

# CALL FOR PAPERS



## Studia paedagogica

21:2, 2016

### Monothematic Issue Intergenerational Learning

The 2016 monothematic issue of *Studia paedagogica* will focus on intergenerational learning.

This theme has been chosen on the premise that intergenerational learning naturally accompanies us through all stages of life. Consequently, it is relevant to inquire under which conditions and circumstances intergenerational learning takes place and what its benefits are. Understanding this shapes our definition of intergenerational learning. EAGLE (European Approaches to Inter-Generational Lifelong Learning) defines intergenerational learning as “a process through which individuals of all ages acquire skills and knowledge, but also attitudes and values, from daily experience, from all available resources and from all influences in their own ‘life worlds’.”<sup>1</sup> If we think of intergenerational learning as a set of specifically created activities, then we can use Fischer’s definition<sup>2</sup> viewing intergenerational learning as “a practice that aimed to bring people together in purposeful, mutually beneficial activities, which promoted greater understanding and respect between generations and could contribute to building more cohesive communities.”

Thematic areas:

These definitions help us to identify thematic areas relevant to intergenerational learning. We offer authors the following areas for possible topics.

*Social consequences: How do demographic changes related to ageing populations influence intergenerational communication and learning? What space does society offer intergenerational learning within the framework of lifelong and lifewide learning? How are the processes of intergenerational learning influenced by the speed of (not only technological) changes? How do changes in family structures and alternative lifestyles shape the circumstances for intergenerational learning in the family?*

*Related concepts: Is intergenerational solidarity decreasing or, conversely, is intergenerational conflict increasing? How can this be prevented? Can intergenerational communication, support, understanding, and sharing play a role in this? What opportunities does the concept of active ageing offer seniors? Can the senior stage of life be considered the*

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<sup>1</sup> Hatton-Yeo, A. (2008). *The EAGLE Toolkit for Intergenerational Activities*. Erlangen: University of Erlangen-Nuremberg, p. 3.

<sup>2</sup> Fischer, T. (Ed.) (2008). *Intergenerational Learning in Europe – Policies, Programmes, Practical Guidance*. Erlangen: University of Erlangen-Nuremberg, p. 8.

“crown of life”? In other words, can it be understood as the freest part of life because the choice of activities is up to the seniors, no matter whether the activities are related to work, education, or volunteering?

Participants in intergenerational learning: *Who teaches us? Who are taught by other generations? Are they parents, grandparents, or adult children? Are they experienced professionals or mentors? Are they inducing teachers?*

Environment of intergenerational learning and learning situations: *What intergenerational learning processes take place in the family? How do the experiences of older employees and innovations of younger employees influence learning at work? Under what conditions can we think of intergenerational learning in communities? Under what conditions can we think of intergenerational learning between teachers at schools?*

Conditions, contents, and directions of intergenerational learning: *Which conditions support intergenerational learning and which prevent it? What exactly is being transmitted in the processes of intergenerational learning? Is it knowledge, skill, values, or tradition? Is such learning social, cognitive, sensomotoric, or affective? What role does intention in learning, relationships, and recipient acceptance have?*

Benefits and risks of intergenerational learning: *For whom is intergenerational learning beneficial and for whom is it risky? Is it accompanied by the risks or concerns of its participants?*

Theoretical framework: *Which theoretical concepts enable thinking about intergenerational learning? Are there various theories of learning and education of adults? For example, is it possible to use Jack Mezirow’s transformative learning theory, Peter Jarvis’s understanding of learning as an existential process based on specific experiences, or the three-dimensional model of learning developed by Knud Illeris? Alternatively, can any other theory be used for this purpose?*

While the staff of *Studia paedagogica* perceives the above areas in the light of pedagogical and andragogical perspectives, we realise that they are open to interdisciplinary inquiry and approaches. Consequently, we would like these areas to be understood as an inspiration for authors who would shape them with their own authorial interests and with lesser or higher degree of specificity. *Studia paedagogica* welcomes both theoretical and empirical papers.

This monothematic issue of *Studia paedagogica* will be published in English. Abstracts between 200 and 400 words should be sent to [studiapaedagogica@phil.muni.cz](mailto:studiapaedagogica@phil.muni.cz) by 15 October 2015. The deadline for full texts is 15 December 2015. Papers will be submitted to a peer-review process which will enable the staff to select papers for publication. This monothematic issue will be published in July 2016, edited by Milada Rabušicová and Petr Novotný. Further information can be found at the *Studia paedagogica* web page:

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