

Re
AdET



*** 4th Biennial meeting of the ESREA Research
Network for Adult Educators, Trainers
<http://esrea-renadet.net/> and their
Professionalisation (ReNAdET)

11-13 November 2015, Cyprus

Organised by

The Open University of Cyprus (OUC)



The role of higher education in the process of professionalisation of adult educators

PROGRAMME

DAY 1

November 11th, Palm Beach Hotel

13:00 – 14:00 **Registration**

14:00 – 14:30 **Welcome! – Introductory talk – Open Space**

Welcome on Behalf of Network Convenors - *George Zarifis*

Welcome on Behalf of the Organizers - *Maria Gravani*

14:30 – 16:00 **Flow session - Learning cafés**

Larissa Jogi & Katrin Karu - Journey of Discovery. Constructing identities of adult education professionals/adult educators

George Zarifis & Achilleas Papadimitriou - Voicing the learners: students' views on developing adult educator's skills and competences in higher education

Eva Kurantowicz & Andianna Nizinska - Take home a piece of diploma. Adult educators' experiences of the RPL implementation at the university (EDUPRO project)

Simona Sava & Ekkehard Nuissl - Internationalisation of research and studies in adult education

16:00 – 16:30 *Coffee Break*

16:30 – 18:00 **Group Dynamic Activity**

20:00 *Cocktail*

DAY 2

November 12th, Palm Beach Hotel

9:30 – 10:00 **Time for Questioning**

10:00 – 11:30 **Flow session - Learning cafés**

Eleni Damianidou - Workplace Learning in Cyprus Secondary Education School's: Challenges and Future Perspectives

Cristina Palmieri, Andrea Galimberti & Maria Benedetta - A University training experience for adult educators: from a research-based approach to a guidance model focused on professional identity

Paul Donovan - Golden Age of Teacher Development – Rapid Growth, Rapid Progress

Gerd Stolen - Didactics and Digital Learning Processes in Higher Education

11:30 – 12:00 *Coffee Break*

12:00 – 13:30 **Flow session - Learning cafés**

Caridad Martinez Carillo de Albornoz - A New Digital Culture Strategy in the High School

Aiga von Hippel & Claudia Kumus - Patterns of motivations for study choice and the implications of different motivational patterns for the professional development of students in an (adult) educational field

Helen Koskinen - Students as critical partners in developing practices of adult educators' study programme

John Ward - Institutional and pedagogical reform in the training of social workers in France: a new role for reflexive and "lusory" approaches

Sofia Mastrokourou - Adults with disability in Italy: prospects for adult and permanent education

13:30 – 14:30 *Lunch*

14:30 – 16:00 **Flow session - Learning cafés**

Helen Murphy - How social and cultural factors in an Irish Higher Education Institution (HEI) and a changing national regulatory environment influenced the development of new teacher education qualifications for adult educators

Ioanna Dagdileli - Educating Educators for In-service Training of Teachers: the case from Greece

Adrianna Nizinska & Ewa Kurantowicz - EMPLOYERS as non-traditional adult educators in Polish HEI's

Ioannis Zenios & Paraskevi Chatzipanagiotou - Steps towards the professionalisation of trainers: A good practice from Cyprus

16:00 – 16:30 *Coffee Break*

16:30 – 17:00 *Time for Reflection*

20:00 *Conference Dinner*

November 13th, Palm Beach Hotel

9:30 – 10:00 **Time for Questioning**

10:00 – 11:30 **Flow session - Learning cafés**

Päivi Majoinen - The pedagogical competence of formally unqualified part time teachers in liberal adult education

Maria Gravani & Yiasemina Karagiorgi - Professionalization of adult educators in distance learning universities

Beata Jakimiuk & Renata Tomaszewska-Lipiec - Professionalization of Adult Educators: Education concept in higher education environment

Loredana Perla & Viviana Vinci - Evaluation for the professional development of Adult Educators

11:30 – 12:00 *Coffee break*

12:00 – 13:30 **Flow session - Learning cafés**

Jérôme Eneau - Adult educators in France, between professionalization and deprofessionalization: new challenges for universities?

Kostara Effrosyni - A Critical Dialogue between Tertiary and Adult Education

Andreas Yiangou, Simon Mercer & Nikoleta Nicolenko - The impact and effect of didactic teaching on the knowledge and confidence of FY1 (Pre-registration) Doctors of the management of Convulsive Status Epilepticus based on local and NICE Guidelines in a British North-West Teaching Hospital

Hazel Beadle - Revealing the educators' assets: How adult education providers profile their educators in publicity material

13:30 – 14:00 **Time for concluding**

DAY 3

FLOW SESSIONS LEARNING CAFÉ

Traditional conferences leave little time for real discussions, where you as a presenter are in touch with your audience. Nor there is time to participate in all the sessions. This seminar will be held differently where we would like to create a learning space. We call it a “Learning Café”. It is a place where presenter will become a host of a “café” and share his/her thoughts with café guests. As a guest of a café you have time to discuss the most important issues raised by the host of the café in a relaxed and stimulating environment.

Each flow session will have 3 to 4 cafés and guests can visit all of them in one session. As a presenter-host you get to share your ideas with all conference participants. Café host has 10 – 15 minutes for presenting and the same amount of time for discussion with guests. And then you’ll get new guests in your café to hear your thoughts. You may take notes from the discussion for later on conclusions. Café hosts may use handouts or other presentation techniques in the café e.g. computers, posters, photos, iPads etc. Please bring your handouts with you to the seminar.

Learning café is a simple, effective and flexible format for hosting large group dialogue.

Learning Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location and other circumstances are factored into each event’s unique invitation, design and question choice, but the following five components comprise the basic model:

- 1. Setting:** Create a “special” environment, most often modelled after a café, i.e. small round tables covered with a checkered tablecloth, butcher block paper, colored pens.
- 2. Welcome and introduction:** The host begins with a warm welcome and an introduction to the Learning Café process, setting the context and putting participants at ease.
- 3. Small Group Rounds:** The process begins with the first of three or more 15 minute rounds of conversation for the small group seated around a table. At the end of the 15-minutes, each member of the group moves to a different new table. The host will stay at the table to welcome the next group and briefly fills them in on what happened in the previous round.
- 4. Harvest:** After the small groups individuals are invited to share insights or other results from their conversations with the rest of the large group.



OPEN SPACE

Open Space Technology is one way to enable all kinds of people, in any kind of organization, to create inspired meetings and events. Over the last 20+ years, it has also become clear that opening space, as an intentional leadership practice, can create inspired organizations, where ordinary people work together to create extraordinary results with regularity.

In Open Space meetings, events and organizations, participants create and manage their own agenda of parallel working sessions around a central theme of strategy, group, organization or community that all stakeholders can support and work together to create?

With groups of 5 to 2000+ people – working in one – day workshops, three – day conferences, or the regular weekly staff meeting – the common result is a powerful, effective connecting and strengthening of what’s already happening in the organization: planning and action, learning and doing, passion and responsibility, participation and performance.

Open Space works best when the work to be done is complex, the people and ideas involved are diverse, the passion for resolution (are potential for conflict) are high and the time to get it done was yesterday. It’s been called passion bounded by responsibility, the energy of a good coffee break, intentional self-

organization, spirit at work, chaos and creativity, evolution in organization and a simple, powerful way to get people and organizations moving – when and where it’s needed most.

And, while Open Space is known for its apparent lack of structure and welcoming of surprises, it turns out that the Open Space meeting or organization is actually very structured – but that structure is so perfectly fit to the people and the work at hand, that it goes unnoticed in its proper role of supporting (not blocking) best work. In fact, the stories and work plans woven in Open Space are generally more complex, more robust, and more durable – and can move a great deal faster than expert – or management – driven designs.

OPEN SPACE Ground Rules

Whoever comes is the right people.

It is not how many people come, or even who comes that counts, rather it is the quality of interaction and conversation that makes the difference.

Whatever happens is the only thing that could have happened.

Real learning and real progress only take place when we leave our original agendas and convention bound expectations behind.

Whenever it starts is the right time.

If the useful discussion has been conducted, it is time to move on. Killing time only causes us to rehash what we have done to the point that it gets undone.

The Law of Two Feet.

If in the course of the discussion, you find yourself in a place in which you are neither learning nor contributing, use your two feet and find a more productive spot.