

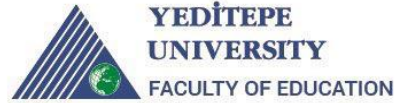
13th Conference of the ESREA Network:
Between Global and Local - Adult Learning and Communities

Adult Education in the Midst of Crises

September 7-9, 2023 at Yeditepe University, Istanbul / TURKEY



Call for Papers:
yetiskinegitimi.org/tr/esreaistanbul2023



ABSTRACT BOOK

EDITED BY

Onur Seçkin

Ş. Erhan Bağcı

Şengül Erden

Gökçe Güvercin

Begüm Yengel

Simay Vapurlu

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Students` learning experiences in a digital learning environment during the COVID-19 pandemic

Tamara Nikolić, Nikola Koruga, Aleksanadar Bulajić

Within the paper we refer to the students' key learning experiences that describe lifelong learning taking place in the digital environment during COVID-19 pandemics. The study is focused on students' experiences during the transition from face to face to online learning in HE during COVID-19 pandemic. For the purpose of data collection an online survey was distributed to students attending the elective course *Online Adult Education* at the Chair of Adult education (University of Belgrade). The data collection took place at the end of the spring semester of 2020 i.e. upon the course offset, and again, during the students' final semester in 2022. These students' reflections on studying in a digital online environment offer unique insights in experiences of individuals not only learning in a digital environment, but also learning in the field of adult education, mediated by digital technologies. As these students present the future adult education professionals, we comment the results having in mind both, the higher education perspective, as well as the adult education one. Based on the research results we have been able to suggest the recommendations for future digital lifelong learning conceptualisations with an emphasis on developing interactive virtual learning environments conceived on the principles of connectivism and pedagogy of social knowledge and collaborative intelligence.

Keywords: higher education, lifelong learning, online learning, digital technology, COVID-19

Adult Education Principals in Sweden

Johanna Mufic

The principals' responsibility for the quality and development of Swedish municipal adult education (MAE) is becoming more and more emphasized in national policy. But even if there is a lot of research on principals' perceptions of their role and their work, most of these studies focus on principals in primary and secondary schools, even though MAE today engages more students than upper-secondary schools. MAE principals also have a partially different set of conditions because adult education is partially organized differently and has much higher demands on flexibility and individualization. Therefore, this study adopts a critical approach and starts from the following question: How is the "problem" with flexible and individually adapted adult education represented in principals' conversations with school inspectors? Based on Bacchi's (2009) critical, post-structuralist approach "What's the 'problem' represented to