

Blurring educational boundaries Young people's agency in learning practices

Barcelona, November 6th–7th, 2014

<http://som.esbrina.eu/blurring-educational-boundaries-symposium/>

The Symposium

Today the term learning reaches far beyond the classroom; the popular use of phrases such as lifelong learning or life-wide learning are a reflection of the ubiquitous status of the word in today's knowledge society. However, in educational discourse learning still remains closely linked to scholastic notions related to student assessment or curriculum objectives. Within this broad portrayal of learning, young people's agency is often ambiguous. On the one hand, the literature often paints a picture of a body of connected youth who use new technologies to engage in learning activities tailored to their personal interests. On the other hand, there is increasing criticism around the notion of lifelong learning as a key competence, as educational policies seem to respond more to new market demands than to a holistic approach once promoted by progressive educators.

Therefore a tension exists between research into learning experiences that contributes to the pedagogization of young people's lives, and the studies that attempt to articulate and recognize a more personal and social form of engagement that, for some young people, is allusive in a formal school context.

This conference aims to problematize and interrogate our understanding of the role of learning in young people's lives and will look critically at research objectives and methods. In order to transfer knowledge and generate new perspectives in the field, this conference encourages both scholars and PhD students to submit their research.

We specifically seek contributions that address the following issues:

1. The expanded notion of learning, and how it relates to how we understand and discuss the boundary between inside and outside school;
2. The relationship between learning and young people's use of digital technologies;
3. The methodological and ethical issues that arise when studying learning in informal and/or virtual contexts;
4. Doing research collaboratively (with young people); the advantages and limits of using 'with' as a methodological stance.

Submissions

Abstracts

Abstracts should be sent in a text document to: esbrina@ub.edu , together with contact details for the author(s) and a brief mention of the author(s) affiliation. Abstracts should not exceed 500 words (excluding references) and should clearly communicate the key points and conclusions of the paper, indicating the methodology, theoretical framework and the relationship to the call.