

Editorial Note

The third issue of the journal ADULT EDUCATION *Critical Issues*, this new attempt of the Hellenic Adult Education Association, is the first without the heavy shadow of the pandemic. The gradual and slow return to a new reality, to the fixed but differentiated daily habits is now visible after a long time. Humanity is tracing and exploring the conditions of the post-pandemic period, which in many cases depend directly on the experience of the pandemic. For example, in the field of Education, and even more in Adult Education, the reflection on the transition to a new era of increased hybridity, but also to an era of new orientations and conditions, is now visible. This reflection, however, like the exploration of new challenges, needs constants, continuous efforts and needs critical approaches. For this reason, as necessary as the transition to new perspectives is, it is equally necessary to return to the roots, to the major theorists and to critical analytical tools.

Ted Fleming's article *Mezirow's Theory of Transformative Learning and Freire's Pedagogy: Theories in Dialogue* moves in exactly this direction. It is an immersion, in what he describes as the most important contributors to understanding adult learning, Jack Mezirow and Paulo Freire. An immersion that begins with an autobiographical note, to then move on to the influence of Dewey and Hegel, and many other interesting aspects not found in other analyses. As for their teaching methodologies, Freire's methodology is very often oriented to coding and egalitarian discussions, while Mezirow was concerned mainly for setting the rules for discourse. Fleming concludes that especially in that period we need to do what Freire did, borrow from other disciplines and exploit the best thinking available, or like Mezirow to gather ideas from other thinkers, ideas that support our theory.

For the same reasons the contribution of Alexis Kokkos, *Transformation Theory as a Framework for Understanding Transformative Learning*, undertakes the difficult task to clarify the relationship between Transformation Theory and "transformative learning theory" and more specifically the opinion that the former is a focal point of reference within the theoretical field of transformative learning. This article is the Introduction of the Greek translation of Mezirow's book *Transformative Dimensions of Adult Learning*, recently published in Greece by the Hellenic Adult Education Association. The author claims that it is necessary to study this influential book of Mezirow -not as a closed text but as an open-ended endeavor in close relation to what followed the initial publication, mainly the modification by Mezirow of some key concepts and the work of other scholars that enriched his initial views.

Aristotle's work *Poetics* was written between the years 334 - 330 BC and consists of four sections, poetry in general, tragedy, epic and literary criticism issues. In this work the great philosopher attempted to highlight the significant elements of the poetic genre of tragedy,

with the aim of improving young people's perceptions in order to have a qualitative life. In her article Maria Papadopoulou shows how this Aristotle's work could be exploited to determine criteria that could be used to characterize a work of art suitable to be used in educational processes. An important element, according to Papadopoulou, is that of *truth*, which expresses real situations of lives with authenticity and completeness. Also, *timelessness, universality* and *insightful role of art* are extremely important characteristics, which highlight the high aesthetic value of a work of art.

The disciplines of Psychology and Adult Education are often in encounter. In her article *The Use of Reflection Team from Systemic Family Therapy field in Adult Education: mental health specialists - adult educator's views*, Niki Dedoussi explores how the method of reflective team could enhance the promotion of transformative learning. To investigate the above-mentioned issue, the author conducted semi-structured interviews with nine mental health specialists, also trained as adult educators in the past. The main conclusions show that certain parameters of the reflective team's functioning, such as plurality, distance and atmosphere could enhance its transformative function, as well as, most importantly, the role of the adult educator. The previous training of the participants also emerged as an important element. Some barriers include the difficulty of the inevitable exposure that is required during the participation of people in such teams, the defense mechanisms of the participants and the reluctance of the organization.

Graffiti as a lever of critical awareness: a modern implementation of Freire's pedagogical program, is the title of the article by Georgia Mega. In her contribution Mega deals with the pedagogical approach of Paulo Freire and mainly with the use of art act. As it is well known, Freire often ordered sketches from important artists -such as Francisco Brennard- to be used in his interventions with the illiterate population of Brazil. Mega experiments on this topic by using contemporary pieces of art, like graffities of the artist Stamatis Mitsios. According to the conclusions of the article, adult educators could work according to the Freirean approach in real life conditions. Based on a contemporary work of art, within the very breath of the city, our relationship with the urban landscape, our position as existential beings within it, a new conscious association with life emerges.

The article *Critical Approach on the Introduction of e-exams amidst the pandemic: the case of the Hellenic Open University* by Petroula Mantzorou and Eugenia Panitsides explores the role of e-exams and how this experience should be considered in the post-pandemic period. This type of exams was introduced by the Hellenic Open University during the COVID-19 pandemic. In this article the views of students are investigated through a quantitative study (the sample of the study was 111 students). The results show that even students were very anxious about technical issues, their overall impression was very positive, and they seem to accept e-exams as a means of assessment even after the pandemic.

We consider that the third issue of our journal continues to establish critical dialogues between adult educators on critical issues. Exploring the future in turbulent times is not just an issue of research, theoretical approaches or orientation for the theory and praxis of Adult Education; It is also a part of its mission. We hope that in the next issues of our journal, the articles published will enhance this direction.

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