



**2025 CASAE Conference:**  
**Reframing Togetherness through the  
Spaces and Places of Adult Education**  
**June 3rd-5th, 2025**  
**George Brown College**  
**Toronto, ON**



FEDERATION FOR THE  
HUMANITIES AND  
SOCIAL SCIENCES

FÉDÉRATION  
DES SCIENCES  
HUMAINES



CASAE • ACÉÉA

## **2025 CASAE Conference: Reframing Togetherness through the Spaces and Places of Adult Education**

Adult education occurs in many different places, spaces, and contexts. The broad and diverse nature of the adult education field offers many opportunities but may correspondingly provoke questions and challenges for researchers and practitioners trying to find their place in the larger context of educational research and scholarship. What brings us together as a field and how do we connect through these different spaces and places? Questions about the spaces and places of adult education in Canada and around the world are timely and important. In recent years, we have encountered some significant challenges and there have been enormous changes to the places and spaces of education worldwide. The COVID-19 pandemic required us to take our teaching, learning and gathering to digital and virtual spaces. In only a few short years, AI has changed much in education. The trajectory into digital spaces for education is certain to continue. While there is expansion into digital spaces, we are becoming increasingly aware of how we are losing spaces around the world. For instance, our physical spaces are being impacted by the effects of climate change. How does this impact our sense of togetherness?

At the same time as we look outward and ahead of us, we must not forget to look inward and behind us. Systems and practices for controlling and compartmentalizing space supported colonizing of land and education, creating hegemonic sites for knowledge production and education (Hanson & Jaffe, 2021; Smith, 2021). Encouraging the separation of public and private spaces and denying the life practices and habits of being that are important to and affect our teaching and learning experiences has been done to control classrooms and knowledges and prevent us from actively promoting our wellbeing and seeing our learners as whole human beings (hooks, 1994). Dorothy Smith taught us how to recognize ruling relations to raise our consciousness by identifying the impacts of ideologies on beliefs, behaviours and values and through institutional ethnography consider the spaces and places (Carpenter & Ritchie, 2024).

Cultivating educational spaces and creating connections across divides through kinship and relational land-based practices that center Indigenous knowledges in educational spaces necessitates a re-education (Wemigwans & Mackay, 2023). One of the ways our field has the potential to reframe togetherness through re-education involves decolonizing adult education and our academic spaces which comes from epistemic pluralism, that is by honouring and learning from multiple perspectives and different peoples, places and perspectives such as Indigenous, African, and other non-Western worldviews, and through reflexive practice (Hanson & Jaffe, 2021). In addition, Carpenter and Ritchie (2024), in reflecting on Dorothy's Smith's legacy, advise us that "adult educators will find a revolutionary way of understanding not only what must be changed, but also that we and our communities are what will create the change" (p. iii).

In line with the main Congress Theme "Reframing Togetherness" at the 2025 CASAE conference, we invite you to reflect upon the spaces and places you inhabit and what you are doing or can do in your teaching, research, pedagogy, and practice as adult educators to encourage and strengthen togetherness. What changes do we need to create in our learning spaces to build togetherness that will support our learners and ourselves to flourish in an ever

changing and chaotic world? What are the challenges and obstacles to sustaining togetherness and how can we navigate these challenges? How and where do you see yourself contributing to educational and social transformation through your research, pedagogy, and practice? To be progressive and transgressive in our teaching necessitates embracing change and committing to an engaged pedagogy that values learner's experiences within our learning spaces (hooks, 1994).

This year, we join Congress 2025 taking place at George Brown College. At this historical moment, when it is the first time a college has been selected as the venue to host a Congress event, it also gives us time to reflect on our place, where we have come from, where we are now, and where we are headed. Acknowledging the tensions in the world, how can we work together within, between and across our diverse learning contexts to inspire educational transformation? We encourage submissions to think critically about the spaces and places of adult education and what changes may be necessary to make our educational spaces more open and accessible to building solidarity through our research, scholarship, educational practices and activism with the on-the-ground struggles of everyday life. We are particularly interested in submissions based on research and practice that discuss ways of re-thinking and re-creating our spaces through diverse and creative frameworks and methodologies.

Our vision for the 2025 CASAE conference is to create an open, engaging, and collaborative space for both adult education students, researchers, professors, practitioners from Canada and international friends to come together to build connections, deepen and expand our networks for sharing information, and develop solidarities across our contexts to strengthen and sustain our field for the future. Proposals based on the conference theme or anything that relates to your current work and practice in the field are welcome. We invite submissions for individual papers, symposia, research-round table presentations, and alternative sessions.

We look forward to welcoming you to Toronto!

### References

- Carpenter, S., & Ritchie, G. (2024). For the people: Dorothy Smith and adult education. *Canadian Journal for the Study of Adult Education*, 36(01). <https://doi.org/10.56105/cjsae.v36i01.5782>
- Hanson, C., & Jaffe, J. (2020). Decolonizing adult education. In T. Rocco, L.R. Merriweather, R.C. Mizzi, M.C. Smith & J.D. Hawley (Eds.) *The handbook of adult and continuing education* (pp. 341-349). Routledge.
- hooks, bell. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge.
- Smith, L. T. (2021). *Decolonizing methodologies: research and indigenous peoples* (3rd. edition.). Zed.
- Wemigwans, J., & MacKay, L. (2023). The Haudenosaunee Ohén:ton Karihwatéhkwén Thanksgiving Address: Moving beyond the havoc of land acknowledgements. *Engaged Scholar Journal (Print)*, 9(2), 1–21. <https://doi.org/10.15402/esj.v9i2.70829>

## Proposals

The *Canadian Association for the Study of Adult Education (CASAE)* invites you to submit a proposal to present at our 2025 Annual Conference. CASAE accepts proposals from researchers and practitioners from around the world. The 2025 conference will be an in-person and hybrid event hosted at George Brown College in Toronto in association with the 2025 Congress of the Social Sciences and Humanities.

Proposals are peer-reviewed, and authors of accepted abstracts are required 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.

***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.

***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.

### *How to Submit Your Proposal*

Paper, roundtable, symposium and/or alternative session 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:

- Names, affiliations, and e-mail addresses of all authors, with the lead author designated as such.
- Agree to submit your paper by **Tuesday April 1<sup>st</sup>, 2025**.

Please submit your proposal by using this Google form:

[https://docs.google.com/forms/d/e/1FAIpQLSceCexQ24bIrQ5GGGBEiYN2fv9P9KOBhR88lnMI5iIwQ0QdBA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSceCexQ24bIrQ5GGGBEiYN2fv9P9KOBhR88lnMI5iIwQ0QdBA/viewform?usp=sf_link)

### Conference Details and Additional Information

The pre-conference will occur on Tuesday June 3<sup>rd</sup> and will be held at George Brown College. The conference will open with registration and a social on Tuesday evening. Concurrent sessions will run Wednesday and Thursday. The conference plenary and dinner will be in the afternoon and evening of Wednesday June 4<sup>th</sup>. The AGM will take place mid-day on Thursday June 5<sup>th</sup> with the conference concluding early afternoon on that final day.

Conference questions can be submitted to the 2025 Conference Co-Chairs Bill Fallis and Emily Dobrich at [billfallis@gmail.com](mailto:billfallis@gmail.com) and [emily.dobrich@mail.utoronto.ca](mailto:emily.dobrich@mail.utoronto.ca) or to the 2025 conference email address: [aceea2025casaegbc@gmail.com](mailto:aceea2025casaegbc@gmail.com)

|                                     |  |
|-------------------------------------|--|
| Call for papers open                | Wednesday October 30 <sup>th</sup> , 2024  |
| Proposal submission deadline        | Friday January 10 <sup>th</sup> , 2025     |
| Notification of reviewers' decision | Friday February 28 <sup>th</sup> , 2025    |
| Early bird registration deadline    | Thursday March 20 <sup>th</sup> , 2025     |
| Submission of papers                | Tuesday April 1 <sup>st</sup> , 2025       |
| Call for poster presentations open  | Wednesday, January 15 <sup>th</sup> , 2025 |

Thank you and we look forward to your submissions!

The 2025 CASAE Conference Planning Committee

*Nel Coloma-Moya, Emily Dobrich, Bill Fallis, Roula Hawa, Rusa Jeremic, and Racheal Kalaba.*