

CRITICAL STUDIES  
IN  
ADULT EDUCATION

Voicing collective learning experiences from groups  
PHOTO VOICE PRESENTATIONS

# WARM up

- Short introduction tour among participants, including immediate reactions doing the course (students, you and me...)
- Suggestion for the schedule
- Questions and confirming the schedule

# AGENDA

## **PHOTO-VOICE sessions**

Presentation (15 min) and questions/reflection from other group (15 min)

10.00-10.30 group 1

10.30-11.00 group 2

*11.00- 11.15 break*

11.15-11.45 group 3

11.45-12.15 groups 4

12. 15- 12. 45 lunch break

12. 45-13.15 group 5

13. 15-14.00 critical reflection and concluding Anja,Larissa

# Concluding reflection

## Anja and Larissa

Why critical studies are existing?

What does mean critical study?

# Notions about the many meanings, roots and contexts of critical studies in adult education

- why the notion of “critical studies”: self-criticality in being critical (Foucault), deliberate awareness and exposure to technologies/practices of power, exploitation, oppression <-> against something that functions through all mechanism of society (Gramsci)
- British heritage – confrontation and integration of “liberal” and “workers” edificational ambitions -> promoting critical and independent mindset (Brookfield)
- Continental/German heritage – focus on “Auschwitz should never happen again” (Adorno), critical self-reflection towards authoritarian conformism, concern of universal aims and values and of oppression of democracy (Habermas, Klafki, Heydorn)
- South American/Mediterranean heritage - focus on liberation from colonialism and racism, awareness raising and -> adoption in US/North-America, Britain etc. as anti-racism and post-colonialism (Freire, Giroux)
- Nordic heritage – focus on people’s holistic collective self-edification, communal/territorial self-determination and autonomy (-> feed into US/Canadian liberal adult education)
- Beyond human and Euro-centred criticality: planetary perspectives including non-humans, forced migration – environmental degradation – social & economic inequalities as “concerns” of adult education (cf. covid-19 pandemic)



# Critical thinkers

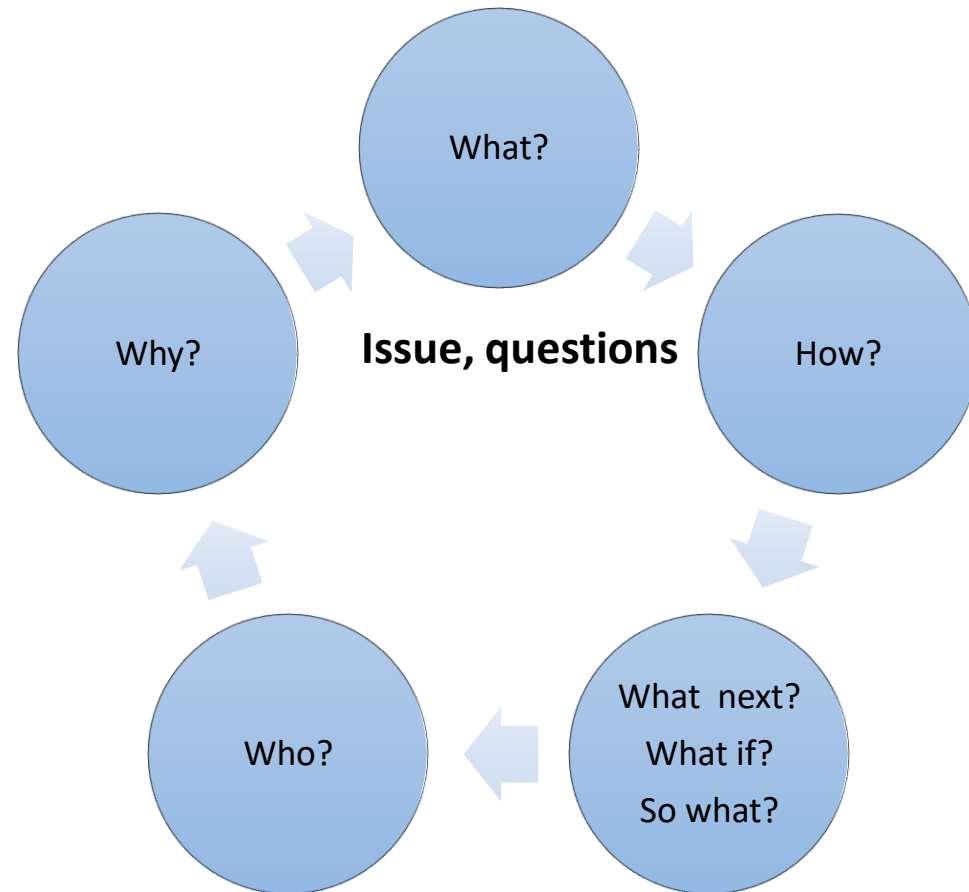
**Critical thinkers** look for evidence and for the reasons before believing something to be true.

**The common question words:**

*what, who, where, when, how, why  
what if, what next, and so what..*



The way of critical thinking  
*description, analyzing, reflection: the key issue is*  
*“WHO” – has the power, whatever kind – in other*  
*issues*



# Concluding assignment

## **Final , written reflection (max 1 page )**

Group reflection including the individual and group learning process, related with the objective of the course

**Date : 11. may**

**Upload** in DRIVE under your group