



DIALOGUE final dissemination conference
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Roles reflection

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DIALOGUE- BRIDGING GAPS



Reflections : four themes

1. New modes of generating new knowledge



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2. A lifecourse
perspective on
researcher/practiti
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3. Disciplines and power

Reflections: four themes

1. New modes of generating new knowledge



2. A lifecourse perspective on researcher/practitioner careers

4. A (personal) shortlist...

3. Disciplines and power

Reflections: four themes

1. New modes of generating new knowledge



Translational research

‘Problem orientated’

How can research on lifelong learning “take cues from, and make returns to the concerns of educational practitioners, without becoming the sociology of management?”

B.Clark (1973)

Practitioners live at the cross-roads of action.

B. Clark (2012)

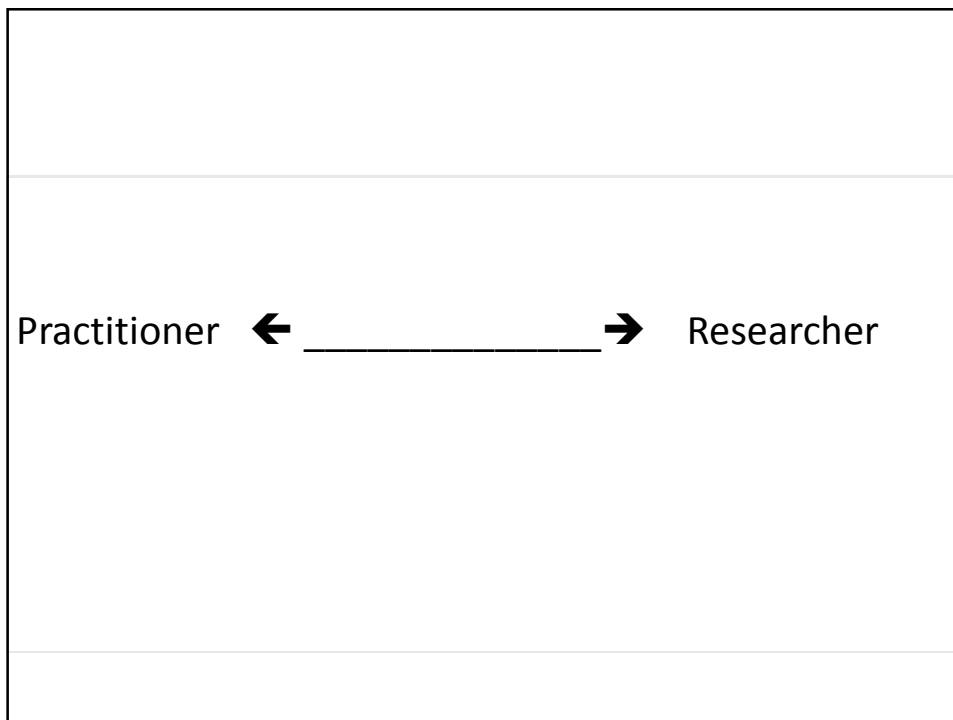
ESOF Dublin 2012 Symposium: Mind the
gap: connecting brain research to
educational

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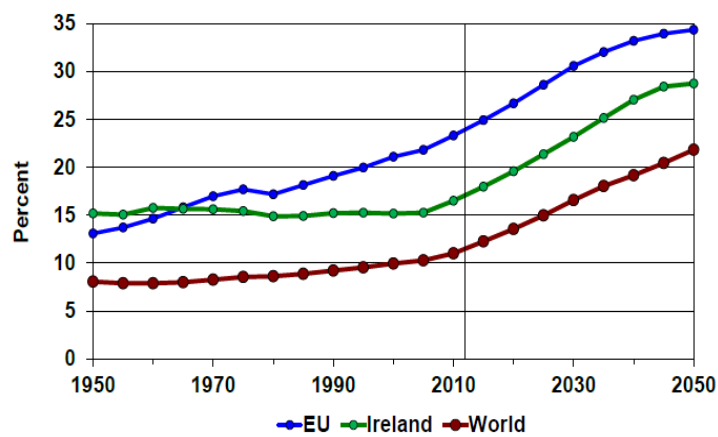
2. A lifecourse
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- Researcher
- Practitioner
- Learner
- Manager
- Policy maker (micro/meso/macro)
- etc...

Aging is accelerating everywhere

(Share of population aged 60+)



Source: UN, World Population Prospects, 2010

Population Aging: Peril or Promise

David E. Bloom (2012)

Dublin, Ireland

Researcher Practitioner

Early career

Later career

	Researcher	Practitioner
Early career	↘	↙
Later career		

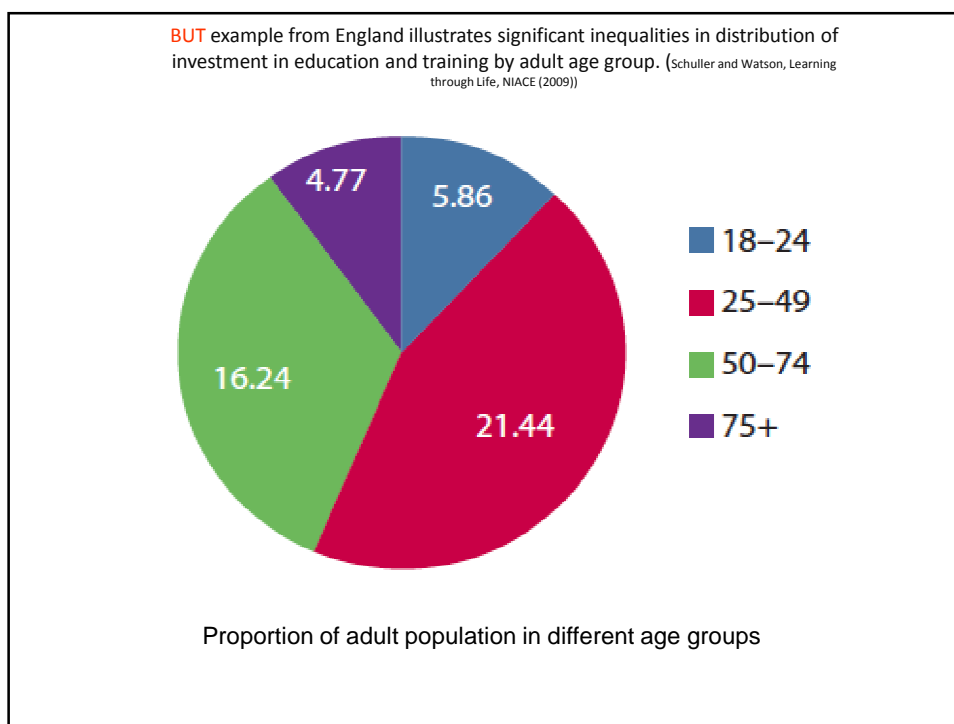
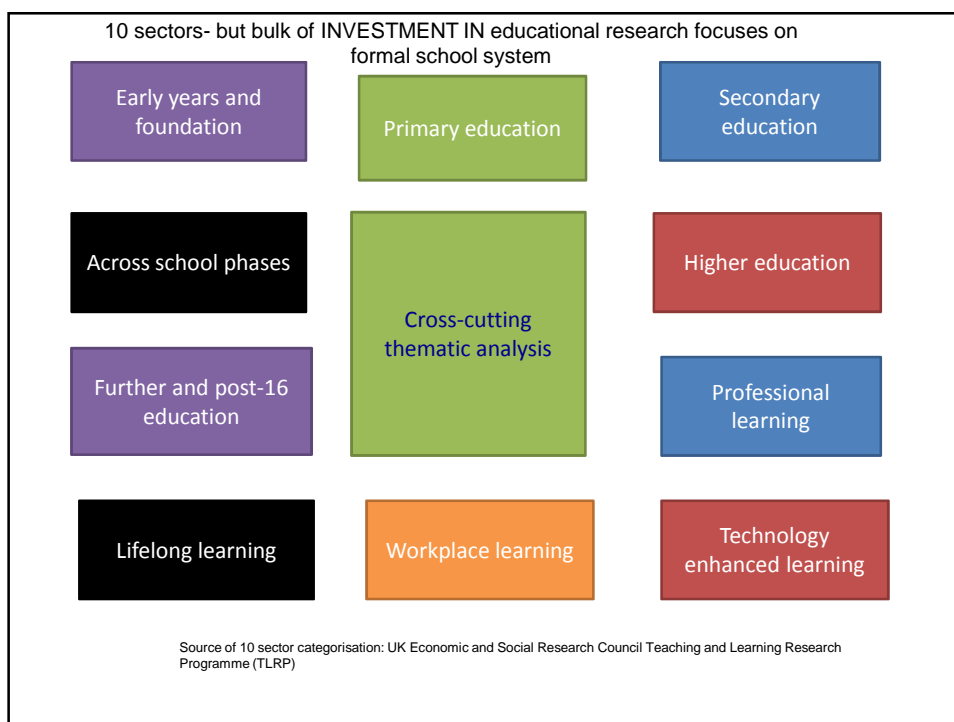
Roles reflections: three themes

1. New modes of generating new knowledge

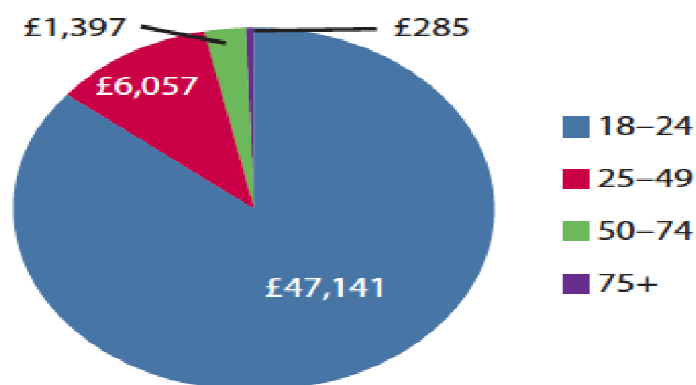


2. A lifecourse perspective on researcher/practitioner careers

3. Power and disciplines



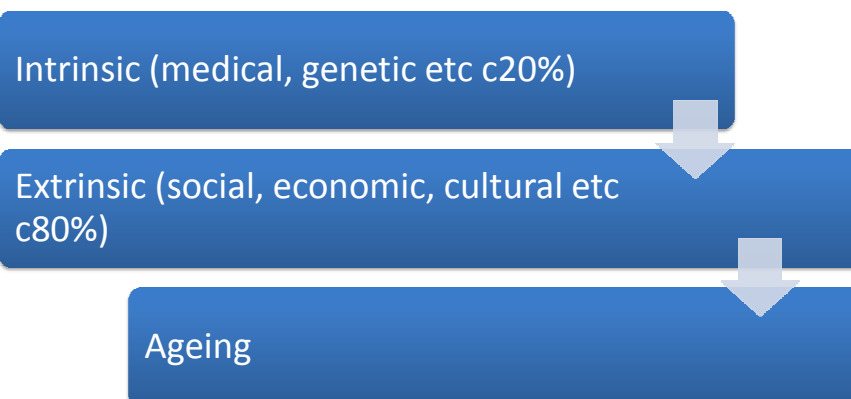
YET-estimated per capita expenditure on education and training by age group



Schuller and Watson (2009) op.cit.

Inequalities in investment in the related area of 'ageing well'

Estimated interaction of intrinsic and extrinsic factors on ageing



(Adapted from A.Walker (2011) FutureAge- a road map on ageing research in Europe)

However...estimated balance of European investment in research

Intrinsic (c80%)

Extrinsic (c20%?)

Ageing

ESOF Dublin 2012 Symposium: Mind the gap: connecting brain research to educational

Disciplines, as social constructs, are associated with:

- (a) differential prestige- for example, between hard pure, soft pure, hard applied and soft applied disciplines

(T.Beecher (1998) *Academic tribes and territories: intellectual enquiry and the cultures of disciplines*, Buckingham, SRHE/Open University Press also T.Beecher & P.R.Trowler, (2001). *Academic Tribes and Territories (2nd Ed.)* Buckingham: Open University Press)

- (b) the interaction of academic, scientific and intellectual power

(P.Bourdieu (1988) *Homo Academicus*, Cambridge: Polity Press)

and

- (c) complex strategies for institutional and wider legitimization

(P.J.Gumport (ed) (2007) *Sociology of Higher Education*, Baltimore: John Hopkins University Press)

In exploring potential for interaction between researchers and practitioners in LLL the overall status position of the field needs to be taken into consideration.

Interdisciplinary research on learning over the lifecourse in different environments and at different lifestages opens the possibility for exciting innovative areas of development in research, practice and policy...

However... the full potential is likely to remain unrealised if we fail to take steps to address the unequal position of these disciplines in terms of its **resource base and relative status**.

Finally...

1. New modes of generating new knowledge



2. A lifecourse perspective on researcher/practitioner careers

4. And, finally, a (personal) dialogical shortlist...

3. Disciplines and power

Dialogue with researchers and practitioners in related fields:

- public communications/journalism...

- Public communications/journalism
- Organisational/systems analysis

- Public communications/journalism
- Organisational/systems analysis
- Health and wellness

- Public communications/journalism
- Organisational/systems analysis
- Health and wellness

- Cumulative reviews

- Public communications/journalism
- Organisational/systems analysis
- Health and wellness
- Cumulative reviews

- Innovative approaches to capacity building

Research on higher education (lifelong learning) does not have to be driven (only) by public concerns. Higher education (lifelong learning) researchers could anticipate changing issues and make the key actors aware of the salient issues they are likely to face in the near future. We could give greater attention to issues which are looming but have not been analyzed in the public debate.

(Schwarz & Teichler 2000: 23)

One begins to wonder whether societies do not make a kind of Faustian pact when they set up universities: they ask them to serve various purposes, but if they are to be given the intellectual freedom necessary to serve these purposes, they will always tend to exceed or subvert those purposes.

S. Collini (2012) *What are universities for?*