

NEW SEEDS FOR A WORLD TO COME

**POLICIES, PRACTICES AND LIVES
IN ADULT EDUCATION AND LEARNING**

10TH ESREA TRIENNIAL CONFERENCE

edited by Laura Formenti, Andrea Galimberti and Gaia Del Negro

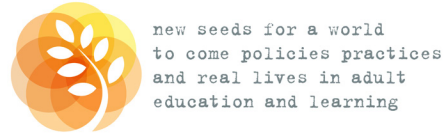
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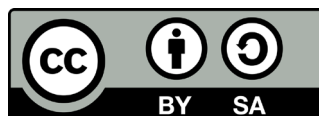
Proceedings of the 10th ESREA Triennial Conference
University of Milano Bicocca,
Department of Human Sciences for Education
29 September-1 October 2022

edited by Laura Formenti, Andrea Galimberti
and Gaia Del Negro

The Work has been published with the contribution of ‘Riccardo Massa’ Department of Human Sciences for Education - University of Milano-Bicocca.



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New seeds for a world to come. Policies, practices and lives in adult education and learning. Proceedings of the 10th ESREA Triennial Conference, University of Milano Bicocca, Department of Human Sciences for Education, 29 September - 1 October 2022, edited by Laura Formenti, Andrea Galimberti and Gaia Del Negro

The invitation for preparing the texts for this book was made to the presenters of the ESREA Triennial Conference. The authors are responsible for the content of the chapters.

First edition: June 2023

ISBN PDF Open Access: 978-88-5526-918-6

Catalogue and reprints information: www.ledipublishing.com, www.ledizioni.it

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3.5. The act of learning: An analyzer of temporalities

Learning in situations is an aim of professionalization pathways. It is an analyzer of the temporalities of adult education. Understanding the conditions of professional learning sheds light on the times of training and on the stages of professionalization. Learning cannot be reduced to the first time or the beginning of an educational process, however important it may be in vocational training. It is true that vocational learning is often thought of as a preparatory and preliminary time for mastering an activity and progressively exercising the skills required in a work situation. However, learning time is iterative and discontinuous. It is made of leaps forward, returns on experience, and breaks in the continuity of activities. In fact, we should write “the times” of learning (Maubant, Biasin & Roquet, 2018), since they appear to be so protean, heterogeneous in their status and heterogeneous in their use. Times are markers of memories of experiences. Times are markers of the moratoria of the analysis of human action. Times are markers of the imaginary of projects.

4. CONTINUITIES AND DISCONTINUITIES OF THE TEMPORALITIES EXPERIENCED IN EDUCATIONAL, TRAINING, AND PROFESSIONAL ACTIVITIES

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4.1. Temporal processes and challenges

This contribution deals with the issue of temporal challenges (Grossin, 1996; Roussel, 2013) highlighted in present educational, training, and professional activities. The chosen approach concerns the articulation of (or the opposition between) long and short time because of its implications that interrogate both the individual and the institution in the construction of a formative or/and professionalization process. The forms of temporal duration, characterized by plural and heterogeneous configurations (Roquet, 2018), are marked by forms of continuity and discontinuity in the concrete realization of a professional development. Based on a series of research that aim to question that articulation (Roquet & Biasin, forthcoming), the objective of this contribution is to identify the intersection of continuities and discontinuities in long and short time in the social, educational, and professional field. We point out the effects of temporal articulations, shifts, synchronization, and desynchronization that contribute to the visibility of professionalization processes and identity constructions by creating spaces of temporal tensions, alternating periods of continuity/periods of ruptures in personal and professional life.

4.2. Temporal tensions

The dilemmas and temporal tensions between long and short time can be found in professional training issues (e.g., the training of teachers, social workers, support workers, volunteers, entrepreneurs), as well as in the professional experience of a job, particularly in occupations related to the exercise of relations with others (e.g., specialised educators, educational managers). It is mainly the formalisation of writing, in a training or professional context, that requires a significant individual commitment, leading to the mobilisation of specific and sequenced temporalities, linked to awareness and reflexivity (the professional narrative and journaling). This activity of formalisation is linked to the measurement of the time necessary for written production and exchanges between colleagues or trainers. All the previously mentioned is confronted with external times referring to increasingly constrained and evaluative pedagogical or professional

performance objectives. Long time is therefore often perceived and conceived as a slowed-down time where the past is projected into the present and the future; at the opposite, short time is conceived as an alternative time between delays and advances, crystallising the actualisation of the past and the future in the present, or in the immediacy. Short time refers to the temporalities of action and to the reactivity in the sphere of political and societal decisions, as forms of necessity backed by a constrained calendar. Instead, long time is linked to an inevitable horizon of the unavoidable necessity that can guarantee that a finality is known in advance. That type of temporality is declined in the construction of human and social experience.

4.3. Temporalities in learning and professional situations

This long/short-time conflict or antagonism is part of increasingly heterogeneous educational and professional paths, where continuities and discontinuities in the cycles of private and professional life participate in the construction of new spaces of professionalisation. In these spaces, the processes of individual and collective identity construction, within formative and professional activities, generally highlight the construction and valorisation of experience associated with forms of reflexivity (Dewey, 1938). These are forms of professionalisation related to long-term temporal forms. For individuals, this long-lasting time is built on a series of events and trials that solidify or weaken the recognition of their professional career. Taking into account temporalities in learning and professionalisation situations allows us to finely grasp the dynamics of professionalisation in their individual and institutional trajectories.

The friction generated by the tensions between short and long durations can be interpreted as contemporary temporal configurations that explain the complexity of the construction of training and professional activities. Thus, in the research articles, we notice many analyses that reveal an overload of work per unit of time, the reduction of time spent accompanying beneficiaries in favour of tasks of rationalisation and objectification of the educational praxis. These transformations can be interpreted through phenomena of temporal continuity and discontinuity. The effects of the modern arrangement of some social, medico-social and psycho-educational organisations lead (or constrain) employees to adapt their actions to new forms of temporality. The latter are characterised by their instability that leads to contradictions in the conception of support work and by functional and utilitarian imperatives.

5. TEMPORALITIES AND RHYTHMS AT WORK IN THE APPRENTICESHIP OF THE PROFESSION OF CHIEF EXECUTIVE OFFICER

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This contribution highlights, based on a case study, how professional activity is organized around multiple scenes – in the sense of Goffman (1973) – each with expected role behaviors and specific frameworks, sometimes crossed by conflicting temporalities and rhythms (Alhadeff Jones, 2018c). This analysis will be developed on the basis of a detailed study, conducted over two years, of the activity of the Chief Executive Officer (CEO) of a large association in France, within the broader framework of a longitudinal qualitative study conducted with six CEOs of large companies. Five scenes of the CEO's activity will be presented; they constitute an overall configuration of the CEO's activity that is relatively common to the six CEOs in the research conducted. However, it has been observed that the experience, the “personality” or the “style” of each CEO gives a particular tone to this configuration of activity.

5.1. The governance scene with the Board of Directors (BoD)