This AJAL editorial has been written from Melbourne as a second wave of Coronavirus takes over the city. Victorians, unlike the rest of Australia, are now amidst a stage 4 lockdown. These significant restrictions taking place in the State of Victoria and elsewhere in the world as a response to the global pandemic, are affecting education systems and teacher pedagogy and practice in a dramatic way. Secondary students are no longer attending school in person, and new measures are being implemented to support those who are studying for their Victorian Certificate of Education (VCE). Online learning facilitated by new technologies has become the new setting for the production of work and the delivery of teaching and learning in ways that we would never have imagined before. In addition, and in response to businesses and enterprises being closed as a measure to contain the virus, we are seeing levels of unemployment that have not been seen for more than a generation. The lockdown has drawn attention to those of us who work in insecure industries such as tourism, hospitality and recreation, whilst enhancing employment opportunity and security for some in industries such as teaching, healthcare, information technologies, supermarkets and government. No doubt there are winners and losers in the new work order that we now find ourselves in. Adult community education in Australia continues to provide informal, non-formal and formal learning experiences for adults across the nation and will play a crucial role in the
education and training of adults as industries close and new industries emerge post COVID-19. Adult community education providers are linked and connected to local communities, and they are also acutely aware of gaps in service provision and support services in their local communities. Neighbourhoods houses, for example, have been at the centre of providing not only adult education to communities, but also providing emergency relief, support and care services since the advent of the pandemic.

This July edition, as usual, focusses on adult learning across a wide range of settings such as an Aboriginal literacy campaign, older learners, young adult learners and learning in Higher Education.

We commence this edition with an important article by Frances Williamson, Deborah Durna, Tannia Edwards and Mary Waites titled ‘Maestras: Exploring the dialectical relationship of an Aboriginal literacy campaign’. This article discusses the impact of an Aboriginal literacy campaign on the teachers and trainers who delivered the program. In the paper both Aboriginal and non-Aboriginal teachers and trainers speak about their own transformation, which can be compared to that of the literacy students in the literacy program. The paper draws on critical pedagogy and the popular education tradition of adult learning, and uses dialogue from reflections on the program as a starting point to uncover the relational practice embedded in the dialectical relationship between teachers and learners and the learners and teachers. They argue the impact of the literacy campaign is broad-reaching, at both an individual and collective level.

The article by Trixie James and Vikki Walters titled ‘How positive is positive psychology in an enabling program?’ investigates a unit of study developed for students in an enabling program at an Australian University. The program introduced students to proactive solutions focussing on their strengths rather than past perceived weaknesses. Three themes emerged from the research: students say the learning experiences improved their mental health, their personal physical health and contributed to their success with education.

A paper by YI-Yin Lin titled ‘Support Matters: Predictors of intrinsic motivation among older adult learners in Taiwan’ examines older adult learning in Taiwan. The paper, with a large-scale sample and quantitative research methodology, explores the motivations of 815
learners and the issues which influenced their decision to engage in learning. We know that prior research has revealed that many older learners embark on learning for its own sake, to learn a new skill, and to socialise and make personal connections, for example. However this study also reveals the importance of intrinsic motivations in terms of teacher support and motivation that are an important influential factor for vulnerable learners.

The next three papers focus on research in the higher education space. **David Meire’s**, paper, 'Emerging adulthood and its effect on adult education', explores whether young adults undertaking a university statistics course are ready for adult learning. The research reveals that whilst biologically these students are adults, they may not be ready for self-directed adult learning until much later.

In ‘Developing a case-based experiential learning model at a program level in a regional university: Reflections on the developmental process’, **Tejaswini Patil, Michelle Hunt, Kim Cooper and Rob Townsend** examine the introduction of the Federation University model of experiential learning in a human services program in a rural setting. Drawing on Kolb’s four stage cycle and case-based experiential learning, they argue that case-based experiential learning is useful to human services/social work education because it has the potential to bridge the theory and praxis nexus, and provide graduates with an opportunity to work effectively in a changing human services sector.

Our final refereed article is by **Sara Weuffen, Tulsa Andrews and Kate Roberts** titled ‘Promoting quality learning and teaching pedagogy: Evaluating a targeted localised academic induction program (AIP) for the impact on continuing professional development’. The paper outlines an enabling education program drawing on a case study from an academic induction program. The findings reveal there has been a defendable correlation between teaching quality and student success outcomes; universities continue to employ academic teachers largely on the basis of their content / industry expertise, and not their knowledge of adult learning pedagogy.

In the non-refereed section of the journal, we publish the Australian ACE environmental scan. This technical report, commissioned by Adult Learning Australia annually since 2014, is used widely in the adult
education sector, revealing the scope, size and practices of adult learning in Australia. It is an important report for adult educators, scholars, teachers, government and industry in understanding the breadth and depth of adult education in Australia.