


BACKGROUND REPORT for FutureLabAE-project

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- Was written to...
 - Give theoretical background for the project
 - Collect and analyse concrete examples of change-oriented projects and programs
- Free to download at project website
<https://eaea.org/project/future-lab/?pid=11872>



CHANGE-ORIENTED ADULT EDUCATION IN THE FIELDS OF DEMOCRACY AND DIGITALIZATION

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UEF // University of Eastern Finland



FuturelabAE
change oriented adult education

S V E B ■
F S E A ■

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1

“Part I”:

- Definition of change-oriented adult education
- Theoretical background
- Learning theories which include “change” as one aim (Freire, Mezirow, bell hooks, Engeström...)
- Change-oriented methods (Serious games, PhotoVoice, Liberative walks...)

What we learned:

- Very interesting topic and theoretical point of view in AE
- Methods are less known and seldom used
- Use of these require new ways of thinking by adult educators, organizations and policy makers

Contents

1. Introduction	4
1.1 The purpose of this report	4
1.2 What is change-oriented adult education?	5
1.3 Concrete examples of change-oriented adult education	9
2. Theoretical background	11
2.1. Theoretical framework	11
2.2. Change-oriented learning theories	15
2.3. Examples of transformative learning methods	21
2.4. Summary	23
3. Analysis of cases collected for FutureLabAE project	27
3.1. Descriptive statistics	29
3.2. Examples of change-oriented adult education cases	37
3.3. Summary and observations	43
3.4. Suggestions for FutureLabAE courses and seminars	45
Literature	46
Appendix 1. FutureLabAE case description form	53
Appendix 2. Change-oriented adult education cases used in the analysis	54

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2

2

<p>“Part II”:</p> <ul style="list-style-type: none"> • Case collection and analysis <ul style="list-style-type: none"> – 64 change-oriented courses and projects where these methods have been used • Case descriptions in appendix, also available online as a searchable repository of practices and tools: https://eaea.org/project/future-lab/?pid=13234 <p>What we learned:</p> <ul style="list-style-type: none"> → Many interesting cases, good examples of change-oriented AE → Targeting several societal problems, e.g. hate speech, fake news, equality... → Aiming at change on three levels: (1) individual, (2) community or (3) society in general → Most cases aim at peaceful development, only a few have radical transformation as an aim 	<h2 style="color: #008080;">Contents</h2> <table border="0"> <tr><td>1. Introduction</td><td style="text-align: right;">4</td></tr> <tr><td> 1.1 The purpose of this report</td><td style="text-align: right;">4</td></tr> <tr><td> 1.2 What is change-oriented adult education?</td><td style="text-align: right;">5</td></tr> <tr><td> 1.3 Concrete examples of change-oriented adult education</td><td style="text-align: right;">9</td></tr> <tr><td>2. Theoretical background</td><td style="text-align: right;">11</td></tr> <tr><td> 2.1. Theoretical framework</td><td style="text-align: right;">11</td></tr> <tr><td> 2.2. Change-oriented learning theories</td><td style="text-align: right;">15</td></tr> <tr><td> 2.3. Examples of transformative learning methods</td><td style="text-align: right;">21</td></tr> <tr><td> 2.4. Summary</td><td style="text-align: right;">23</td></tr> <tr><td>3. Analysis of cases collected for FutureLabAE project</td><td style="text-align: right;">27</td></tr> <tr><td> 3.1. Descriptive statistics</td><td style="text-align: right;">29</td></tr> <tr><td> 3.2. Examples of change-oriented adult education cases</td><td style="text-align: right;">37</td></tr> <tr><td> 3.3. Summary and observations</td><td style="text-align: right;">43</td></tr> <tr><td> 3.4. Suggestions for FutureLabAE courses and seminars</td><td style="text-align: right;">45</td></tr> <tr><td>Literature</td><td style="text-align: right;">46</td></tr> <tr><td>Appendix 1. FutureLabAE case description form</td><td style="text-align: right;">53</td></tr> <tr><td>Appendix 2. Change-oriented adult education cases used in the analysis</td><td style="text-align: right;">54</td></tr> </table>	1. Introduction	4	1.1 The purpose of this report	4	1.2 What is change-oriented adult education?	5	1.3 Concrete examples of change-oriented adult education	9	2. Theoretical background	11	2.1. Theoretical framework	11	2.2. Change-oriented learning theories	15	2.3. Examples of transformative learning methods	21	2.4. Summary	23	3. Analysis of cases collected for FutureLabAE project	27	3.1. Descriptive statistics	29	3.2. Examples of change-oriented adult education cases	37	3.3. Summary and observations	43	3.4. Suggestions for FutureLabAE courses and seminars	45	Literature	46	Appendix 1. FutureLabAE case description form	53	Appendix 2. Change-oriented adult education cases used in the analysis	54
1. Introduction	4																																		
1.1 The purpose of this report	4																																		
1.2 What is change-oriented adult education?	5																																		
1.3 Concrete examples of change-oriented adult education	9																																		
2. Theoretical background	11																																		
2.1. Theoretical framework	11																																		
2.2. Change-oriented learning theories	15																																		
2.3. Examples of transformative learning methods	21																																		
2.4. Summary	23																																		
3. Analysis of cases collected for FutureLabAE project	27																																		
3.1. Descriptive statistics	29																																		
3.2. Examples of change-oriented adult education cases	37																																		
3.3. Summary and observations	43																																		
3.4. Suggestions for FutureLabAE courses and seminars	45																																		
Literature	46																																		
Appendix 1. FutureLabAE case description form	53																																		
Appendix 2. Change-oriented adult education cases used in the analysis	54																																		

3

<h2 style="color: #008080;">Examples:</h2>	<p>Case 6: Medialit Media Literacy Ireland is a network of interested parties working together to promote media literacy across Ireland. They provide seminars with guest speakers to increase awareness and understanding in engaging with the media. They believe that media literacy is the key to empowering people with the skills and knowledge to understand how media works in this changing environment, to interrogate the accuracy of information, to counter unfair and inaccurate representation, to challenge extremist views and, ultimately, to make better informed media choices. This network seeks to address the rise of fake news sources, provide information on ‘dark ads’ and build critical thinking skills for engaging with the media. This is a protective and sustainable approach using education as a tool to inform and equip vulnerable people in society who may lose their voice in democracy due to being targeted by funded conservative campaigns and media bots.</p>
<p>Case 3. Old is the new young Old is the new young focuses its work on a group of older women. The objective is to increase the participation and intervention in their own neighbourhood and in society. “Grandma Came to Work is an intergenerational creative hub, where social and emotional bonds are knitted in the local community and where elderly people can be themselves. The idea is to fill the gap between generations, offering everyone a place where they can meet, discuss and learn from each other.”</p>	<p>Case 8: Letters for life This community intervention project aims to promote the literacy, empowerment and social inclusion through workshops with low skilled adult people. The project promotes basic skills (reading, writing) based in life of the adult people and the objective of the workshop is the learning through the real life of each adult (life contexts). Based on Paulo Freire’s pedagogical method.</p>

4