

Call for Papers

Special Edition: Australian Journal of Adult Learning
Contributions of workplace experiences to adults’
lifelong learning

Guest editors: *Dr Stephen Billet is Professor of Adult and Vocational Education in the School of Education and Professional Studies at Griffith University, Brisbane, and a National Teaching Fellow and Australian Research Council Future Fellow. Dr Cheryl Ryan is a Senior Lecturer In Education at the Faculty of Arts and Education, School of Education, Deakin University.*

Across the lifespan, the experiences that adults have within and through their work and workplaces make a range of contributions to their ongoing learning and development. These experiences assist them to identify the kinds of occupations and work that they want to engage in or find inconsistent with their personal goals and capacities. Those experiences also assist adults to develop the occupational capacities and workplace competences to be effective in working life, to sustain their employment and to advance their worklife careers: that is, their employability. Workplace experiences also can assist make decisions about transitions and fresh directions, including those beyond working life. Indeed, beyond paid work, many adults’ activities in post worklife are shaped by the experiences they had, the capacities they developed

is adults' sense of self subjectivity that emerges through and across working life. Moreover, through voluntary and community-based work activities, contributions are made to the community, as well as to individuals.

Of course, those learning experiences can also be either positive or negative, supportive and inclusive or marginalising and alienating, and also can either realise or frustrate key life goals for these adults. So, more than simply the acquisition, further development and transformation of sets of occupational capacities, those experiences also do much to frame the sense of self, worth and trajectories of adults. That is, these experiences are central to adult learning and development. Given the duration, intensity and ubiquity of adult learning experiences in and through work and across working life these experiences stand to be far more consequential than those offering is referred to as lifelong education: usually the provision of taught courses.

Consequently, in the context of adult learning and considerations of adult education, this special issue seeks to elaborate on the contributions of workplace experiences to adults' lifelong learning broadly. It welcomes contributions that seek to identify and elaborate the kinds of goals that adults have for their learning, and the range of educative experiences that can be found in and through work activities and the alignment between these and the kinds of learning and development that arises for adults.

It follows, articles are invited that focus on capturing and illuminating are the experiences provided in and through work and how they contribute to adult learning and development more generally, as well as those associated with occupational capacities and subjectivities and workplace competence. In this way, the special issue is not about workplace learning per se, but rather the kinds of experiences and legacies arising from adults' participation in work practice and the activities and interactions that comprise working life.

The questions that might be addressed through this special issue are as follows:

How does participation in work and workplaces shape the sense of self, capacities and understandings of adults across their lives?

What kinds of legacies arise for adults through their workplace experiences that contribute to their abilities to achieve personal, family and community goals?

What are the personal and collective legacies of the learning and development arising across adults working lives?

How does adult learning in community contexts of unpaid work, volunteering or activism contribute to their agency and lifelong learning?

How can workplace experiences be enhanced to achieve positive outcomes for adults in terms of both their worklife capacities and those outside of it?

Types of contributions welcome

Academic papers of 6000 to 6,500 words in length including references, tables, data and figures, blind double, external peer reviewed. Stories of practice of up to 3,000 words in length including references, tables, data and figures, reviewed by editors.

AJAL submission and author guidelines

<https://www.ajal.net.au/peerreview/index.php/ajal/about/submissions>

Timeline

Call for Papers December 2022; EOI due to SI editors by 30 March 2023, by email. Please include a detailed abstract (300–500 words).

Authors are advised in April of the outcome of their EOI. Manuscripts are due by 30 June 2023. Review period July – August 2023.

Revisions August – September 2023.

Finalisation of manuscripts by October 2023.

Publication November 2023

SE Editors contact emails

Stephen Billet: *s.billett@griffith.edu.au*

Cheryl Ryan: *c.ryan@deakin.edu.au*