

Michael Bernhard, M.A.

Ph.D. Candidate, Lecturer & Research Associate

Department of Adult and Further Education – Faculty of Educational Science

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In my research, teaching and practice, I have been interested in understanding and supporting the learning of adults, particularly in settings beyond pedagogical institutions. My Ph.D. research focused on studying learning processes during life course transitions in the context of migration, employment and mobility, drawing on pragmatist and praxeological concepts. Further, I have been researching and teaching in the area of work-integrated learning, organizational development, and community development.

I am an associate member of the research training group, "[Doing Transitions](#): The Formation of Transitions over the Life Course", funded by the German Research Foundation (DFG). In this context, I completed my dissertation on adult migration from a "Doing Transitions" perspective and am now building on this work to investigate career transitions in different labour market regimes. Conceptually, I am interested in the relationship among social practices, institutional contexts, and regulatory frameworks, such as regimes of migration or labour markets.

My roles prior to joining the Department of Adult and Further Education at Goethe University Frankfurt include positions nurturing and coordinating community-engaged scholarship at Wilfrid Laurier University (Canada) and work-integrated learning in the field of social work with the University of Waterloo (Canada), as well as leadership roles in the non-profit and for-profit sectors in Canada, USA and France.

Education and training

- Since 11/2020 **Ph.D. Candidate** at the Faculty of Educational Science, Goethe University Frankfurt, Germany
- Since 11/2020 **Associated member** of the interdisciplinary research training group „Doing Transitions – The Formation of Transitions over the Life Course“, Goethe University Frankfurt and University of Tübingen
- 2004 – 2011 **M.A. in Educational Science**, Hagen University, Germany. Master's thesis: „Bridge Training Programs as a Strategy for Labour Market Integration of Immigrants in Ontario“
- 2011 **Teacher of English to Speakers of Other Languages (TESOL)**
Teacher of Business English, Oxford Seminars
- 1999 – 2003 **B.A. Educational Science**, Hagen University. Minors in Psychology and Philosophy
- 1997 – 2000 **Physiotherapist**, Medical School Bad Salzungen, Germany
- 1997 **Abitur**, Johann-Gottfried-Seume Gymnasium, Vacha Germany

Career history

- Since 04/2021 **Lecturer & Research Associate**, Department of Adult and Further Education, Faculty of Educational Science at Goethe University Frankfurt, Germany
- 2011 - 2021 **Regional Manager, Program Developer**, Backroads Inc., Berkeley, USA / 801 France, France
- 2011 – 2013 **Coordinator: Curriculum Integration & Community Partnerships, Project Manager**, Wilfrid Laurier University, Waterloo, Canada
- 2009 – 2011 **Adjunct Instructor**, University of Waterloo, Renison School of Social Work, Waterloo, Canada
- 2005 – 2011 **Coordinator**, The Working Centre, Kitchener, Kanada
- 2003 – 2005 **Camp Director, Inclusion Facilitator**, Steckle Heritage Educational Farm, Kitchener, Canada
- 2002 **Instructor, Community-based Physiotherapist**, UTE University / FEOE, Quito, Ecuador (volunteer)
- 2001 **Physiotherapist**, Asklepios Neurological Klinik, Nidda, Germany (community service)

Academic Outputs

Peer-reviewed Journal Articles

- Bernhard, M. (2023). Doing migration in adulthood: Learning to engage with the Canadian experience discourse. *Canadian Journal for the Study of Adult Education* 35(2). (in print)
- Bernhard, M. & Van Daele, C. (2023). Practice architecture in community development: Mapping traditions in learning and action. *Canadian Journal for the Study of Adult Education* 35(1). (in print)
- Bernhard, M. (2023). Learning by doing migration: Temporal dimensions of life course transitions. *Studies in Continuing Education*.
<https://doi.org/10.1080/0158037X.2023.2223131>
- Bernhard, M. (2022). Boundary experiences in Canada: 'Doing migration' and the role of adult education. *Der Pädagogische Blick* 30,(1), 6–18.
<https://doi.org/10.3262/pb2201006>
- Hof, C. & Bernhard, M. (2022). Übergänge als Anlass für Lernprozesse. In S. Andresen, P. Bauer, B. Stauber & A. Walther (Hrsg.), *Doing Transitions – die Hervorbringung von Übergängen im Lebenslauf: Zeitschrift für Pädagogik*, 68. Beiheft 2022 (S. 181–194). Beltz. <https://doi.org/10.3262/zpb2201181>

Contributions in Edited Volumes and Conference Proceedings, Research Reports

- Bernhard, M. & Hof, C. (2023). Social dimensions of learning in transitions: The heuristic value of non-western perspectives on communal learning. In J. Sumner (Ed.), *Proceedings of the 2023 Conference of the Canadian Association for the Study of Adult Education (CASAE)*. (in print)
- Van Daele, C. & Bernhard, M. (2023). Bold encounters in practice architecture: Doings, sayings, and relatings in grassroots community development. In J. Sumner (Ed.),

Proceedings of the 2023 Conference of the Canadian Association for the Study of Adult Education (CASAE). (in print)

Bernhard, M. (2022). Experience and transitions: A relational perspective on migration in adulthood. In R. Hawa (Ed.), *Proceedings of the 2022 Conference of the Canadian Association for the Study of Adult Education (CASAE)*. p. 44–49.

Bernhard, M. (2022). Learning by doing migration: Temporal dimensions of life course transitions. In: *Proceedings of the 12th Researching Work & Learning Conference. Work, Learning & Social Change*. Toronto, p. 372–383.

Bernhard, M., Desroches, A. & Wicks, S. (2013). Community engaged teaching, learning & research at Wilfrid Laurier University. Research report to Wilfrid Laurier University, Waterloo.

Bernhard, M. (2012). Employment service partnerships: Creating a culture of collaboration. Research report to the Ontario Ministry of Training, Colleges and Universities, Toronto.

Presentations and Workshops (selection)

Bernhard, M. (2023). Non-Western Perspectives on Learning During Migration. Paper presentation at the conference "Doing Transitions: Relational perspectives on the life course", Frankfurt am Main, Germany

Bernhard, M. & Hof, C. (2022). Learning during crisis: The heuristic potential of non-Western perspectives, presented at the annual conference of the Adult Education section of the German Educational Research Association. Flensburg, Germany

Bernhard, M. (2022). Encountering a new rulebook: Migrant engagement with the 'Canadian experience' discourse. Paper presentation at the ESREA conference on 'Encountering the other: biographies, spaces and relationships in adult education'. Online

Bernhard, M. (2022). The messy crossings of national boundaries in adulthood. Paper presentation at the annual congress of the German Society for Education (DGfE)

Teaching and supervision

Goethe-Universität Frankfurt

- Community development: On the quest for communal learning spaces (M.A.)
- Informal learning from a pragmatist and practice theory perspective (M.A.)
- Life course transitions in adulthood and lifelong learning (B.A.)
- Adult education in the context of migration and mobility (B.A.)
- "Non-western" perspectives on the learning of adults (B.A.)
- Organisational development and social responsibility (B.A.)
- Organisational development as field of pedagogical practice (B.A.)
- Theories of learning. Guest lecture in the lecture series "Theories in educational science" (M.A.)
- Adult learning in life course transitions: Theoretical and empirical perspectives. Guest lecture in the lecture series "Introduction to the pedagogy of life stages" (B.A.)
- Transitions in Adulthood. Guest lecture with E. Thevenot in the course "Researching transitions" (M.A.)
- Pragmatist theory of learning and informal learning in the context of work. Guest lecture in the course "Research project in adult education" (M.A.)

- Annually directly supervising about 3 bachelor's theses and co-advising about 6 undergraduate and graduate theses

Wilfrid Laurier University, Waterloo, Canada

- Course and course series development in Community Service-Learning and Community Engagement, 2011-2013

University of Waterloo, Renison School of Social Work, Waterloo, Canada

- Field instruction in social work, 2009-2011

The Working Center & Grand Valley Institution for Women correctional facility, Kitchener, Canada

- Planning and instruction of computer courses in MS office applications, 2007-2009

Universidad Tecnológica Equinoccial, Quito, Equator

- Lectures and hands-on workshops on physiotherapy, particularly in the context of disability, 2002

Memberships

- Deutsche Gesellschaft für Erziehungswissenschaft (DGfE, German Association for Educational Science)
- Canadian Association for the Study of Adult Education (CASAE)
- European Society for Research on the Education of Adults (ESREA)