Conference Sub-Themes

Please consult these guidelines and important dates for submitting a proposal.

Migration, Globalization, Work & Learning

Migration flows through immigration, displacement or temporary labor regimes in the context of globalization give rise to new forms of work-related learning.

We invite proposals which analyze these trends in the context of national and global labor practices such as the following:
- studies of experiences of migrants;
- links between formal and informal work-related learning;
- organizational forms, training and management practices shaped by migration and globalization;
- organizational, occupational regulatory and national policy and programs;
- statistical profiling of work or economy relating to migration and globalization; and more.

Professions, Work & Learning

Professional education and work-related learning can be understood as displaying unique features, histories and dynamics.

We invite proposals which consider educational, training or work-related learning practices unique to professionals such as the following:
- experiences of education, training and on the job learning amongst professionals;
- professional education, continuing professional development and expertise;
- learning and professional identity, ethics;
- work-related learning linked to professionalization, leadership in organizations;
- de-professionalization and occupational jurisdictional relations;
- policy and practice at organizational, national or international levels affecting professional work-related learning; and more.

Gender, Race, Social Justice and Equity in Work & Learning

Processes of race and gender stratification often structure conceptions and approaches to learning at work. In addition, learning can itself be gendered and racialized.

We invite proposals on topics such as:
- gendered-racialized hierarchies in the division of labor;
- feminization of work, transnational care chains and migrant labor;
- gender diversity, inclusion and equity policies;
- the rise of precarious and informal work;
- gender in organizations and leadership roles and opportunities;
- women's involvement in and erasure from labor unions and collective action; and more.

Apprenticeships and Work-Integrated Learning

Organized and/or informal dynamics of apprenticeship, and service/work-integrated learning have long played a role in how work-related learning unfolds and may constitute unique features.

We invite proposals which consider educational, training or work-related learning practices unique to apprenticeship, vocational and work-integrated opportunities such as the following:
- experiences of apprenticeship-based learning contexts and outcomes;
- institutional and/or partnership supports and barriers shaping apprenticeship-based learning;
- the nature of expertise and apprenticeship-based learning dynamics in workplaces;
- organizational, national and international policy and practice shaping work-integrated learning; and more.

Social Economy, Non-Profit Organizations, Work & Learning

Social economy includes organizations and sectors such as non-profit and publicly funded agencies that operate between governmental and private sectors of the economy. These contexts of work and learning may be unique in many ways.

We invite proposals which consider learning practices in the context of the social economy such as the following:
- experiences of training and/or informal learning in social economic workplaces;
- the role of social values, equity and social justice in social economic work-related learning;
- the changing nature of organizations, management, work and learning in social economy;
- work-related learning shaped by governmental or private sector forces; and more.

The Digitization of Work & Learning

Contemporary domains of work and learning are increasingly influenced by many different types and applications of digital technology. Digital technology has the capacity to increase interconnectivity, augment productivity and creativity, as well as accelerate knowledge accumulation and production, and it also has the capacity to deepen inequality or alter work-related relations of power, control and resistance.

We invite proposals analyzing aspects of digital workplace learning such as the following:
- work-related learning needs, impacts and dynamics linked to digitization;
- historical studies of work and digital technologies;
- organizational, training, national or international policy and programming related to digitization of work;
- the impact of artificial intelligence on the future of work and learning;
- the proliferation of online training in workplaces;
- organizational and state driven training practices in relation to accessibility laws, occupational health and safety requirements and workplace harassment; and more.

Learning in the Context of Emerging Forms of Employment

Employment relationships are characterized by the rise of new or rising forms of non-standard work relating to self-employment, precarity, 'gig work', 'gig economies', 'Uberization' of work and learning that impact the processes, experiences and outcomes of work-related learning. And, COVID-19 and the political economic effects of pandemics have shown how particular forms of employment are especially vulnerable.

We invite proposals which consider learning practices in the context of changing and/or emerging forms of employment such as the following:
- flexibilization of work/learning linked to emerging forms of employment;
- fissured workplaces and learning;
- new forms of skills and knowledge emerging from new forms of employment;
- new public management and self-responsibilization;
- organizational failures to challenge violence and bullying;
- as well as dynamics of work and learning stemming from pandemic-related effects.

Unions, Class Politics, Work & Learning

Unions, class-related organizing and class politics broadly conceived, inclusive of union and non-union member educational work, continues to play a role in how work and learning evolve.

We invite proposals which consider educational, training or work-related learning practices related to unions and class politics such as the following:
- experiences of union or class politics related learning, contexts and outcomes;
- the changing practices of unions and/or broader class political initiatives and their effects on work-related learning;
- union organizational, national and international policy and practices shaping class-based learning, politics and work; and more.

Volunteer, Unpaid Work & Learning

Much of the production of any society is based on volunteer and/or unpaid work whether it takes place in relation to formal economy, or community or the home and remains under-identified and appreciated.

We invite proposals which consider educational, training or learning practices related to volunteer and un-paid work such as the following:

- experiences of volunteer or unpaid work-related learning, contexts and outcomes;
- the political economy of learning in relation to social reproduction;
- the changing nature and effects of volunteer or unpaid work/learning in societies and/or economies;
- the nature of skills, knowledge and/or expertise in volunteer or unpaid work;
- local, national and/or international policy and practices shaping volunteer or unpaid work; and more.

Financing Work & Learning

With changes in regional, national and global economy as well as governmental policy, the landscape of distribution of resources to bodies, agencies, schools, universities and related bodies responsible for work and learning programming and development often changes as well.

In recent history there has been significant emphasis on online training and education related to work shaped by funding and other resources for example. **We invite** proposals which consider any and all matters relating the changing financing of work and learning.

Environmental Sustainability, Work & Learning

Issues of environmental change and sustainability are intimately linked with forms of and opportunities for work and learning.

Deforestation, illegal wildlife trade, global pandemic and many other associated changes linked to environmental change and sustainability impact employment, precarity of work and learning, green work, and new ways of creating wealth and growing economies. **We invite** proposals which consider any and all matters relating to environmental change and sustainability efforts.

Open Category

Research on work and learning may relate to a large range of theoretical, empirical and methodological areas that are not necessarily reflected in the above suggested themes, and **we warmly invite** proposals in additional areas of interest that press the boundaries of how we understanding work and learning.

If you have additional questions concerning conference sub-themes, please contact us.