GRIFFITH UNIVERSITY
QUEENSLAND AUSTRALIA

PEOPLE
LEARNING
WORK
INNOVATION
A FAIRER TOMORROW

RESEARCHING WORK & LEARNING

INTERNATIONAL CONFERENCE 2026

Researching lifelong learning and innovation for work in times of crisis

IDEAS
PEOPLE
PRACTICE
IMPACT

8 – 11 December 2026

South Bank, Brisbane



A GLOBALLY CONNECTED
COMMUNITY FOR A BRIGHTER FUTURE

SOUTH BANK
BRISBANE

RESEARCHING WORK & LEARNING INTERNATIONAL CONFERENCE

Queensland Conservatorium (S01)
Griffith University
2026

Conference Program

Conference website: https://www.griffith.edu.au/RWLC2026

Welcome Message

Welcome to the 14th Researching Work and Learning (RWL) conference, held in Brisbane, Queensland, Australia between the 8th and 11th December 2026 at Griffith University's Southbank campus. The RWL community has been sustained and advanced primarily through its bi-annual conference which last gathered in Australia in 2012 at the University of Technology, Sydney. So, it is with great please that RWL14 is hosted by the Griffith Institute of Educational Research and the Centre for Work, Organisation and Well-being, two of the University's key research concentrations within the Arts, Education and Law group and the Griffith Business School respectively. The conference theme is*: Researching lifelong learning and innovation for work in times of crisis*.

The sub-themes for the conference are:

- Promoting innovations at work
- Digitalisation and artificial intelligence
- Migration, ethnicity & intersectionality
- Organisational change
- Well-being and working life
- Vocational education and learning
- Professional education and learning
- Learning in work
- Research methods
- Professional work and learning
- Learning for sustainability and green transition
- Policy and social inclusion
- Theorising work and learning

RWL14 commences with the pre-conference day (8th December) for doctoral candidates and early career researchers which will comprise a set of highly interactive experiences for participants guided and facilitated by delegates who are authoritative on the topics in which they will lead discussions and deliberations. Through a separate registration, this event is being held at the Ship Inn (Google map link) between 9.00 am and 4.00 pm.

The venue for the main conference is the Queensland Conservatorium (SO1) (Google map link) and commences at 8.30 am on the 9th December and 9.00 am on the 10th and 11th, ending at about 4.00 pm on the 11th. Each of the three days commences with a keynote presentation followed by individual paper each of 30-minute durations (i.e., 20-minute presentations and 10 minutes for clarifications and questions) and symposia comprising 3 x 30 minutes presentations, across seven break out spaces. The sequencing of the papers has been organised to align with the conference sub-themes as set out in this document.

The program schedules and sessions and contributions are set out in two searchable pdf documents. This document – Conference Program – will also be provided in hard copy form for all delegates and provides details of the schedule of presentations across the three days, room allocations and timings. Delegates will be able to plan their attendance and participation through this document. The second document comprises a compendium of the papers' abstracts in a searchable format. This will be available in soft copy format for all delegates via the conference web site https://www.griffith.edu.au/RWLC2026.

Committees

The Researching Work & Learning (RWL) International Conference Series is the world's longest, continuously running international research conference series serving the field of workplace learning. It was initiated in 1999 by researchers at the University of Leeds (UK). As of 2026 it has visited eleven countries in five continents.

The conference series as a whole is organized through the work of the RWL International Advisory Committee. This committee is composed of leading international scholars in the diverse field of workplace learning.

RWL14 local organising committee: Stephen Billett, Paula Brough, Steven Hodge, Ashlea Troth, Sarojni Choy and Carys Chan

Keynote Speakers

KN#1: Professor Raija Hämäläinen – Raija Hämäläinen is a Full Professor at the Faculty of Education and Psychology at the University of Jyväskylä, Finland. Her work focuses on digitalisation in and for learning and interaction, particularly in adult learning and workplace contexts. She leads the Technology-Enhanced Learning (TEL) research group, which investigates how increasingly technological societies reshape learning demands, participation, and social equity, and how digital technologies can meaningfully support the development of new competences.

Towards Trustworthy AI in Working Life: Seeing Learning Through Data, Building Skills, and Shaping Ethical Futures

Today's working life is characterised by rapid change, technological intensification, and expanding expectations of human capability. This keynote begins by drawing on my sustained engagement with PIAAC datasets to provide a rich analytical picture of adult skills and how they are distributed across societies and labour markets. These insights reveal both strengths and vulnerabilities, highlighting structural divides that must inform any meaningful discussion about the future of learning through and for work. Building on this foundation, I explore international developments in competence-based education and current analyses of global skill gaps. These evolving competence frameworks seek not only to address shortages, but to empower adults as adaptive, reflective, and capable contributors in increasingly complex workplaces. A crucial perspective concerns the collaboration between educational organisations and working life, ensuring that present and future AI-enriched work environments are supported by responsive, research-informed learning ecosystems. Using authentic research illustrations, the keynote delves into the increasing significance of multimodal data in understanding how learning unfolds in professional settings. Digital traces, behavioural analytics, and rich, layered data streams open entirely new windows into collaboration, expertise development, and learning dynamics. Yet these opportunities also demand critical reflection. They force us to ask who owns the data generated by workers, how it should be interpreted and applied, and under what ethical frameworks and conditions it can truly serve learning and human development. Bringing these strands together, I reflect on the entrance of AI into work practices—its transformative potential, its ethical complexities, and its role in shaping trust-filled learning environments. Ultimately, this keynote seeks to inspire researchers to advance not only technological capability, but also human flourishing, equity, and responsibility in digitally mediated working lives.

KN#2: Professor Rola Ajjawi – Rola Ajjawi is Professor of Medical Education in the Department of Surgery and Scientist and Associate Director (Research) at the Centre for Health Education Scholarship, at the University of British Columbia, Vancouver, Canada, following a long career at Deakin University, Australia. She studied physiotherapy and became a clinical teacher before completing a PhD in health professions education examining how clinical reasoning is learned and communicated in practice.

Work, learning, and the trouble with individualisation

Work and learning in healthcare are routinely framed as individual accomplishments occurring within complex physical, social and psychological environments. Yet such framings obscure the very relations through which practice and its learning are made possible. The interdependencies among people, technologies, spaces, discourses, and bodies are rendered background conditions rather than constitutive forces, allowing agency to be located almost exclusively in individual workers or learners. In this keynote, I argue that this individualization of agency is not simply an analytic limitation but a political and methodological choice—one that shapes what we are able to see, say, and value about work and learning. Drawing on nearly two decades of research in health professions education, I trace how work and learning are enacted through sociocultural and sociomaterial relations that trouble human intention and control. In particular, I focus on the value of visual research approaches not merely to represent practice but also participate in its reconfiguration. In doing so, the keynote invites a reconsideration of how we conceptualize agency, knowledge, and learning in contemporary work settings.

KN#3: Professor Sharon Parker – Sharon K. Parker is an ARC Laureate Fellow, John Curtin Distinguished Professor of Organisational Behaviour at Curtin University and Director of the Centre for Transformative Work Design at the Future of Work Institute in Perth, Western Australia. She specialises in work and job design, proactivity, performance, mental health and organisational change. She is the creator of the SMART Work Design model and co-creator of the Thrive at Work mental health framework.

Work design, Technology, and Learning: Preserving and Growing Human Cognition Through Quality Work

This presentation introduces the concept of work design by offering an overview model of key work characteristics, the SMART model. SMART refers to work that is Stimulating, enables Mastery, has Autonomy, is Relational, and has Tolerable demands. Next is discussed how SMART work design can potentially influence people's learning and, over longer time periods, can even shape their cognitive functioning. Added here are suggestions on how AI and associated digital technologies may be able to assist enhancement of work design and workers' learning. These propositions are advanced by drawing on a selection of empirical studies, theory, and practice to propose that greater attention needs to be paid to the role of quality work in sustaining and enhancing human learning associated with work now and into the future.

Program at a Glance

Pre-conference event – Tuesday 8th December

Time	Session	Format and notes
9.00 – 9.10	Opening and welcome	
9.10 – 10.00	Opening session: Current and emerging trends in RWL	Two or three 10-minute perspectives on current and emerging emphases in RWL, followed by discussion around them.
10.00 – 10.30	**Morning tea**	
10.30 – 11.15	Participants present their research or approach to research	Participants work in pairs. Each tells the other person about their research, then the listener presents it to the group.
11.15 – 12.30	***Parallel session***	
	1: Quantitative forum 2: Mixed methods forum 3: Qualitative forum	Delegates briefly present their quantitative, qualitative or mixed-method approaches, which are then discussed by panel members.
12.30 – 13.30	**Lunch with the professors**	**Align 3 or 4 delegates with a professor at lunch time**
13.30 – 14.30	***Parallel session***	
	1: Wellbeing 2: Artificial intelligence and research 3: Equity, Diversity & Inclusion	
14.30 –15.30	Closing: How to publish in quality RWL journals?	Generate questions from participants, then editors comment on them.

Day One – Wednesday 9th December

Time	Details
8.30 – 9.00	Opening
9.00 – 9.55	Keynote 1
Breakout sessions	
10.00 – 11.00	
Session 1 – 2 papers	
11.00 – 11.30	Morning Tea
11.30 – 1.00	
Session 2 – 3 papers	
13.00 –13.45	Lunch
13.45 –15.15	
Session 3 – 3 papers	
15.15 – 15.20	Transition time
15.20 – 15.50	
Session 4 – 1 paper	
15.50–16.20	Afternoon tea
16.20 – 17.50	
Session 5 – 3 papers	Symposium
18.00 – 19.00	Poster session and Book launches
19.00 – 21.00	Reception

Day Two – Thursday 10th December

Time	Details
8.45 – 9.00	Briefing
9.00 – 9.55	Keynote
Breakout sessions	
10.00 –11.00	
Session 6 – 2 papers	
11.00 –11.30	Morning Tea
11.30 –13.00	
Session 7 – 3 papers	
13.00 –13.45	Lunch
13.45 –15.15	
Session 8 – 3 papers	
15.15 – 15.20	Transition time
15.20 – 15.50	
Session 9 – 1 paper	
15.50–16.20	Afternoon tea
16.20 – 17.50	
Session 10 – 3 papers	
18.00 – 19.00	Meeting of RWL IAC
Free evening	

Day Three – Friday 11th December

Time	Details
8.45 – 9.00	Briefing
9.00 – 9.55	Keynote
Breakout sessions	
10.00 – 11.00	
Session 11 – 2 papers	
11.00 – 11.30	Morning Tea
11.30 –13.00	
Session 12 – 3 papers	
13.00 – 14.00	Lunch
14.00 – 14.30	Close

Day 1 Presentations

Room	Presentations	Presenter
Session 1: 10.00 – 11.00		
Ian Hanger	The changing role of vocational educations in the age of AI: From 'guide on the side' to 'learning navigator'	Selena Chan
	Clinical Reasoning in Digitalised Nursing Information Ecosystems: An Ethnographic Study	Andrea Carla Volpe
1.21	Mentoring for Workforce Sustainability: Exploring Wellbeing Among Mid-Career Special Educators in Australia and Singapore	Sarah Glencross
	Fairness Under Pressure: Gender, Availability and Workload Distribution amidst a Dual Crisis	Samadi Madiwala
1.39	Building Bridges in Vocational Education and Training? School–Workplace Cooperation as a Persistent Challenge	Jana Schwede
	Outcomes of Vocational Teachers' Informal Workplace Learning: A Latent Class Approach	Manuel Böhm
2.14	Learning by leading: A theoretically informed near-peer model for enhancing self-efficacy in work-integrated learning	Beth Pierce
	Designing the Conditions for Engagement: A Situated-Learning Architecture in First-Year Business Communication.	Elizabeth Kemanetzis
2.15	Ethnic cards, work integration and lifelong learning: the case of the Karta Polaka	Eugeniusz Kuznicow-Wyszyński
	Expressing Gratitude for Community: An Innovation for Adult Immigrant Lifelong Learning in Times of Crisis	Emily Dobrich
Session 2: 11.30 – 1.00		
Ian Hanger	Developing a Paradox Mindset: Building School Leaders' Capability to Lead Generative AI	Andrew Rixon
	Left Behind by Digitalization? The Role of the Digital Divide in Low-Qualified Individuals' Participation in CVET in Germany	Sebastian Breuhahn
	Ready, Willing, but Enabled? School Leaders and Generative AI	Vicki Anderson
1.21	Procedures, Practice, and Learning in Cabin Crew Work	Maria Larrea Sotomayor
	Learning to Lead at Work: Opportunities and Obstacles inside Engineering Consulting Firms	Jessica Li
	Latent Class Analysis of Working Adults' Learning Patterns: Examining the Use-It-or-Lose-It Principle	Chang Sung Jang
1.39	Indigenous Rights-Based Approaches (IRBA) for Indigenous Success	Symposia

2.14	A Systems Perspective on VET Teacher Education: Comparing Nordic Models and Australian Practice	Megan Turner
	University Students' Participation and Interaction in Intergenerational Programs: A Scoping Review	Xinyu Zhang
	Learning Leadership: Mentoring as a practice supporting leadership development	Katia Haggerty
2.15	Pathways to Work and Learning for Refugees in Canada: Navigating Symbolic Power and Symbolic Violence	Shibao Guo
	"Is it too much to ask for the police to be able to deal with all the different cultures?" Police supervisors' stories of managing intercultural competence	Katja Koykka
	Navigating Professional Recognition: International Physicians' Work and Learning Pathways in Germany	Silvia Annen
Session 3: 13.45 – 15.15		
Ian Hanger	Key moments of digital patient care information transmission in nursing: A cognitive ecology approach	Patrizia Salzmann
	ChatGPT Collaboration in Complex Problem Solving: Goal Orientation, AI Skills, and GenAI Use	Christian Spreng
	Feedback Literacy as a Socio Technical Process: How Archived Platform Feedback Supports Iterative Revision and Learning Transfer	Angela Choi Fung Tam
1.21	Vocational Education and Work-Based Learning in Transition: Institutional Responses to Societal Challenges in South America	Silvia Annen
	Anticipating the role of Vocational Education and Training in a changing world: selected practice theoretical case studies from Aotearoa New Zealand	John Howse
	Learning in and Through Work Placement: CALD Vocational Education Students in Australian ECEC	Sabrina Qi
1.39	Levers for Organisational Practice Change: A Resource-Based Perspective on Supporting Vulnerable Youth into Employment	Qian Yi Lee
	Professional learning to enhance interprofessional practice in healthcare: A Change Laboratory	Nick Hopwood
	Developing Organizational Readiness Through Corporate University Transformation: An Institution-building perspective	Qurrotu Aini
2.14	Preparing Vocational Students for Circular Start-ups through a Teaching Factory	Indah Widiastuti
	Transitional VET ecosystems for sustainable green skills development: Case studies in Green Hydrogen	Sy Aziz
	Municipal Employees' Accounts of Work with SDG Localization: A Swedish Case Study	Erika Karlsson

2.15	Teachers' Collective Agency: Advocating Equitable Education Policy for Migrant Children	Yan Guo
	Workplace Cultures as a Condition for Learning and Career Development of Women in STEM	Christiane Hof
	Navigating Intersectionality: Barriers and Enablers to Career Advancement for Skilled Migrant Women — A Scoping Review	Nurdan Bilge Ozgun
Orchestral Hall	Cultivating feedback literacy for medical students on placements: Tracing the influences of a simulation-based intervention	Joanna Tai
	Learning Palliative Care Through General Practice: A Scoping Review	Kimberly Haladyn
	Embedded Boundary Actors and the Negotiation of Professional Knowledge in Police Education	Oscar Rantatalo
Session 4: 15.20 – 15.50		
Ian Hanger	Understanding the Potential of AI for Jobs, Skills and Career Pathways	Harry Ang
1.21	Learning on the Job: Insights from Apprentices' Experiences in the Construction Industry	Nancy Arthur
1.39	Work-integrated lifelong learning and future competence: Tensions and negotiating rationalities in the emergence of a neo-institutional system	Ulrika Lundh Snis
2.14	Reconstructing the Relationship between Lifelong Education and Labor through Workplace Democracy	Jaeung Kim
2.15	The Work That Disappeared: How State Policy Shapes Immigration Advising in Australian Higher Education	Yixin Jiang
Orchestral Hall	Learning in a Changing Manufacturing Context: Operators' Learning Conditions during Digital and Green Transitions	Therese Grip
Session 5: 16.20 – 17.50		
Ian Hanger	Learning in digitalised health work: Workplace pedagogies and practices shaping professionals' learning	Sarojni Choy
	Integrating Technology with Workplace Learning: Empirical evidence from Singapore	Xiaofang Bi
	Comparing the Marking of Teachers' Reflective Writings between Humans and Four Gen-AI Tools	Yan Piu Siu
1.21	From Employability to Learning Agility: Singapore Perspectives on Lifelong Learning for Changing Working Lives	Symposia
1.39	Workplace well-being: Diving into a complex and multifaceted construct through the lens of the SMART Work Design Model	Symposia
2.14	Informal Learning in the Workplace for Sustainable Transformation: A Systematic Review	Silvia Annen

	Learning, Becoming, and Competing: Korean Students' Metaphors of the University as a Site of Experience, Growth, and Transition to Work	Songie Han
	Intergenerational public pedagogy in social movements: Building critical geopolitical literacy through elder-authored texts in Spring Socialist Network	Tuaha Mubarak
2.15	Qualitative Inquiry: Honouring Migrant Participants' Lived Experiences in Learning and Work as Expertise	Symposia
Orchestral Hall	TAFE Centres of Excellence as a site of innovation in work and learning	Symposia

Day 2 Presentations

Room	Presentations	Presenter
Session 6: 10.00 – 11.00		
1.21	Multi-generational learning at work – a case from hospital unit	Kaija Collin
	Employee Learning through and beyond Paid Educational Leave: Mapping a Fragmented Terrain	Merysa Merysa
1.39	Knowing with Heads and Hands: Vocational Students' Accounts of Learning, Craftsmanship and Future Possibilities	Lene Hylander
	The qualification-first approach: What can we learn from the German experience?	Sebastian Ixmeier
2.14	Exploring Biases and Representativity in Vocational Education Research: A Social Media and Online Data Perspective	Robert Helmrich
	Anonymizing VET Data	Katerina Kostadinovska
2.15	Understanding Teacher Wellbeing Through Demand–Resource Profiles: Integrating the Job Demands–Resources Model and the Challenge–Hindrance Stressor Framework	Minh Nguyen
	From Surviving to Learning: Transformative Conversations as a Response to Occupational Trauma in Times of Crisis	Saskia Eschenbacher
Session 7: 11.30 – 1.00		
Ian Hanger	Resource Dynamics in AI-Enabled Medical Practice: A Conservation of Resources Perspective	Rakiza Hussein
	Against Certainty: A Pedagogy of Doubt for the Age of AI	Saskia Eschenbacher
	Factors Impacting Long-Term Care Workers' Intention to Learn Smart Care Technologies: An Adult Learning Perspective	Su-Fen Liu
1.21	Towards Sustainable Participation in Emotionally Demanding Work	Alva Lindholm
	Factors contributing to attraction, retention and wellbeing in the Australian meat processing industry: a systematic review	Charlotte Brakenridge
	Growing in the Cracks: Workplace Structures, Emotional Needs, and Adult Learning—A Multi-Case Study of Chinese Workers	Yong Zhang
1.39	History of Vocational Education and Training for Women in China	Congyi Shao

	What's in it for the Observer? Combining Immersive Virtual Reality and Asymmetric Collaborative Learning in Vocational Education	Herbert Thomann
	Development and Validation of a Single-Item Instrument for Assessing the Quality of Vocational Education and Training	Inga Hagemann
2.14	Reimagining workplace learning as a driver of workforce agility: Co-Designing an Agile Workforce Learning Blueprint	Stephanie MacMahon
	What is Practitioner-led Learning in the Australian Public Service and the relationship with workplace value of Stewardship?	Patrick Brownlee
	Applied research as a boundary practice between work, learning and innovation	Natasha Arthars
2.15	What happens when an educational model is allowed to explain success but never failure?	Amanda Cole
	Canada's L&D Survey: Insights into the Field from One National Context	Saul Carliner
	Developing a Collectivist Career Values Scale	Sujin Kim
Orchestral Hall	What do students conceal on placement? Findings from a mixed-methods study	Jack Walton
	Co-Constructing Professional Practice in Teacher Practicum: An Interaction Analysis of Dialogic Feedback	Jumana Ayoub
	Choosing to care: career choice motivation of prospective nurses - a qualitative two-cohort interview study	Roman Höhl
Session 8: 13.45 – 15.15		
Ian Hanger	Facilitating and Inhibiting Factors in Structured Digital Health Training for Healthcare Professionals and Students: A Scoping Review	Jayne Lysk
	Digital Communication in Office Workplaces: Tool Use, Perceptions, and Effects on Learning and Knowledge Sharing	Andreas Rausch
	Beyond Digital Skills: Rethinking Work, Learning, and Agency in Times of Digital Transformation	Naiyer Fatema Khanom
1.21	Uniting Wellbeing, Joy and Responsibility through Intrinsic Resistance in Times of Crisis	Anna Hanf

	A systematic review of the antecedents and impacts of occupational violence and aggression arising from student behaviour	Paula Brough
	When Job Demands Exceed Job Resources: A Mixed-Methods Study on Professional Development Motivation Frustration among Vocational Education Teachers in China	Zhaoxing Dong
1.39	Verbal peer feedback as a component of individual and organisational learning in police workplace learning programs	Olav Dahl
	The challenge of promoting feedback in work placements	David Boud
	How L&D Professionals Distinguish Between Formal and Informal Learning	Saul Carliner
2.14	A framework for reimagining employability as society ready through interdisciplinary learning	Freda Zapsalis
	Care as learned practice: A practice architecture examination of how educators learn to practice care differently under marketised conditions	Renee Cunial
	On the Similarity of Occupations	Alexander Esser
2.15	What Counts as Knowledge in Collaborative Crime Prevention Work? A Swedish Policy Perspective	Wilma Westin Nguyen
	Talking up' teaching and learning in ACE	Annette Foley
	Measuring Social Inclusion in Post-School Education and Training in the context of the South African National Qualifications Framework: A Post-Implementation Analysis	Darlington Mushongera
Orchestral Hall	Exploring Interprofessional Supervision in Clinical Practice	Karin Landberg
	Judgement as feelings: feedback in medical specialty training	Margaret Bearman
	Practices of a community: how do medical specialties accomplish working and learning?	Christy Noble
Session 9: 15.20 – 15.50		
Ian Hanger	What is an employer looking for? Modeling implicit requirements in job advertisements	Alexander Esser
1.21	From Values to Inclusion to Wellness through Faith and Learning Processes in the Workplace	Armig Adourian

1.39	Supporting Vocational Learning of Autistic Young People: A Multi-Stakeholder Study of the Professional Knowledge Required for Practice	Sarah Glencross
2.14	Curriculum architecture as an identity infrastructure: Supporting professional transformation, agency and innovation in postgraduate education	Julianne Lynch
2.15	Assessing the Impact of Large Language Models on Vocational Choices: A Methodological Framework for Lifelong Learning in Crisis Contexts	Michael Tiemann
Session 10: 16.20 – 17.50		
Ian Hanger	What is vocational education and training? Perspectives from different networks and research traditions	Symposia
1.21	Collective interaction analysis as training method in workplaces: contexts, implementations and learning outcomes	Symposia
1.39	Why strategy implementation varies: interpersonal emotional agency profiles in a person-centred approach	Elina Koivusalo
	Relearning the site: workplace redesign and learning as coming to practice differently in hybrid work	Amanda Lizier
	Why Do Improvement Initiatives Succeed or Fail in Knowledge Work? Insights from Lean Implementation	Meri Kotamäki
2.14	Seeing Learning Differently in Times of Crisis: Relational Perspectives on Learning at the Nexus of Life, Work, and Transitions	Symposia
2.15	Vocational Knowing and the Conversion of Capital: A Biographical Case of a Dutch Immigrant in the Swedish Car Industry	Lázaro Moreno Herrera
	Collective Performance or Individual Learning? Challenges in Group-based Simulation in Fire Fighter Training	Ola Lindberg
	Learning Through Complexity: Professional Development Through School Leaders' Workplace Experiences	Shien Chue
Orchestral Hall	Investigating workplace clinically based interprofessional education: a global collaboration	Symposia

Day 3 Presentations

Room	Presentations	Presenter
Session 11: 10.00 – 11.00		
Ian Hanger	Human-AI Collaboration in Blue-Collar Work	Calvin Chan
	Navigating Professional Practice in a Digitized World: How AI and Digital Tools Reconfigure Affordances for Learning in Career Transitions	Michael Bernhard
1.39	When Environment Is Not Enough: The Role of Facilitation in Work-Integrated Learning for Active Ageing in Senior Housing	Ann Svensson
	Learning Across Working-Life Transitions: An Ecological Perspective	Leticia Bairo
2.14	Developing the National Lifelong Learning Implementation Framework in South Africa: A Cultural-Historical Activity Theory Perspective	Tshepho Mokwele
	How people navigate their work-related learning pathways throughout their working life	Katrin Krause
Session 12: 11.30 – 1.00		
Ian Hanger	Working and Learning in the Digital Age: Perspectives on Human-Technology Interaction (EARLI SIG 14)	Symposia
1.21	Reframing professional development planning (PDP) from the focus on organisational effectiveness to the workplace learner experience – A literature review	Donna Petrusma
	Alone and together: Trajectories of learning in professional music production	Johanna Davie
	Protecting the PhD: Episteme, Employability, and the Path to Eudaimonia	Karen Cavu
1.39	When People Move, Organizations Learn: Employee Mobility and Inter-Organizational Learning During a Health Crisis	Samadi Madiwala
	Organisational Success Through Workplace Learning: Unveiling Its Value and Dynamics in Singapore's Small and Medium-sized Enterprises	Vijayan P Munusamy
	The day I became a Laundry Hand: discontinuities of learning, digital skills and safety practice	Hayley Keane
2.14	Digital Health Literacy and Older Adults: Who Needs to Learn What?	Ann Svensson

	Untouched by time or place? The case of the junior hospital doctor	Victoria Lister
	Belonging and not belonging in times of professional transition: Revisiting communities of practice	Ulrika Haake
2.15	Civic Engagement and Participation of Immigrant Volunteers in Canada: Toward Democratic Civic Learning	Shibao Guo
	The Potential of Micro-Credentials and Recognition of Prior Learning (RPL) for Employability: A South African Perspective	Tshepho Mokwele
	Can we have better conversations with employers about skills? Or can different researchers have better conversations with each other about how to project, understand, and meet employers' skills needs?	Stephanie Allais