
Lecture - From life history to rhythmanalysis: Rethinking the temporalities of lifelong learning, transformative and emancipatory processes in adult education

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Abstract

The aim of this presentation is to explore how to enrich our understanding of lifelong learning dynamics from a temporal perspective. Building up on transformative learning theory and the way I have used life history and biographical approaches in adult and higher education, I will propose new avenues for research and practices, inspired by rhythm theory, rhythmanalysis and complexity theory. Doing so, I will suggest to conceive educational processes – such as professionalization or emancipation – through their continuities and discontinuities, paying attention to patterns, repetitions and variations in the ways people learn and develop themselves, both in the everyday life and through the life span. I will finally introduce an original framework revolving around the notion of « rhythmic intelligence » to foster, among adult learners, the development of a capacity to critically reflect on the processes through which people learn, transform and develop themselves throughout their lives.

Biographical note

Michel Alhadeff-Jones is psychosociologist and philosopher of adult education. He is the founder of the Temporalities, Rhythms and Complexity Lab at the Sunkhronos Institute (Geneva, Switzerland), where he develops his research on rhythmic intelligence and study how people learn to interpret and regulate the transformative processes they experience throughout their lives. Dr. Alhadeff-Jones is the Director of the Certificate of Advanced Studies “Life Narratives and Biographical Coaching” at the University of Fribourg (Switzerland), and he also works as an Adjunct Associate Professor at Teachers College, Columbia University (USA), where he has been teaching for 20 years in the Adult Learning and Leadership program.