University.

Proposals are peer reviewed and authors of accepted abstracts are expected to submit a paper for inclusion in the conference proceedings. Collaborative sessions are encouraged. Please note that any individual can be sole or lead author on only one proposal.

Types of Proposals and Sessions

Paper: Full papers report on empirical work completed or well underway, explore theorization, or engage in a substantive analysis of the literature. Full papers (maximum 3,000 words not including references) are published in the conference proceedings.

Research Roundtable: Research roundtables provide an opportunity to discuss research in progress or theoretical or methodological issues. Roundtable papers (maximum 1,000 words not including references) are published in the conference proceedings.

Alternative/workshops/practice/teach-in/artistic/creative session: This alternative session format is meant to disrupt conventional academic exchanges and move adult education into more practical, different, and potentially more public terrain. In your submission, please indicate the kind of alternative session you are interested in offering. We can offer outdoor space for more outdoor/environmental/land-based education sessions, and we also welcome workshops, practice-based, poetic, arts-informed, and performative pieces. Because this alternative session format is meant to be practice-based, these sessions will not be published in the conference proceedings.

Symposium: In a symposium, a group of three or more delegates present and discuss diverse or conflicting perspectives on a topic of interest to adult education practitioners and researchers. Symposium papers (maximum 4,000 words not including references) are published in the conference proceedings.

How to Submit Your Proposal

Paper, roundtable, and/or symposium proposals should meet the following criteria. Please ensure your uploaded document meets all the requirements:

- State whether your proposal is a paper, roundtable symposium, or an alternative session (and here please specify what kind of alternative session you propose)
- Have a maximum of 500 words
- Be in Word or compatible format
- Include the full title of the proposal
- Contain no information that might identify the author(s) or author(s) affiliation.

In addition, the following information is required as part of your submission in this form (see below):

- Full title of your proposal
- Names, affiliations, and e-mail addresses of all authors, with the lead author designated as such
- Agree to submit to your paper by April 1st, 2024

Please submit your proposal by using this Google form:

<https://forms.gle/KwJwTqMFGSxcLZXV7>

Conference Details and Additional Information

The preconference will occur on Monday June 17th and will be held at the Centre for Learning and Performance. The conference will open Monday evening with a plenary, with sessions running Tuesday and Wednesday, and concluding Wednesday (the 19th) at 4:00 pm. We are anticipating publishing from the conference (special issue journal, edited book): more news leading up to the conference and at the conference itself.

Conference questions can be submitted to Mitchell McLarnon at mitchell.mclarnon@concordia.ca.

- Proposal submission deadline: January 5th, 2024.
- Notification of reviewers' decision: End of February 2024.
- Submission of papers: April 1, 2024.

We will issue a separate call for Poster Presentations in January 2024.

Thank you and we look forward to your submissions!