

**Project EDUPRO - Promoting LLL in HE by implementing innovative practices in RPL**  
**Project Number: 2014-1-PL01-KA203-003629**



***THE WAYS OF LIFELONG LEARNING.***

**TOWARDS SOCIALLY RELEVANT QUALITY IN EUROPEAN  
UNIVERSITIES**

**INTERNATIONAL CONFERENCE**

**22 -24 JUNE 2016**

**UNIVERSITY OF LOWER SILESIA**

**WROCLAW, POLAND**

# PROGRAMME

**Conference Venue: Art Hotel, 20 Kiełbaśnicza Street, 50-110 Wrocław**

## **Day 1 – 22/06/2016**

09:00 Registration

10:30 – 12:30 Opening session, open spaces poster session EDUPRO

12:30 – 14:00 Lunch

14:00 – 15:30 Plenary session I

15:30 – 16:00 Coffee break

16:00 – 17:30 Learning cafe session I

17:30 – 19:00 Welcome reception

## **Day 2 – 23/06/2016**

09:30 – 11:00 Learning cafe session II

11:00 – 11:30 Coffee break

11:30 – 13:00 Plenary session II

13:00 – 14:00 Lunch

14:00 – 15:30 Learning cafe session III

15:30 – 17:00 Closing session

20:00 Conference dinner

## **Day 3 – 24/06/2016**

Touristic Study Visit

EDUPRO Team meeting

## CALL FOR PAPERS

Higher Education (HE) functions and mission have been constantly changing over the last decades. The idea that HE serves mainly to train graduates, either to learn a profession, either to serve the labour market and the economic systems interests is widely recognised as reductive. A considerable number of researchers have been arguing, for example, that HE should respond to and answer the human and social challenges emerging daily at higher education institutions (HEI). On the other hand, the severe financial constraints experienced by many HE European systems today, makes it difficult to pursue humanistic purposes. There has also been a move towards neo-liberalism and a human resources vision of HE that imposes “quality” as a major concern of management bodies. Two of the components of this so-called HE system’s quality – efficacy and efficiency – are often privileged in mainstream discourses. But De Ketele (2008) underlines that efficacy and efficiency are useless if they are not socially relevant. We, therefore, need to add to these two aspects of quality a third component as a major banner of our institutions: equality.

Equality as a central component of HE raises issues of institutional responsibility, especially in relation to the promotion of social and human development. For example, in 1998 the World Conference on Higher Education (WCHE), organised by UNESCO, raised a series of questions directed to European universities. The Declaration of this event clearly stated that HEIs should make human and social development an integral part of its regular activity (Corbett, 2008). Higher education, therefore, seems today to be a space characterised by different trends, approaches and paradigms. This includes a more diverse student population. In this dynamically constructed learning space there is much to discuss. Lifelong learning is a part of the ongoing debates within higher education. What is our understanding of the role of lifelong learning in HE? Can lifelong learning contribute to a more human, social sensitive higher education system, in which universities assume equality as a key focus?

In recent years widening access and lifelong learning policies have enabled ‘non-traditional’ students to enter HE. The various forms of recognition of prior learning (or similar concepts and corresponding practices) are, in a number of European countries, an important part of lifelong learning in HE. These practices can be very different from country to country and contribute to either making access to HE more accessible or providing non-traditional students with new possibilities for valuing their experiences and professional knowledge. We are therefore also interested in a deeper understanding of the role of RPL within this framework of lifelong learning in HE.

### **The conference will address the following themes:**

- The role of higher education in developing lifelong learning and challenging inequalities
- Institutional support and structures to support non-traditional adult students
- The potential, challenges and practices of RPL in widening access and lifelong learning in HE
- The learning experiences of non-traditional adult students in higher education
- The impact of class, gender, ethnicity and disability on learning in HE

### **References:**

Corbett, A. (2008). The role of higher education for human and social development in Europe. In GUNI (ed.), *Higher Education in the World 3. Higher Education: New Challenges and Emerging Roles for Human and Social Development* (pp. 240-252). New York: Palgrave Macmillan.

De Ketele, J-M (2008). The social relevance of higher education. In GUNI (ed.), *Higher Education in the World 3. Higher Education: New Challenges and Emerging Roles for Human and Social Development* (pp. 55-61). New York: Palgrave Macmillan.

## Keynote speakers:



**Dr. Andrea Waxenegger** – Director of the Center for Continuing Education at the University of Graz, President of EUCEN-European University Continuing Education Network (2010-2015).

Dr. Andrea Waxenegger has been Director of the Center for Continuing Education at the University of Graz, Austria, since 2000. She has a background in adult education and has been working since 1989 in the field of university continuing education in research, organisational and programme development, and development of professional networks, also at European and international level; since November 2010 President of EUCEN-European University Continuing Education Network.

Focus of current areas of activity: Research-based development of University Lifelong Learning/innovative learning environments in the field of general education at university level; presentations and workshops at national, European and international level; publications; building and maintaining partnerships and networks at regional, national and European level; development of programmes to further competence of educators and facilitators working in the field; policy development and current best practice in University Lifelong Learning and Learning in Later Life/Intergenerational Learning at European level and in universities in Europe; EU Projects.



**Prof. dr hab. Tomasz Szkudlarek** – is professor in the humanities, employed at the Institute of Education, Faculty of Social Sciences, University of Gdańsk. He chairs the Department of Philosophy of Education and Cultural Studies and is director of the Doctoral Studies in Education and Political Science. He also collaborates (part-time) with the Academy of Fine Arts in Gdańsk where he teaches social theory in the doctoral programme.

Tomasz Szkudlarek obtained his PhD in education (didactics) in 1990, his dissertation concerned curriculum theories analysed in the context of implied conceptions of truth. In 1990 – 1991 he was a visiting scholar at Miami University, Ohio, USA, where he worked at the Centre for Education and Cultural Studies directed by Henry Giroux, and also collaborated with Peter McLaren. His habilitation was obtained in 1993 at the Adam Mickiewicz University in Poznań (dissertation on the conceptions of knowledge and freedom in American postmodern pedagogies) and he became full professor at University of Gdańsk in 2000.

He was deputy director for Research and International Co-operation, and then director of the Institute of Education at the same university in the years 1993–2002. In 2000 – 2002 he was visiting professor at Linköping University in Sweden (20 % assignment), teaching discourse theory and discourse analysis and theories of identity in the doctoral programme at the Institute of Behavioural Sciences. Later he taught similar courses in doctoral programmes in Oslo University, Norway, and at University College West in Trollhattan, Sweden. Szkudlarek is the author, editor or co-author of 15 books and over 100 journal papers and book chapters. Their topics range from critical pedagogy, cultural studies in education, theory of identity, philosophy of education and political theory, to media studies and semiotics. He holds a honorary doctorate from Linköping University.

## **Abstracts**

Proposals should be no more than 500 words in English and connected to the conference themes.

Please submit abstracts in two separate files: one including the title, the name, address, e-mail of each author; and the second one including the paper title and abstract.

The abstract, the paper and its presentation should be in English. However, efforts will be made to provide translation during the conference.

## **Important dates**

Conference dates: 22th (Wednesday), 23th (Thursday) and 24th (Friday) of June 2016.

Deadline for submission of abstracts: 15th March 2016 ([edupro@dsw.edu.pl](mailto:edupro@dsw.edu.pl))

Acceptance of abstracts will be confirmed: 30th March 2016

Deadline for registration and payment of the conference fee: 15th May 2016

Final papers should be submitted: 15th June 2016

**Conferences fee** (Included: 4 coffee breaks, 2 lunches, welcome reception, conference materials)

200,00 PLN/50,00 EUR

100, 00 PLN / 25,00 EUR – PhD student

## **Conferences diner (23/06/2016)**

120 PLN / 30 EUR

## **Scientific and organizing committees:**

Sandra Valadas, University of Algarve

Antonio Fragoso, University of Algarve

Joaquim do Arco, University of Algarve

Barbara Merrill, University of Warwick

Scott Revers, University of Warwick

Will Curtis, University of Warwick

Maria Mendel, University of Gdańsk

Ryta Suska, University of Gdańsk

Marcin Zieliński, University of Gdańsk

Anna Bilon, University of Lower Silesia

Adrianna Nizińska, University of Lower Silesia

Ewa Kurantowicz, University of Lower Silesia

## ACCOMMODATION

Website booking.com is a useful website for booking hotels.

We recommended (please use “EDUPRO” in your booking form):

**Art Hotel \*\*\*\*** <http://www.arthotel.pl/en/>

**Patio Hotel\*\*\*** <http://www.hotelpatio.pl/>

**Duet Hotel\*\*\*** <http://www.hotelduet.pl/en/>

**Corner Hostel** <http://hostel-centrum.wroclaw.pl/>

### Contact details

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**Registration Form**

[http://edupro.dsw.edu.pl/?page\\_id=489&lang=pl](http://edupro.dsw.edu.pl/?page_id=489&lang=pl)

<b>Name:</b>
<b>Title:</b>
<b>Institution:</b>
<b>Address:</b>
<b>Email:</b>
<b>Phone number:</b>
<b>Conference Fees</b> <input type="checkbox"/> 200 PLN <input type="checkbox"/> 50,00 EUR <input type="checkbox"/> 25 euro (PhD Student) 100 PLN (PhD Student)
<b>Conference dinner on June 23<sup>th</sup> (optional) 120 PLN/30 EUR</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Total Amount</b> <b>Total ..... eur/pln</b>
<b>Bank Transfer Details:</b> Bank: Bank Zachodni WBK Bank Address: 13 oddzial we Wroclawiu International bank account number (IBAN): PL 33 1090 2402 0000 0006 1001 1564 SWIFT CODE: WBKPPLPP Title: EDUPRO Conference Wroclaw 2016
<b>Send registration form and payment confirmation to:</b> <a href="mailto:edupro@dsw.edu.pl">edupro@dsw.edu.pl</a>

# EDUPRO – Promoting LLL in HE by implementing innovative practices in RPL

[www.edupro.dsw.edu.pl](http://www.edupro.dsw.edu.pl)

## About the project

**No. of the project:** 2014-1-PL01-KA203-003629

**Project duration:** 01.09.2014-31.08.2016

**Title in polish:** EDUPRO – Promocja uczenia się przez całe życie w szkołach wyższych przez wdrożenie innowacyjnych praktyk w zakresie uznawalności efektów uczenia się uzyskanych poza edukacją formalną

**Coordinator:** University of Lower Silesia (Poland)

**Partners:** University of Gdansk (Poland), University of Warwick (UK), University of Algarve (Portugal).

## Description:

Higher education institution and lifelong learning education keep searching for new ways of coexistence and cooperation. The important task of finding the right framework and right solutions to recognize prior learning outcomes resulted from everyday life experience, work environments and numerous social practices became a priority task in integrating HEI and LLL.

HEI in Poland are currently in the stage of intense search for its own strategies and solutions when it comes to integrating LLL and RPL. Erasmus + creates a possibilities of learning from the experiences of more advanced partner institutions in EU, analysing their policies and strategies and build its own systems and tools of RPL while allowing European partners critical view of their own practices through action research process and the exchange of their experiences in the field. EDUPRO project is responding to the need to: widening participation in education for adult learners ( over 25 years old), promote and validate learning in non -formal and informal learning settings (i. e. workplace learning), create new curriculum and educational programmes for learners without prior academic experiences. Added value of the project is the involvement of other stakeholders (employers, local government, NGO's) in the process of shaping key competences and skills essentials for the market, local communities and active citizenship practices.

There are four HEI involved in the project, all of them are experienced in participation in international research projects: DSW (University of Lower Silesia) – non state academic HEI established in 1997 in Wroclaw, Poland. University of Algarve in Faro, Portugal – HEI established in 70. Well known for its reach network of international cooperation and strong ties with local stakeholders. University of Warwick (UK) – one of the biggest and most prominent HEI in Great Britain with reach offer in LLL. University of Gdansk – one of the top state founded HEI in Poland.

Activities within the project will enable to create and test best practices and solutions (organizational, institutional, procedural and staff related) in LLL and RPL based on more advanced partners' experiences and to analyse current state of the art in RPL in EU based on resources of HEI. Main tasks of the project are: sharing experiences between partners, sharing resources and working materials, comparative studies between institutions as LLL leaders (case studies, action research, documents analysis), experimental implementation of RPL solutions in Poland based on recommendation for polish practitioners in HEI, creating an educational offer for learners from non-academic environments (non- traditional learners of all age and background).

Expected outcomes of the project are both intellectual (institutional profiles, recommendation, research report on action research, website, papers and articles) as well as promotes and disseminates the results of the project (conference, workshops for the stakeholders). Long terms results of the project are: raising awareness of LLL significance as a key learning practice through disseminating the outcomes of the project after its finishing, involving every possible open access resources to promotes it.

Long term results of EDUPRO are focused on HEI and address the necessity to open up towards new group of learners with diverse learning experiences, social and cultural capitals as well as new learning resources.

### Partners:



The Project "EDUPRO - Promoting LLL in HE by implementing innovative practices in RPL" financially supported under the Erasmus+ Programme