

Andreas Fejes is professor and chair of adult education research at Linköping University in Sweden. He currently works with two research projects funded by the Swedish research council: 1 Migration, learning and social inclusion; 2. The marketization of adult education and its consequences. He further works with a research project on the ways the adult education research field is shaped and has developed over time. Fejes has published extensively across International peer reviews journals as well as books and book chapters. Some recent published books in English are: Neoliberalism and market forces in education: Lessons from Sweden (Routledge 2019, edited together with M. Dahlstedt); Mapping out the research field of adult education and learning (Springer 2019, edited together with E. Nylander); Adult education and the formation of citizens: A critical interrogation (Routledge 2018, authored together with M. Dahlstedt, M. Olson & F. Sandberg). Professor Fejes is currently the chair of the European society for research on the education of adults as well as one of the founding editors of the European journal for research on the education and learning of adults.

Mapping out the research field of adult education and learning

In his lecture, professor Fejes will discuss the current state of the art in research on the education and learning of adults, and how such research has been transformed through contemporary policy and research practices. Based on the book "Mapping out the research field of adult education and learning (Springer, 2019), he will elaborate on questions such as: What constitutes this research field? What theories and methodologies dominate within the field? What "invisible colleges" are active in shaping this academic field, in marking out its contours and in transforming its contemporary battle zones? Who is publishing in the field and who is deemed worth citing? What is the relationship between the shift in state policy on adult education and the research that is conducted on the education and learning of adults? How has the research field changed over time in various western countries? What do these meta-reflections of the field tell us about possible future research endeavours?