

# Magazin

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## Adult Education and Global Society

### Call for Papers Issue 42, 2020

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Editors:

Dr. Lorenz Lassnigg

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# Adult Education and Global Society

## Call for Papers

**How are globalization and adult education interconnected? Which opportunities and challenges arise for adult education and adult educators in consequence of globalization and internationalization? Send your contribution to the issue no. 42 of the Austrian Journal on Adult Education („Magazin erwachsenenbildung.at“ in German), which is a well-known open-access periodical within the German-speaking countries. It has an excellent reputation among AE-professionals and a high number of downloads. English articles are welcome and will be rewarded with up to € 275 if accepted. The deadline for submission is September 1, 2020.**

Due to COVID-19, worldwide interdependencies at various levels are currently especially apparent: The pandemic highlights the tension between capitalist profit motives and the need for social security and solidarity. It also raises the question of global responsibility and how to deal with a globalized social reality. What can adult education – thought of as a field of research, discourse and practice – contribute to these topics? And how is adult education itself influenced by global relationships and developments?

### **A global perspective in Adult education**

If one looks at society as a national entity, then the picture is incomplete, as global processes such as migration or economic relations are not being considered. One can illustrate this with the example of education policy in the EU: Although being a national responsibility, education policy is largely shaped by international and global factors

like dominant beliefs and requirements concerning the role, content and goal of adult education. Additionally, international institutions as well as internationalized funding structures are influential for the discourse on adult education (e.g. the European discourse about lifelong learning) as well as the entire training market.

So, if adult education is examined with a global perspective, plenty of questions emerge: What do globalization and internationalization mean for adult education as a system? What can adult education contribute to the developments occurring because of these phenomena? What opportunities and challenges arise for institutions, but also for those working in the field?

### **Changing educational praxis and content**

Globalization is closely linked to digitization, which is – not only because of COVID-19 – becoming

increasingly relevant for the field of adult education. It is therefore worthwhile to examine the influence of digitalized international educational programs and services on the concrete praxis of adult education (methods, formats, etc.).

Altered educational praxis due to changing circumstances leads to and is affected by the question of educational content: How do global social challenges change curricula and how are they addressed in educational settings? What knowledge or skills do adult educators need to deal with all of this?

## **International funding and governance**

Regional institutions of adult education are increasingly confronted with global and international governance-structures. At the same time organizations and providers for adult education are widening their range of services and programs beyond national borders. Lots of questions arise under this perspective: How do these developments affect the education market regionally as well as trans- and supra-regionally or globally? What are the effects on the marketing of educational programs and services and which impacts are there on the commercialization of education in the light of international competition? How do internationalized funding structures affect adult education institutions and education management, but also concrete educational content? Which national governance structures react to global developments and contexts and in how far do they so?

## **Submission and editorial process**

We recommend to contact the editorial department ([magazin@erwachsenenbildung.at](mailto:magazin@erwachsenenbildung.at)) with a short outline of the ideas for the planned article. You will receive feedback. Final submissions will be accepted until September 1, 2020. Please send your contribution including an abstract, any illustrations, tables and diagrams, a portrait photo (at least 300 dpi) including credits, and a short biography (including educational information, focus and areas of your work) to the editorial department.

All articles will be internally reviewed by our editorial board. Authors will receive a written summary of this evaluation. Afterwards, they can adapt their article if necessary. Decisive criteria for the acceptance of an article for publication are the topicality of the content and the correctness of the work, reference to the call for papers, relevance to Austria or the transferability of international findings to the situation in Austria, formal standards (above all length and citations), timely submission and readiness to cooperate with the editorial staff.

Finally, all contributions must be copy edited, based on the editorial evaluation and formal standards. The copy editing includes formal correction as well as spell checking and makes sure that all the requirements for publication have been met. The issue will be published in February 2021. For any further questions please get in contact with Simone Mueller, [magazin@erwachsenenbildung.at](mailto:magazin@erwachsenenbildung.at).

## **Categories of the Journal**

“The Austrian Journal for Adult Education“ (Magazin erwachsenenbildung.at in German) covers articles in different categories. These categories pursue different goals and differ in their arrangement, design, focus and manner of dealing with topics. When writing your article, please do your best to ensure that it meets the requirements of one of the categories described below and does not exceed the maximal length.

### **Subject (15,000-25,000 characters)**

This category features academic discussions, empirical studies, and theoretical papers as well as critical and personal points of view that deal with the questions and topics of the call for papers. Great emphasis is placed on clear structure and argumentation, on well-supported and relevant content as well as on the attention to scientific criteria, e.g. regarding citation.

### **Practice (15,000-20,000 characters)**

This category addresses adult educators and professionals of related fields. In freely structured

reports on their own experiences or in project reports, they can describe and reflect on their observations, concerns, challenges, and problems regarding the subject outlined in the call for papers.

### **Portrait (5,000-10,000 characters)**

In this category authors are welcome to write about people whose work and thoughts are fundamental to adult education or who provide answers to the questions outlined in the call for papers.

### **Introduction in brief (5,000-10,000 characters)**

In this category, institutions, or associations whose programs and services, target groups, procedures or methods are directly connected with the call for papers, have the opportunity to introduce themselves and their work/projects.

### **Review (5,000-10,000 characters)**

In this category authors are free to discuss new publications or “classical“ literature dealing with the subject outlined in the current call for papers.

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