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From the Editor's desk

Associate Professor Trace Ollis

We live in interesting times regarding adult education research and, in particular, interesting times for Adult learning Education journals. Recently, editorial board member Professor Stephen Billet and I met with Canadian editorial colleagues from the Canadian Journal for the Study of Adult Education (CJSAE). Our journals have a long history of publishing in adult education. They are uniquely housed within their National adult education associations, Adult Learning Australia and the Canadian Association for the Study of Adult Education. Their origins commenced with community-based efforts to build their respective national associations, and the journals were established to promote research, practice, and scholarship in adult education. These journals represent and seek to advance the learning communities that their national associations represent, such as adult learners and adult educators. However, they struggle in the neo-liberal publishing environment, which ranks and categorises journals based on notions of elite and quality journals. In an era of globalisation and the massification of journals and publications, these smaller journals have challenges regarding their survival.

The other issue involves university funding and research allocation for academics based on the push for academics to publish with top-tier publishing companies; the larger publishing houses tend to dominate

these spaces and have the resources to maintain their position at their disposal. Naturally, the more prominent publication houses are advantaged in this environment, given they have access to more significant recourses. The financial viability of these smaller association-based journals heavily relies on subscription-based financing from education institutions, individuals, and small adult learning organisations.

Despite these impediments, smaller journals such as these are also advantaged. They can be in tune with community-based practices in adult learning education and theory, with good linkages to adult learning work practices and adult learners and changing government policy regarding adult community education. Enabling a nexus between theory and practice, advancing the scholarship, pedagogy and practices of adult learning across our representative countries. Naturally, the discussion between the editors of our respective journals centred around how these journals can survive and thrive. We aim to continue our conversation on the future of community-based adult learning education journals at the Canadian Association of Adult Education conference, 1-3 of June 2023.

The first article in this edition presents empirical research about young people with disabilities transitioning from school to open employment. Donna Rooney and Kirsty Young, in their article “Whack-a-Mole”? - Ecologies of young adults with intellectual disabilities as they transition from school to open employment” outline the barriers for young people with intellectual disabilities in open employment and use the metaphor of an arcade game “Whack-a-Mole”, to uncover the difficulties associated with this transition. They examine the complex issues facing these groups of young people and call for a holistic approach and understanding of the transition process for young adults with intellectual disability. They draw on the model developed by Urie Bronfenbrenner, a theoretical model which appears to have increased uptake across several educational disciplines in the past decade. The model enables the authors to map the ecologies and the proliferation of stakeholders by proposing a new model of practice to reimagine this transition of people with intellectual disabilities from school to employment. The authors argue, due to the complexity of transition, educational interventions alone, cannot assume full responsibility for the underrepresentation of people with ID in open employment.

Katarína Rozvadská's article titled: "Travelling in time via narration: Three types of biographical learning" focuses on fundamental learning aspects of biographical learning observed through the narration of the participants. The author claims, "there have not yet been empirical studies focused explicitly on the learning aspects of biographical learning, as scholars have focused more on the biographical part of the concept". This research draws on interviews with adult learners studying for a teaching degree in higher education in the Czech Republic. This narrative research identified three types of biographical learning, learning by analogy, where experiences are compared with others. Learning by authority examines the influence of past learning experiences on the present day, and learning by audit, retrospectively looks at past experiences about learning juxtaposed with the present. The paper concludes with the proposition that biographical learning is crucial for education students, enabling them to explore and shine more light on how they were shaped by their own educational trajectory, in order to prevent those influences from unintentionally or unconsciously influencing their future teaching praxis.

The next article from Australia, "Learning in multicultural workspaces" by Robert Goodby analyses adult learning in the aged care sector, a sector of current and future growth in this industry, driven primarily by our ageing population in Australia. This mixed methods research proposes a conceptual model for adult learning in multicultural aged-care workplaces. The study outlines that cultural diversity and practices regarding cross-cultural communication, co-workers, and learning are essential in these aged-care workplaces. The paper concludes by arguing, "learning multicultural workplaces is influenced by individual, interactional, environmental and cultural factors".

The final paper in this edition, "Adult immigration learners' perspectives of their language experience", by Merih Ugurel Kamisli, examines adult immigrant learners' motivation and perspective on participating in an English as a second language (ESL) program. This qualitative research study examines learners' experiences through the lens of "McClusky's Theory of Margin". It outlines the challenges these learners face in their daily lives, speaking English, the support systems they have to assist them to speak English and how the program can be improved to better meet their learning needs. The author concludes by arguing adult

educators and program developers reflect on the learning needs of this specific group of adult learners, adapting practices that are learner-centred and more inclusive of the learners' perspectives, backgrounds, and motivations for learning in their program development.