

*Call for papers*

**Journal on Continuing Education Research - Report**

Volume 1/2019

**Space-Time – Time and Space in Adult Education**

Guest editors

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Time and space are elementary when local educational landscapes are proclaimed as sustainable regional infrastructures, innovative learning environments are put up for discussion, curricula are dynamised (e.g. accelerated) or a temporal flexibility of lifelong learning strategies is required. They are entities and indicators of findings regarding participation in education, teaching and learning, suitability of places (also digital) for fostering learning, and general movements of modernisation in adult education. Usually, time and space are looked at separately, so that the mutual entanglement and mandatory interdependence remain invisible.

Thus, volume 1/2019 tackles the entanglement of the categories time and space in adult education. Both space and time have been theoretically and empirically tagged along in adult education; however, they have often been reconstructed separately and, in that sense, insufficiently. Change, discontinuity, transitions, flexibility, situatedness, access, contexts, etc. have an effect on time and space. Every space-related learning experience as well as every acquisition of a place is related to time and temporal patterns. Furthermore, and subsequent to the discussion on the 'spatial turn' in cultural and social studies, the thesis of the social constitution of space by historicity has become popular. Still, it remains insufficient for adult education, as the biographical relevance of learning spaces or times plays a particular role: during the individual life course, in specific stages of life or in the wake of spatial movements (as for example by the experience of migration). For this reason, this volume is intended to elaborate on rhythms of emancipatory learning and education movements as well as on temporal regulations in social space.

We welcome contributions, which seek to supersede the common theoretical and empirical divide between time and space, for example by examining the temporal (e.g. historical) phenomena of learning spaces, the subject's temporal experience in formal, non-formal and informal learning, or the entanglement of time and space in various socio-cultural educational contexts, in time-diagnostic as well as in historical studies on institutional change, organisations and other learning places of adult education. Which influences do collective temporal and spatial paradigms have on (adult) education? How can they be adequately measured methodologically and methodically? In what way are spatial and temporal factors intertwined in biographical learning? How do temporal constructions take effect on educational designs of learning places? Where do current political agendas regarding time become again more relevant, e.g. in laws on time for education and training or in the international debate on paid educational leave?

Please send an abstract (max. 500 words) of your article until October 15, 2018 to the editors Sabine Schmidt-Lauff [schmidt-lauff@hsu-hh.de](mailto:schmidt-lauff@hsu-hh.de) and Silke Schreiber-Barsch [silke.schreiber-barsch@uni-hamburg.de](mailto:silke.schreiber-barsch@uni-hamburg.de) or to the editorial office [thomas.jung@die-bonn.de](mailto:thomas.jung@die-bonn.de)

**Deadline for manuscript: December 15, 2018**

**Publication date: April 2019**

All articles are subjected to a double anonymised peer review procedure.  
The editorial office accepts manuscript only for first and single publication.

Further information on the journal and the submission of manuscripts is available on the website [www.springer.com/journal/40955](http://www.springer.com/journal/40955)