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#AAACE17
Floor Plan of Facility

Lobby Level of Convention Center
Welcome from the President

Welcome to the 66th annual meeting of the American Association for Adult and Continuing Education. This year’s theme, “Adult Education – One Chorus of Many Voices” reflects the heart of our association: a gathering of educators from a wide swath of contexts with a common heart – the adult learner. In my 14 years as an AAACE member, the depth of passion that exudes from our conference participants has always challenged me as an educator, and the breadth of applications represented has pushed me to think outside the box as I continually consider my place in the field. Looking at the line-up for this year’s conference, there will be concurrent sessions, round tables, posters, and keynotes that will appeal to the diverse interests of our participants. I hope that you find what you are looking for, and have your curiosity engaged in the process. And don’t forget to have a little fun!

We have a healthy assortment of partnering pre- and co-conferences this year. The Commission for International Adult Education and the Commission for Distance Learning and Technology are holding pre-conferences to offer their members more opportunities to explore their specialties. The Innovating Adult Education pre-conference challenged participants to “transform the workforce”. The Commission of Professor of Adult Education hosts their co-conference on Thursday and Friday. This treasure trove of knowledge adds so much to our conference, and many participants enjoy the opportunity to engage with authors and professors in the field.

Networking is one of the most significant aspects of conference participation. The conference planning team has provided many opportunities for participants to gather and “hang out” with friends. Connection Central will be an active venue for meeting up with old colleagues and new friends. I hope you enjoy the spaces that have been created for this. You never know what new collaboration awaits you! As an additional networking opportunity, we will be hosting “Author Chats” on Wednesday and Thursday during our networking breaks in the Grand Lobby. We have 13 authors who have agreed to participate this year. It will be a great opportunity for you to enjoy conversation with authors of new books in the adult education field. For more information, see page 51.

It is virtually impossible for me to express my appreciation for our conference chair, Dr. Christy Rhodes, and her hard-working conference planning committee. Christy and President-Elect Dr. Jonathan Taylor have worked endless hours creating a meaningful and engaging experience for us. The AAACE management staff have also provided incredible support – special thanks to Ellen Shea, Sarah Berke, Michele Doyle, and Donna Heavener! Your oft-unheralded work is greatly appreciated.

As President, and on behalf of the Board of Directors, we wish you a week of learning, challenge, networking, and fun. Enjoy your time in Memphis!
Welcome from Mayor

JIM STRICKLAND
MAYOR

October 31, 2017

Welcome to Memphis and the 2017 Annual Conference hosted by the American Association for Adult and Continuing Education. We are delighted to have you here in the Bluff City!

The American Association for Adult and Continuing Education (AAACE) is dedicated to the belief that lifelong learning contributes to human fulfillment and positive change. Challenging oneself to live up to one’s potential is an objective that strengthens not only the individual, but the community as well. The conference’s planned interactive discussions, dynamic speakers, and informative meetings are all designed to provide leadership and networking opportunities for those in the field.

During your time in Memphis, I hope you will have the opportunity to enjoy some of our many treasures. Beale Street, The National Civil Rights Museum, Graceland, our award-winning Zoo, Memphis Botanic Garden and the Brooks Museum are great places to appreciate our rich history, and don’t forget to sample our world-famous barbeque and stroll along our beautiful riverfront. Above all, I know you will enjoy getting to know our people; Memphians are warm and welcoming, and want you to take with you a lasting impression of the spirit, vitality and tradition that characterizes our great City.

Thank you for choosing the City of Memphis for your annual conference. Enjoy our hospitality, and best wishes for a successful, educational and enjoyable experience.

Sincerely,

Jim Strickland

AAACE 2017
2017 Sponsors

Thank you to our Sponsors of the 66th Annual 2017 AAACE Conference. We are fortunate to have their support and appreciate their contributions to AAACE, the annual conference, and the field of adult, community, and continuing education.

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Vision
The American Association for Adult and Continuing Education (AAACE) is dedicated to the belief that lifelong learning contributes to human fulfillment and positive social change. We envision a more humane world made possible by the diverse practice of our members in helping adults acquire the knowledge, skills, and values needed to lead productive and satisfying lives.

Mission
The mission of the American Association for Adult and Continuing Education (AAACE) is to provide leadership for the field of adult and continuing education by expanding opportunities for adult growth and development; unifying adult educators; fostering the development and dissemination of theory, research, information, and best practices; promoting identity and standards for the profession; and advocating relevant public policy and social change initiatives.

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2012 - 2013 Linda Morris
2013 - 2014 Steven Schmidt
2014 - 2015 Jean Fleming
2015 - 2016 Margaret Eggleston
Special Thanks to the 2017 Conference Committee

As chair of the 2017 conference, I would like to offer a word of thanks to everyone who has worked so tirelessly to make this an excellent conference. I appreciate all of the efforts made by these individuals below who volunteered their time and shared their talent and expertise to serve our association. Through their efforts we have put together an outstanding conference that allows you the benefit to gain new knowledge and network with the finest of leaders in Adult Education.

So thank you team for a “job well done!”

Josie Andrews  
Troy State University, Troy, AL

Bernard Bradley  
American Council on Grant Writing, Henderson, NV

Charlotte Chase  
Allegra Design Print Signs, Camp Verde, AZ

Leslie Cordie  
Auburn University, Auburn, AL

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Ingram State Technical College, Deatsville, AL

Kate Trombley  
Genesee Community College, Batavia, NY

Dr. Christy Rhodes  
East Carolina University  
Greenville, NC

2017 Conference Planning Committee
Connection Central is expanding its reach at this year’s AAACE Conference! Our main goal is to create and enhance the conference experience by “connecting and networking” at AAACE!

The main location for Connection Central will be in the Grand Lobby where all the action is taking place. It will be near the Registration Desk. Check-in for the conference and then come visit us to ask questions, review the conference program, make sure you have the AAACE app downloaded, and start connecting with friends and colleagues!

Connection Central can help provide a general orientation to the conference, along with tips on networking, schedules for meeting with keynote speakers and authors, exhibit information, job postings, and numerous ways to connect with members and other conference attendees! We can even help with the conference app!

Connection Central has several areas to connect and sit comfortably in the ballroom foyer areas, and there’s even a special area for Graduate Students!

Please stop by Connections Central after registration - or anytime - and get CONNECTED!

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Honors & Awards

2017 AAACE Awards

AAACE confers several categories of awards to recognize and honor exemplary contributions to adult and continuing education. The awards are a highly visible component of the association’s statement about standards of excellence in the field. The AAACE awards process is under the leadership of the National Awards Committee.

Guiding Principles:
The AAACE awards process is based on:

◆ Having a limited, select number of association-wide awards to truly honor and recognize outstanding contributions to the field.
◆ Honoring leadership, service, knowledge, learners and practice in the field.
◆ Recognizing both individual and team or collective efforts.
◆ Open communication about the awards, the selection criteria, and process for each award.

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Jean Fleming began her career in adult education as a volunteer literacy tutor in 1975 at the Volunteers Clearing House in Ft. Collins, Colorado. Since then she has had the opportunity to serve in a variety of positions in the field, and thus the opportunity to experience and learn about adult education from a variety of perspectives. She went on to become an ABE/GED Program Coordinator, the Education Director for the Boulder County Jail, a state teacher trainer for the Colorado Department of Education, and Executive Director of the Community Technical Skills Center in Denver. She later became an assistant professor of adult education at Ball State University, followed by additional opportunities to serve as a graduate faculty member in both a full-time and adjunct capacity.

Jean received a bachelor’s degree in Anthropology in 1973 and a Master’s Degree in Adult Education in 1975 from Colorado State University, and then her doctorate in Educational Leadership and Policy Studies in 1996 from the University of Northern Colorado. In 2013, she became a registered nurse and worked as a patient advocate at her local hospital. Since 2015 she has served as Executive Director/CEO of Calvert Hospice in Prince Frederick, Maryland, where she is heading up a community education initiative focused on developing a continuum of care for the last chapters of life.

Her work in professional associations has also spanned a period of nearly 40 years. She served in every capacity with both the former Colorado Association for Continuing and Adult Education and with the Mountain Plains Adult Education Association. She served on the board of AAACE three times, most recently as President in 2014—2015. She has remained committed to the vision of this association as the professional home for adult, community, and continuing educators, where both the common purposes and great diversity of the field can be fully supported and honored.

Dr. James E. Witte

Dr. James E. Witte is a Professor of Adult Education and is currently a member of the teaching faculty at Auburn University. As a member of the Educational Foundations, Leadership and Technology Department, he is involved in numerous tasks involving academic research and classroom teaching.

His academic accomplishments include the publishing of three books, several book chapters, and numerous other journal publications and conference presentations. His primary interests involve teaching and training in governmental and industrial settings.

His training development client list includes: IMC-Agrico, The Port of Tampa, FL, Nissan Corporation, Wonderbread, Coca-Cola, Cargill Fertilizer, Florida Departments of Transportation, Labor and Corrections, and many other private sector and governmental agencies. His international interests are also noteworthy. He was teaching at the Suez Canal University in Egypt during the Arab Spring, served on a program evaluation team in Tunisia, multiple projects in Saudi Arabia and is currently involved on a highly visible project in Malawi, developing distance learning capability and participant training and evaluation.

His professional organization membership includes: American Association for Adult and Continuing Education, American Educational Research Association, and the Commission of Professors of Adult Education.
Malcolm Knowles Award
for Outstanding Adult Education Program of the Year

Dr. Carrie J. Bowden-McGill & Dr. Catherine A. Cherrstrom
Texas State University, Department of Occupational Workforce and Leadership Studies (OWLS),
Bachelor of Applied Arts and Sciences (BAAS) Program

Dr. Carrie J. Boden
Dr. Carrie J. Boden is Professor and former Chair (2012-2015) of the Department of Occupational, Workforce, and Leadership Studies at Texas State University. Dr. Boden’s research is primarily focused in the areas of teaching and learning strategies, mentoring, transformative learning, and professional identity development. She is the author of numerous articles, chapters, and books, and she has presented papers in over 30 states and foreign countries. Dr. Boden is the founding editor of the Adult Learning in Professional, Organizational, and Community Settings book series, and her awards include Alpha Chi Favorite Professor, Texas State University Award for Excellence in Online Teaching, and Distinguished Teaching Fellowship from the Academy of Teaching and Learning Excellence. Dr. Boden serves as a Director on the Board for the Adult Higher Education Alliance and as the Research and Theory Special Interest Group Co-Chair for the Commission of Professors of Adult Education.

Dr. Cathy A. Cherrstrom
Dr. Cathy Cherrstrom is an Assistant Professor in the Department of Occupational, Workforce, and Leadership Studies at Texas State University, where she teaches undergraduate and graduate courses and conducts research. Prior to joining Texas State, Dr. Cherrstrom had a career in the financial services industry, most recently as a Business Banking Executive, leading teams and serving business clients, regionally and in major markets. A lifelong learner, teacher, and trainer, Dr. Cherrstrom transitioned to the professoriate, earning her Ph.D. from Texas A&M University. Dr. Cherrstrom’s research primarily focuses on adult development and transition in the context of work and careers across the lifespan. Dr. Cherrstrom’s research has been recognized with two awards, the Emerging Research Award from Texas A&M University’s Educational Administration and Human Resource Development Department and the Graduate Student Research Award from the Adult Education Research Conference (AERC).
Honors & Awards (continued)

**Cyril O. Houle Award**
for Outstanding Literature in Adult Education

**Dr. Ellen Boreen**

*Lifelong Learning Participation in a Changing Policy Context: An Interdisciplinary Theory*

Dr. Ellen Boeren is Lecturer at Moray House School of Education at the University of Edinburgh (United Kingdom). She obtained her PhD in Educational Sciences in May 2011 from the Katholieke Universiteit Leuven, Belgium.

Her research interests are situated in the field of higher/adult/lifelong education. She conducts (European) comparative research and has a special interest in survey methodology. She went through the Thomas J. Alexander fellowship with the OECD (funded by George Soros’ Open Society Foundation) and is the Edinburgh team lead on the Horizon 2020 funded project ENLIVEN - Encouraging Lifelong Learning for a Vibrant and Inclusive Europe (see http://www.h2020enliven.org). She has served as Chair of SCUTREA (see http://www.scutrea.ac.uk) for the previous three years. She is sole author of ‘Lifelong Learning Participation in a Changing Policy Context: an Interdisciplinary Theory’ and has published multiple journal articles, book chapters and commissioned reports.

**Dr. Patricia Cranton**


Patricia Cranton received her BEd with distinction (1971) and her MSc (1973) from the University of Calgary and her PhD (1976) from the University of Toronto. Among the awards she has received are the Ontario Distinguished Scholarship award, the Ontario Confederation of University Faculty Association’s Teaching Award, and the Lieutenant Governor’s Laurel Award. In 2014, she was inducted into the International Adult Continuing Education Hall of Fame. In 2016, she received the Order of Canada for her contributions to higher and adult education.

Patricia was a retired professor of adult and higher education who was affiliated with the University of New Brunswick in Canada and Teachers College, Columbia University, in the United States. She has held positions at McGill University, Brock University, University of New Brunswick, St. Francis Xavier University, and Pennsylvania State University and has been teaching courses in transformative learning for 20 years.

Patricia Cranton (1949 – 2016) earned one of the highest civilian honors her country has to bestow, the Order of Canada, in 2016, and was inducted into the International Adult Continuing Education Hall of Fame in 2014. But she was so much more than awards and honors can convey, as all who knew her can attest. It was a pleasure and a privilege to work with her over the years, and I know that people all over the world will mourn her loss. We are fortunate that her work, like her memory, lives on. I am especially grateful that we have this new edition of her classic book, Understanding and Promoting Transformative Learning, to remind us of her unique voice and ever-evolving thought. Submitted by David Brightman, Publisher.
Outstanding Service Medallion
Recognizing Persons having an Outstanding Record of Service

Dr. Simone C. O. Conceição

Simone C. O. Conceição is a Professor of Adult, Continuing, and Higher Education in the Department of Administrative Leadership at the University of Wisconsin-Milwaukee School of Education. She has an outstanding record of service to the profession of adult and continuing education at the state, national, and international levels. Since completing her doctoral degree from University of Wisconsin-Madison in 2001, she has served as a faculty member at the University of Wisconsin-Milwaukee with great leadership and has been an innovator in the use of educational technologies. She teaches using multiple methods of distance and online technologies and researches the use and impact of online education for students and teachers.

Staying engaged, motivated, and present through online education has been part of the core theme throughout her publications and co-authorship/editorship of five books. They include: Motivating and Retaining Online Students: Research-Based Strategies That Work (2014); Managing Online Instructor Workload: Strategies for Finding Balance and Success (2011); Creating a Sense of Presence in Online Teaching: How to “Be There” for Distance Learners (2010); Teaching Strategies in the Online Environment (2007); and 147 Practical Tips for Teaching Online Groups: Essentials of Web-based Education (2000). In the past year, she worked with Drs. Alan Knox and Larry Martin as core editors for the AAACE publication: Mapping the Field of Adult and Continuing Education: An International Compendium.

Dr. Conceição has demonstrated the vision, leadership, and ethical values associated with the high standards of adult and continuing education professionals through her service to her university and to the national organizations for which she belongs (AAACE, CPAE, and AHRD). She has been an active program committee member for the Annual Distance Teaching & Learning Conference held in Madison, Wisconsin (2003-present) and the Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education (1999-2011). She has published and also served on the editorial board of seven journals. She recently started a three-year term as co-Editor-in-Chief of the eLearn Magazine, an Association for Computing Machinery (ACM) Publication.

Dr. Conceição also has served as Visiting Professor of Distance Teaching and Learning at the Division of Continuing Studies at the University of Wisconsin-Madison and Faculty Fellow for National Research Center for Distance Education and Technological Advancements. She has lived in the United States for over 28 years and has been involved in international adult education efforts through her university serving as an ambassador for recruitment, retention, and partnership development efforts in her home country Brazil. Her work and publications are recognized internationally; she has been invited to give talks, provide professional development, and collaborate with others in Chile, Dominican Republic, Brazil, Turkey, and China.
Imogene Okes Award
for Outstanding Research in Adult Education
Dr. Elizabeth J. Tisdell, Dr. Robin Redman Wright & Dr. Edward W. Taylor
Adult Education Faculty and Programs in North America

Dr. Elizabeth Tisdell

Dr. Elizabeth Tisdell is a Professor of Adult Education at Penn State University – Harrisburg and the Chair of the Division of Health and Professional Studies. She received her Ed.D in Adult Education from the University of Georgia, in 1992, an M.A. in Religion from Fordham University in 1979, and a B.A. in Mathematics from the University of Maine in 1977.

Her current research interests include the relationship between meditation, embodied learning and health; and the role of digital story telling in facilitating transformative learning in higher education and faculty development settings. She has also done prior research in spirituality and adult learning, critical media literacy in teaching for diversity in adult education, in embodied learning, in medical and health professions education, and in financial literacy. Her scholarly work has appeared in numerous journals, books and edited books. Dr. Tisdell is the author of Exploring Spirituality and Culture in Adult and Higher Education (Jossey-Bass, 2003), the co-author (with Sharan Merriam) of Qualitative Research: A guide to Design and Implementation, 4th edition, (Jossey Bass 2016), and is the co-editor and contributing chapter author of the Adult Education and the Pursuit of Wisdom (2011). She served as the co-editor of the Adult Education Quarterly from 2006-2011, and the Chair of the Commission of Professors of Adult Education (CPAE) from 2012-2014.

Prior to joining the faculty at Penn State, Dr. Tisdell was Associate Professor of Adult and Continuing Education at National-Louis University in Chicago, and on the faculty at Antioch University, Seattle. She worked as a campus minister for the Catholic Church from 1979-1989 at both Central Michigan University and Loyola University—New Orleans. She regularly does presentations and workshops related to digital story telling and transformative learning; meditation as embodied learning; spirituality and culture, wisdom and adult learning, and spiritual pilgrimage as transformative learning.

Dr. Robin Redmon Wright

Dr. Robin Redmon Wright is an Associate Professor and Professor in Charge of Lifelong Learning and Adult Education at Penn State University, Harrisburg, PA. She holds a Ph.D in Adult Education from Texas A&M University (2007) as well as an M.A. (1995) and B.A. (1993) in English Literature from The University of Tennessee.

Her current research focuses on critical and critical feminist perspectives on two major topics: a) learning and identity development through engagement with popular culture, and b) the interactions of socioeconomic class, culture, and identity. Her scholarly and creative work can be found in numerous books.
and journals, but recent (2016-2017) publications include articles in the International Journal of Lifelong Education, Adult Education Quarterly, the International Journal of Qualitative Studies in Education, and Adult Learning. She contributed chapters to the Palgrave International Handbook on Adult and Lifelong Education and Learning (2018), the International Compendium of Adult and Continuing Education (2017), and The Disney Curriculum: Education, Culture, and Society (2016). She was honored with the Commission of Professors of Adult Education’s Early Career Award in 2011. In 2017, she won the Kathryn Towns Women’s History Month Award from the Penn State Harrisburg Commission of University Women for a demonstrated commitment to heightening the awareness of issues and concerns impacting women.

Prior to joining the faculty at Penn State, she was an Assistant Professor of Adult Learning and Teaching at the University of Texas, San Antonio (2007-2011), and Director of the state and national award-winning Academic Assistance and Resource Center at Stephen F. Austin State University in Nacogdoches, Texas (1999-2007). Earlier in her career, while Coordinator of Academic Programs for the University of Tennessee Men’s Athletics (1996-1999) and English Instructor at the University of Tennessee (1994-1998), she earned the prestigious Hodges Excellence in Teaching Award (1998).

Dr. Edward W. Taylor

Edward W. Taylor is a Professor of Lifelong Learning and Adult Education from Penn State University-Harrisburg, PA. Formerly a public-school teacher and outdoor adventure educator, as a professor he has written extensively on transformative learning theory and teaching strategies that help facilitate change. Recognizing the importance of these strategies for faculty in higher education, he has worked international (e.g., Africa, Europe, Central American, Middle East) with faculty across the disciplines focusing on innovative teaching practices that promote learner-center teaching and teaching for change.

Ed’s research focuses on several areas. As previously mentioned, he has spent much time studying transformative learning theory (TL), with a particular focus on synthesizing empirical studies as well as exploring major life change among historically marginalized groups, such as the impact of Farmer Field School in southwestern Africa (Uganda, Kenya) among farmer participants. A significant co-publication in this area of TL is Handbook of Transformative Learning: Theory, Research and Practice. A second area is in medical education through both offering medical faculty graduate courses at the College of Medicine at Penn State University and conducting research in assessment, teaching beliefs and project based learning. The third area of interest is in the study of adult education in cultural institutions (museums, natural settings (parks), zoos, libraries) with a focus on learning and teaching in public places. A publication is a book titled Teaching in Public Places.

Ed’s most recent area of interest concerns the role of teacher/learner relationships, empathy, and impact of relationships on learning in the classroom. His work is in this area is in the early stages focusing on what is presently known about teacher/learner relationships and how faculty development efforts can help faculty better understand their own relational approach to learners.

On a personal note, Ed has moved to Italy on permanent basis. His goal is to learn the Italian language and work hard at becoming a contributing member of the Padua community!
Commission Awards

Commission for Distance Learning and Technology (CDLT)

CDLT Best Practice Award in Distance Learning or Technology for Adult Learners

One of the goals of the AAACE’s Commission for Distance Learning and Technology (CDLT) is to provide members with opportunities to share best practices and research on how adults are learning in networked and other technological learning environments. This award is to honor those best practices. The best practice can be in a higher education, community education, corporate, government, and other environments where adult learners are being served. The award is given annually at the AAACE conference to no more than two recipients in any calendar year. Recipient(s) will be invited to present their best practice at a CDLT sponsored session during the AAACE annual conference and will be featured in “The CDLT News.”

Dr. Desiree DePriest

Dr. Desiree DePriest, Kaplan University – KapTechnology. KapTech is a virtual company created for the purpose of providing real-world experience for undergraduate and graduate IT students. Students take on roles and duties based on their expertise and available projects. They have the opportunity to participate in activities that serve real world clients in areas such as networking security, web design, database design, marketing, HR, and finance.

Dr. DePriest is a full-time faculty member who serves in the role of CEO of KapTech by overseeing and directing the students. Dr. DePriest holds a PhD in Business Organization and Management and Masters degrees in both Information Systems and Telecommunications. She teaches a variety of IT courses for Kaplan, is the author of several publications, and has a small development and instructional design business.

“Doc” DePriest is passionate about working hands-on and in the trenches with students. Her motto is “We are all students.”

Dr. David S. Stein

Dr. David S. Stein – Boot Camp for Beginning Online Instructors. Dr. Stein and a co-author, Constance Wanstreet, developed a boot camp training for beginning online instructors to improve teaching skills and create a positive attitude toward online teaching. Readings, video presentations, and online challenges help “campers” demonstrate the skills needed for online instruction. The camp is housed in two different online platforms that allows for both easy access and self-directed learning through the use of a variety of technological tools.

Dr. Stein is an Associate Professor of adult and distance education at The Ohio State University in the College of Education and Human Ecology Department of Education Studies, Section on Workforce Development and Education. He directs the minor in Virtual Teaching and develops online courses with a focus on the virtual classroom and adult learning. His research has focused primarily on how online learning opportunities can be distributed to learners using technology to promote excellence in higher order thinking. He has a PhD in Adult Education, a Master of Science Degree in Community Health Planning and Administration, and a Bachelor of Arts in Psychology.
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National Conference Strands Include:

Take in the scenery, or visit one of Arizona’s breathtaking hiking trails!

Experience the natural beauty of Phoenix, Arizona!

Presented in partnership by:
The Coalition on Adult Basic Education (COABE) and Arizona Association for Lifelong Learning (AALL)
Contact: COABE Conference 2018
Email: info@coabe.org
Fax: 866-941-5129
Phone: 888-44-COABE
#COABE18

Visit us on the COABE APP or online at COABE.ORG for complete conference details and updates!
Mobile App

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Hashtag

Help promote the AAACE Conference. When you post photos on social media, make sure you use our hashtag #AAACE17.

In Memoriam...

AAACE would like to extend our heartfelt sympathies to those members who are no longer with us. We know their loving presence and spirit are with us today and always.

Please submit the names of those we have lost, along with your reflections, throughout the year at www.aaace.org/InMemoriam
## Conference Sessions by Strand

### Adult Basic Education, Adult High School, Adult Numeracy

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session</th>
<th>Topic</th>
<th>Presenter</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>11/1/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>WIOA Who? Understanding the Workforce Innovation and Opportunity Act</td>
<td>Jeffrey A. Fantine</td>
<td>Riverbluff</td>
</tr>
<tr>
<td>11/1/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>WIOA’s Impact on Adult Education Calls for Innovation</td>
<td>Jeffrey A. Fantine</td>
<td>Riverbluff</td>
</tr>
<tr>
<td>11/1/17</td>
<td>1:45 PM - 2:30 PM</td>
<td>Roundtable</td>
<td>Align and Redesign - Transforming an Adult Education Workforce</td>
<td>Laura Weisel</td>
<td>Chickasaw &amp; Mississippi</td>
</tr>
<tr>
<td>11/1/17</td>
<td>1:45 PM - 2:30 PM</td>
<td>Concurrent Session</td>
<td>Adults with Low Skills and Learning Disabilities: Findings from PIAAC 2012/2014 and PowerPath</td>
<td>Margaret Patterson</td>
<td>Sultana</td>
</tr>
<tr>
<td>11/1/17</td>
<td>2:45 PM - 3:30 PM</td>
<td>Concurrent Session</td>
<td>The Forgotten 90%: Adult Non-Participation in PIAAC-USA 2012/2014</td>
<td>Margaret Patterson</td>
<td>L5</td>
</tr>
<tr>
<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Concurrent Session</td>
<td>2020 Handbook of Adult and Continuing Education: Meet the Editors</td>
<td>Tonette S. Rocco M C Smith Robert Mizzi Lisa Merriweather Joshua D. Hawley</td>
<td>Riverbluff</td>
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<tr>
<td>11/2/17</td>
<td>2:00 PM - 2:45 PM</td>
<td>Concurrent Session</td>
<td>Developing the Essential Soft Skills For Success In College and Employment</td>
<td>Laura Weisel</td>
<td>L5</td>
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<tr>
<td>11/2/17</td>
<td>3:00 PM - 3:45 PM</td>
<td>Concurrent Session</td>
<td>Transforming a Statewide Workforce: Theory, Research, and Wisdom Align to Redesign Adult Education Professional Learning and Service Delivery</td>
<td>Laura Weisel Margaret Patterson</td>
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<tr>
<td>11/3/17</td>
<td>8:45 AM - 9:30 AM</td>
<td>Concurrent Session</td>
<td>Lived experiences and academic success barriers for adult learners - Atterbury Job Corps</td>
<td>Jennifer Blankenship</td>
<td>L2</td>
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<tr>
<td>11/3/17</td>
<td>9:45 AM - 10:30 AM</td>
<td>Concurrent Session</td>
<td>Inside the Black Box: Supports and Barriers Along the Way in a Research-based Adult Literacy Class</td>
<td>Alisa Belzer Daphne Greenberg</td>
<td>L4</td>
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### Adult Development and Aging

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>11/1/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>Funding of Adult Education Programmes in Oyo State Nigeria: Focus Pattern, Problems and Prospects</td>
<td>Kolawole Sunday Ajala</td>
<td>L2</td>
</tr>
<tr>
<td>11/1/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>The Spirituality of the Aging: Including and Securing Their Voice Among the Adult Education Chorus.</td>
<td>Darcia Simpson</td>
<td>L6</td>
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### Conference Sessions by Strand (continued)

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<tr>
<th>Date</th>
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<tr>
<td>11/1/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>Retirement Education in Aging Society: Connected with Adult Education</td>
<td>Chaewon Yang</td>
<td>L8</td>
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<tr>
<td>11/1/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Roundtable</td>
<td>Envisioning learning communities that serve an aging population in a technology-driven society</td>
<td>Kathy Lohr</td>
<td>Chickasaw &amp; Mississippi</td>
</tr>
<tr>
<td>11/1/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Roundtable</td>
<td>Facilitating Adult Development During Online Learning</td>
<td>Linda E. Morris, Bill Morrison, Marcie Boucouvalas</td>
<td>Chickasaw &amp; Mississippi</td>
</tr>
<tr>
<td>11/2/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>Aging workers and career learning</td>
<td>Vera Krekanova</td>
<td>L3</td>
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<tr>
<td>11/2/17</td>
<td>3:00 PM - 3:45 PM</td>
<td>Concurrent Session</td>
<td>Educational Gerontology: Bridging the Gap between Older Adult Learners and Historically Black Colleges and Universities</td>
<td>Onna Jordan</td>
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<tr>
<td>11/3/17</td>
<td>10:30 AM - 11:15 AM</td>
<td>Concurrent Session</td>
<td>Global Education via Study Tours for the Third Age Learner</td>
<td>Susan Hanny, Lori Risley</td>
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### Adult Learners with Disabilities

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<tr>
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<tbody>
<tr>
<td>11/2/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Roundtable</td>
<td>Implementing Effective Instructional Strategies for Adults with Learning Disabilities in Postsecondary Settings</td>
<td>Lisa Glionna</td>
<td>Chickasaw &amp; Mississippi</td>
</tr>
<tr>
<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Roundtable</td>
<td>ADA Accessibility and Workforce Development: A Conversation of Perceived Barriers and Challenges in 2018</td>
<td>Sheena Stewart, Lena D. Fielder</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/3/17</td>
<td>8:45 AM - 9:30 AM</td>
<td>Concurrent Session</td>
<td>Tips for Creating Accessible Learning Materials</td>
<td>Jacqueline McGinty</td>
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<tr>
<td>11/3/17</td>
<td>9:45 AM - 10:30 AM</td>
<td>Concurrent Session</td>
<td>Discreditable Learners: The Effects of Stigma on Invisible Disability Disclosure in Higher Education</td>
<td>Carol Rogers-Shaw</td>
<td>L12</td>
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<tr>
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<td>11/1/17</td>
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<td>Concurrent Session</td>
<td>They're All Lazy: A Working Taxonomy of Practitioner’s Deficit Discourse About Adult Undergraduates</td>
<td>Danielle Gioia  Sultana</td>
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<tr>
<td>11/1/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>The Theory and Practice of Prior Learning Assessment</td>
<td>Matt Bergman</td>
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<tr>
<td>11/1/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>A catalyst for transformation: How perceptions and knowledge of learning styles shape graduate adult learners</td>
<td>Kelly E. McCarthy  Waynne B. James  Gianina S. Hayes</td>
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<tr>
<td>11/1/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Roundtable</td>
<td>Exploring Adult Learners’ Experiences While Adopting a Qualitative Research Design</td>
<td>Corina Todoran</td>
<td>Chickasaw &amp; Mississippi</td>
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<td>11/1/17</td>
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<td>Concurrent Session</td>
<td>An Overview of the ICACE Compendium Volume 2 (Teaching and Learning).</td>
<td>Steve Schmidt  Simone C Conceição  Chere C Gibson  Juanita Johnson-Bailey</td>
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<tr>
<td>11/1/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>The Six-Block Holler: Commonalities Between Urban Groups and Rural Appalachian Cultures</td>
<td>Daryl Privott  Jami M. Hornbuckle</td>
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<td>11/1/17</td>
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<td>Concurrent Session</td>
<td>Mindfulness Meditation: The Potential Impact for Online Learning</td>
<td>Kalpana Gupta  Kristi Archuleta</td>
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<tr>
<td>11/1/17</td>
<td>1:45 PM - 2:30 PM</td>
<td>Roundtable</td>
<td>Gaming and Training</td>
<td>James E. Witte  Robyn Westbrook  Maria Martinez Witte</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/1/17</td>
<td>1:45 PM - 2:30 PM</td>
<td>Roundtable</td>
<td>Throwing Shade: A Collective Case Study of Microinequities and Learning Engagement in Classroom Climates</td>
<td>Josie L. Andrews</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/1/17</td>
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<td>Concurrent Session</td>
<td>Teaching Epistemology in the U.S. Bible Belt: Interventions for Highly Sensitive Cognitive Dissonance</td>
<td>Jennifer K Holtz  John Siegel</td>
<td>Riverbluff</td>
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<tr>
<td>11/1/17</td>
<td>1:45 PM - 2:30 PM</td>
<td>Concurrent Session</td>
<td>Perspectives on White Male Roles in Diverse Organizations: A Pilot Study</td>
<td>Michael Garamoni</td>
<td>L10</td>
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<tr>
<td>11/1/17</td>
<td>1:45 PM - 2:30 PM</td>
<td>Concurrent Session</td>
<td>Harnessing the Self-Reference Effect for Improved Content Recall and Recognition in Concept Mapping</td>
<td>Kevin M Roessger</td>
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<tr>
<td>11/1/17</td>
<td>1:45 PM - 2:30 PM</td>
<td>Concurrent Session</td>
<td>Overcoming institutional barriers at the Osher Lifelong Learning Institute (OLLI).</td>
<td>Jung Min Lee</td>
<td>L6</td>
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<td>Concurrent Session</td>
<td>Blending Two Worlds: The Connection Between Andragogy and Online Education</td>
<td>Marcia Sharp, Rebecca Reynolds</td>
<td>L9</td>
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<tr>
<td>11/1/17</td>
<td>2:45 PM - 3:30 PM</td>
<td>Concurrent Session</td>
<td>Promoting a Veteran Friendly Learning Environment: Veterans the Ultimate Nontraditional Learner</td>
<td>Yvonne Hunter-Johnson, Sultana</td>
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<tr>
<td>11/1/17</td>
<td>2:45 PM - 3:30 PM</td>
<td>Concurrent Session</td>
<td>Millennials... the New Adult Learners</td>
<td>Anna Graf Williams</td>
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<td>11/1/17</td>
<td>2:45 PM - 3:30 PM</td>
<td>Concurrent Session</td>
<td>Altered Consciousness Experiences and the Knowledge Factor: Can these Phenomena be Researched in Informative Ways?</td>
<td>Lee W Nabb</td>
<td>L14</td>
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<tr>
<td>11/1/17</td>
<td>2:45 PM - 3:30 PM</td>
<td>Concurrent Session</td>
<td>Towards Thriving: The Role of Purposefulness, Positive Emotions, and Positive Relationships in Adult Education.</td>
<td>Simeon Edosomwan</td>
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<tr>
<td>11/1/17</td>
<td>2:45 PM - 3:30 PM</td>
<td>Concurrent Session</td>
<td>Collaborative writing project as a method to spur transformational learning in adult education classes</td>
<td>Sir Hany Zaky</td>
<td>L9</td>
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<tr>
<td>11/1/17</td>
<td>3:45 PM - 5:00 PM</td>
<td>Poster Exhibit</td>
<td>Living with a Dead Language: New Life through the Classics</td>
<td>Ann Patty</td>
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<tr>
<td>11/1/17</td>
<td>3:45 PM - 5:00 PM</td>
<td>Poster Exhibit</td>
<td>Digital Literacy: Understanding Universal Design in Creating Lifelong Learning Experiences</td>
<td>Michael Wooten, Leslie Cordie</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/1/17</td>
<td>3:45 PM - 5:00 PM</td>
<td>Poster Exhibit</td>
<td>The Ebb and Flow of Teacher Development: An Analysis of Adult Learners in K-12 Schools</td>
<td>Mary K Boudreaux</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/2/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>Positive Social Change: Sustainable Development Goals (SDGs) and Principles for Responsible Management Education (PRME)</td>
<td>Lisa M Kangas</td>
<td>L11</td>
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<tr>
<td>11/2/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Shared Concurrent</td>
<td>Communities of Practice and Social Identity Formation: A Case Study of a Correctional Center for Female Offenders</td>
<td>Kenda Grover</td>
<td>L12</td>
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<tr>
<td>11/2/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>Not another webinar!!! Rethinking traditional webinars</td>
<td>Anita Samuel</td>
<td>L2</td>
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### Conference Sessions by Strand (continued)

#### Adult Learning

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<tr>
<td>11/2/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>Creating “Learning Artists” within Adult Education Programs: Theoretical Considerations and Practical Guidance</td>
<td>Dave S. Knowlton</td>
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<tr>
<td>11/2/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Roundtable</td>
<td>The effect of Social Media and Fake News in Higher Education Curriculums</td>
<td>Marice Jackson</td>
<td>Chickasaw &amp; Mississippi</td>
</tr>
<tr>
<td>11/2/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>Resistance and Resilience: Social Justice Advocacy Education on the Texas-Mexico Border</td>
<td>Marsha Griffin, Judith Ellen Livingston, Minnette Son</td>
<td>L4</td>
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<tr>
<td>11/2/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>Adult Learners’ Feelings of Impostership – Where, When, and Why Do They Begin?</td>
<td>Patricia Coberly Holt</td>
<td>L5</td>
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<tr>
<td>11/2/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Shared Concurrent</td>
<td>Organizational Change &amp; the Aftermath: The impact on Adult Learning and Personal Professional Development</td>
<td>Lynn Taylor</td>
<td>L8</td>
</tr>
<tr>
<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Roundtable</td>
<td>Supporting Adult Learners in Being the Change: Social Justice-Infused Program and Course Design</td>
<td>Jennifer L. Pemberton, Ted McCadden</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Roundtable</td>
<td>Effectual Learning, Learning Efficiency, and a Quantitative Method for Justifying the Cost of the Process.</td>
<td>Jonathan Taylor</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/2/17</td>
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<td>Roundtable</td>
<td>From Learner to Facilitator: Adults Navigating Credibility of Online Science-based Resources</td>
<td>Angela C Bliss</td>
<td>Chickasaw &amp; Mississippi</td>
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<td>Michael Garamoni</td>
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<td>Concurrent Session</td>
<td>Innovations in research: Research methods for understanding and practicing transformative learning</td>
<td>Stacey Robbins, Aliki Nicolaides</td>
<td>Riverbluff</td>
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<tr>
<td>11/2/17</td>
<td>2:00 PM - 2:45 PM</td>
<td>Concurrent Session</td>
<td>Social Context and Self-Directed Learning: A Review of PPC Model</td>
<td>Sara Nasrollahian Mojarad, Ralph Brockett</td>
<td>Sultana</td>
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<tr>
<td>11/2/17</td>
<td>2:00 PM - 2:45 PM</td>
<td>Concurrent Session</td>
<td>The Intersection of Community Expectations and Critical Theory</td>
<td>David Deggs, Michael T. Miller</td>
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<tr>
<td>11/2/17</td>
<td>3:00 PM - 3:45 PM</td>
<td>Roundtable</td>
<td>The AIMS of Motivation in Teaching and Learning with Adults: Creating of a New Model</td>
<td>Will Ruttencutter, Gwen Scott Ruttencutter</td>
<td>Chickasaw &amp; Mississippi</td>
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<td>11/2/17</td>
<td>3:00 PM - 3:45 PM</td>
<td>Roundtable</td>
<td>Adult Learning in the Context of Evaluation: Opportunities and Implications</td>
<td>Cheryl Baldwin</td>
<td>Chickasaw &amp; Mississippi</td>
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<td>Concurrent Session</td>
<td>Living It In the Day to Day: Stories from Advanced Martial Artists</td>
<td>Michael D. Overton</td>
<td>Riverbluff</td>
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<td>11/3/17</td>
<td>8:45 AM - 9:30 AM</td>
<td>Shared Concurrent</td>
<td>Curating your Online Reality, The Role of Social Media in Identity Development</td>
<td>Gerardo Altamirano, Ann Brooks</td>
<td>Sultana</td>
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<tr>
<td>11/3/17</td>
<td>8:45 AM - 9:30 AM</td>
<td>Concurrent Session</td>
<td>Higher Education Has Changed Me: Experiences of International Adult Learners Studying in the United States</td>
<td>Yvonne Hunter-Johnson, Yuanlu Niu, Tingting Liu, Chelsea Lewellen, Natasha Swann</td>
<td>L11</td>
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<tr>
<td>11/3/17</td>
<td>8:45 AM - 9:30 AM</td>
<td>Shared Concurrent</td>
<td>Hitting the Right Note with Adult Learners</td>
<td>Cindy Taylor, Teri Anderson, Laurel Farley, Karen Fesler, Christie Johns</td>
<td>L12</td>
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<tr>
<td>11/3/17</td>
<td>8:45 AM - 9:30 AM</td>
<td>Concurrent Session</td>
<td>Situated learning in the context of Study Abroad Programs</td>
<td>Bo Chang</td>
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<td>Concurrent Session</td>
<td>Informal Learning via Information Communication Technology (ICT) for Older Adults</td>
<td>Bora Jin, Lisa Baumgartner</td>
<td>L4</td>
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<tr>
<td>11/3/17</td>
<td>8:45 AM - 9:30 AM</td>
<td>Concurrent Session</td>
<td>“Every Day is a Helen Keller Moment”: Child Disability, Mindfulness, and Family Quality of Life</td>
<td>Donna Marie Sacco, L. Earle Reybold</td>
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<tr>
<td>11/3/17</td>
<td>9:45 AM - 10:30 AM</td>
<td>Roundtable</td>
<td>Emerging Leadership Experiences through Coloring and Storytelling</td>
<td>Cathy L. Mullett, Michelle Glowacki-Dudka, Judith Gray</td>
<td>Chickasaw &amp; Mississippi</td>
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<td>9:45 AM - 10:30 AM</td>
<td>Shared Concurrent</td>
<td>Asian Immigrant Mothers as Adult Learners: Identity, Mothering and Learning in Transnational Contexts</td>
<td>Yidan Zhu, Romee Lee</td>
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<td>11/3/17</td>
<td>9:45 AM - 10:30 AM</td>
<td>Shared Concurrent</td>
<td>Readers’ Theater As Chorus of Many Voices: Adult Learners Express Vision, Passion, &amp; Learning</td>
<td>Marion Nesbit</td>
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<tr>
<td>11/3/17</td>
<td>9:45 AM - 10:30 AM</td>
<td>Concurrent Session</td>
<td>You Gotta Smuggle It In: Using Collaborative Communication in Other Disciplines</td>
<td>Gwen Scott Ruttencutter, Ellen M. Haight</td>
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<td>11/3/17</td>
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<td>The American Association of Community College’s Plus-50 Initiative: The Ohio Experience</td>
<td>Phyllis Cummins</td>
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## Conference Sessions by Strand (continued)

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<td>Current Research of the MMPALT IV and what's in store for this Learning Style Instrument</td>
<td>Nicolle Hardy, Matias Ramirez, Emerson Campbell Hardy, III</td>
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<td>11/3/17</td>
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<td>Shared Concurrent</td>
<td>Design Made Simple: Re-purposing Bloom’s Taxonomy</td>
<td>Charlotte Chase</td>
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<tr>
<td>11/1/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>Seven Essential Qualities of an Effective TEACHER of Adults</td>
<td>Ralph G. Brockett</td>
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<tr>
<td>11/1/17</td>
<td>1:45 PM - 2:30 PM</td>
<td>Concurrent Session</td>
<td>Giving Voice to Student Motivational Needs: An Inventory for Student Success</td>
<td>Valerie K. Ambrose, Ashley Brimager</td>
<td>L12</td>
</tr>
<tr>
<td>11/1/17</td>
<td>2:45 PM - 3:30 PM</td>
<td>Concurrent Session</td>
<td>PTSD - From Surviving to Thriving: My Story and Lessons Learned for Educators and Leaders.</td>
<td>Michael McGlenen</td>
<td>L1</td>
</tr>
<tr>
<td>11/1/17</td>
<td>3:45 PM - 5:00 PM</td>
<td>Poster Exhibit</td>
<td>Survey of SUNY-MEOC Adult Learner Motivation &amp; Barriers and Implementation of One-Stop Student Support Model</td>
<td>Jung Min Lee, Robert Iblom Park</td>
<td>Chickasaw &amp; Mississippi</td>
</tr>
<tr>
<td>11/2/17</td>
<td>3:00 PM - 3:45 PM</td>
<td>Concurrent Session</td>
<td>Can You Spare a Dime?: Motivating Student Loan Borrowers in Repayment Using a Self-Management Model</td>
<td>Vicki Jacobson, Paulette Isaac-Savage</td>
<td>Sultana</td>
</tr>
<tr>
<td>11/3/17</td>
<td>8:45 AM - 9:30 AM</td>
<td>Roundtable</td>
<td>Creating Harmony: Using Cross-Campus Collaborations to Better Serve Non-Traditional Students</td>
<td>Sherrie Gilbert, Nekita Tingle, Madhumalini Karuppiah</td>
<td>Chickasaw &amp; Mississippi</td>
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## Adult Psychology, and Counseling and Adult Learner Services

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## Colleges and Universities (including Community Colleges)

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<td>11/1/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Roundtable</td>
<td>Improving the Instructional Design Process using Performance Coaching Techniques and Core Competencies</td>
<td>Robert Southard, Kay Kripchak</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/1/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Roundtable</td>
<td>Framing Mentoring Relationships: Models, Theories, and Practice</td>
<td>Catherine A. Hansman</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/1/17</td>
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<td>Roundtable</td>
<td>#ScaredSuccessful: The Journey of Change from Face to Face to Online Instruction</td>
<td>Kayon Murray-Johnson</td>
<td>Chickasaw &amp; Mississippi</td>
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<td>Equity and Justice: A New Framework for Diversity and Inclusion</td>
<td>Kendra Cabler, Jennifer W. Underwood</td>
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<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>Making My Mark: Student Retention Stories From Those Who Persisted</td>
<td>Joann S. Olson, Chickasaw &amp; Mississippi</td>
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<td>Concurrent Session</td>
<td>Success Through Connection: A Study of Successful Adult Undergraduate Cohort Students</td>
<td>Steven B. Frye, Emily Geist, Jeannie Smith, Tammy Keylon</td>
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<td>Concurrent Session</td>
<td>The Conceptualization of Resources to Support Queer Students in Higher and Adult Education</td>
<td>Meghan Pfeiffer, Mitsunori Misawa</td>
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<td>10:00 AM - 10:45 AM</td>
<td>Roundtable</td>
<td>Prior Learning Assessment: The Next Generation of PLA Quality Assessment Standards</td>
<td>Henry S. Merrill</td>
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<td>A Case Study in Chaos: Reflections on hiring tenure track faculty during a budget crisis</td>
<td>Lori Risley</td>
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<td>Concurrent Session</td>
<td>Drop-out Prevention of Nontraditional Students in Higher Education</td>
<td>Gloria Smith</td>
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<td>Concurrent Session</td>
<td>Unification: IN diversity, FOR learning, AS positive change</td>
<td>Melanie S. Jones, Riverbluff</td>
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<td>Examining Positionality in Feminist Pedagogy: Do Race and Gender Still Matter in Feminist Classrooms?</td>
<td>Juanita Johnson-Bailey, Mitsunori Misawa</td>
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<td>Concurrent Session</td>
<td>Collaborative Discussion Protocols to Engage Adult Learners: A case study of three university professors</td>
<td>Natalie Hagler</td>
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<td>Prior Learning Assessment (PLA) Research and Practice: Voices of Students, Instructors, Assessors, and Administrators.</td>
<td>Todd Sherron, Catherine A. Cherrstrom, Shetay Ashford, Carrie J Boden-McGill, Mary Jo Biggs, Omar Lopez</td>
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<td>3:45 PM - 5:00 PM</td>
<td>Poster Exhibit</td>
<td>Transversatility Framework for Effective 21st Century Skills</td>
<td>Todd Southern, Chickasaw &amp; Mississippi</td>
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<td>3:45 PM - 5:00 PM</td>
<td>Poster Exhibit</td>
<td>Adult Student Retention Building Self-Efficacy Through the Use of Academic Support Services.</td>
<td>Jen Filz, Chickasaw &amp; Mississippi</td>
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<td>Poster Exhibit</td>
<td>Why Give? Social Exchange Theory among Adult Donors</td>
<td>Everett A. Smith, Chickasaw &amp; Mississippi</td>
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<td>Student’s Perception of Instructor Immediacy. Does Face-to-Face or Videoconference Instruction Make a Difference?</td>
<td>Jane Teel</td>
<td>Chickasaw &amp; Mississippi</td>
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<td>Concurrent Session</td>
<td>Using Performance Coaching as a Instructional Technique</td>
<td>Robert Southard, Kay Kripchak</td>
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<td>11/2/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>Community College Department Chair Perceived Roles and Related Professional Development Needs</td>
<td>Susan J. Barcina, Duane Akroyd, Kory Lane</td>
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<td>11/2/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Roundtable</td>
<td>Have you eaten? Student Perspectives on Food Security and Implications for Higher Education Leadership</td>
<td>Stacy Nicole Mackey, Kimbrough</td>
<td>Chickasaw &amp; Mississippi</td>
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<td>11/2/17</td>
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<td>Roundtable</td>
<td>The Experiential Event as the Prompt for Professional Reflection</td>
<td>Howard D. Walters, Rachel Wlodarsky</td>
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<td>11/2/17</td>
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<td>The Effects of Guaranteed College Tuition on Community Colleges: A Case Study in Tennessee</td>
<td>Cynthia Noblin Perry</td>
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<td>Academic Transformation for the New Majority</td>
<td>Marguerite Weber, Eric Malm</td>
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<td>11/2/17</td>
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<td>Getting To and Through College: African American Adult Men Talk About Increasing Underrepresented Student Participation</td>
<td>Michael Miller, David V. Tolliver, III, Kit Kacirek</td>
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<td>Expressive Writing: Giving Students a Voice to Their Learning Experiences!</td>
<td>Jeffrey Russell, Kellee Vess</td>
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<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Concurrent Session</td>
<td>Supporting the Academic Success of Black Male Nontraditional Students in Higher Education</td>
<td>Ramon Goings</td>
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<td>11/2/17</td>
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<td>Concurrent Session</td>
<td>Learning Centers: Your Partners for Student Success</td>
<td>Talia Higgs</td>
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<td>11/2/17</td>
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<td>Roundtable</td>
<td>Mentoring the Leader: A Transformational Approach</td>
<td>Bonnie Flynn, Oluwakemi J. Elufiede</td>
<td>Chickasaw &amp; Mississippi</td>
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<td>11/2/17</td>
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<td>Concurrent Session</td>
<td>Can My Life Count For Anything In Higher Education? Adult Learner Stories</td>
<td>Cynthia Stevens</td>
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<td>Adult Learners and Community Spaces: Using CRT to Interrogate Community Spaces at a PWI in the US</td>
<td>Sarah Ray, Mary V. Alfred, Lisako J. McKyer</td>
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<td>Concurrent</td>
<td>Holistic Advising: The Key to Persistence among Low-Income Students</td>
<td>Christina Hubbard, Earle Reybold</td>
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<tr>
<td>11/2/17</td>
<td>3:00 PM - 3:45 PM</td>
<td>Concurrent</td>
<td>Institutional Accountability: The Institution's Role in Preventing Sexual Assault on University Campuses</td>
<td>Amber Giffin, Mitsunori Misawa</td>
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<td>11/2/17</td>
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<td>Concurrent</td>
<td>Sustainability Strategies for Adult Education Programs</td>
<td>William Carpenter</td>
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<td>11/3/17</td>
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<td>Roundtable</td>
<td>Different Voices, One Goal: Bridging Learning Gaps through a Debate Team at a Community College</td>
<td>Shaquille Marsh</td>
<td>Chickasaw &amp; Mississippi</td>
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<td>Roundtable</td>
<td>Who Wants to Volunteer? Adult Learning, Work Motivation, and Volunteerism in College Fundraising</td>
<td>Everett A. Smith</td>
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<td>Adult Education in the 21st Century: Embedding the Framework of 4Cs through Technology Integration</td>
<td>Abdulsalami Ibrahim</td>
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<td>Generations of Voices - Introducing the Gen Z Voice</td>
<td>Lynne Orr</td>
<td>Riverbluff</td>
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<td>Cultural Awareness and Competency in Graduate Preparation Program for College Practitioners</td>
<td>Jeffery Wilson</td>
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<td>Concurrent</td>
<td>Applying Transformative Learning to Develop Healthy Masculinities to Prevent Sexual Assault</td>
<td>Laura Bryant, Sven Rundman</td>
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<td>Commit to Finish Mentoring: Best Practice Strategies Working in Harmony</td>
<td>Jo Ann Hallawell, Rebecca L. Rahschulte</td>
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<td>Concurrent Session</td>
<td>Combatting Microaggressions and Microinequities to Create a Safer Academic Environment: Practical Applications for Adult Educators</td>
<td>Mitsunori Misawa, Josie L. Andrew</td>
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### Community and Non-formal Education, Minority and Human Rights, Popular Education, Religious Adult Education, Women's Issues, Status and Education

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<td>Concurrent Session</td>
<td>Service-Learning for Critical Empowerment in Adult Education</td>
<td>Veronica Scheidler</td>
<td>Chickasaw &amp; Mississippi</td>
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<td>11/1/17</td>
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<td>Roundtable</td>
<td>Black Male Adult Learners within Predominately White Institutions (PWIs)</td>
<td>Charles Jackson</td>
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<td>Cultures of Caring from an Africentric Lens</td>
<td>Doreath Lomax, Ruby Cain</td>
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<td>Concurrent Session</td>
<td>The Impact of Participatory Action Research in Organizing Poultry Workers in Western North Carolina</td>
<td>Hunter Ogletree</td>
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<td>11/1/17</td>
<td>3:45 PM - 5:00 PM</td>
<td>Poster Exhibit</td>
<td>Community Education: Advancing Non-Formal Life-Long Learning by Engaging Minorities at a Community Fair</td>
<td>Nighet Ahmed</td>
<td>Chickasaw &amp; Mississippi</td>
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<td>Roundtable</td>
<td>US Folk Schools and Rural Community Transformation</td>
<td>Dawn J. Murphy, Vicky Eiben</td>
<td>Chickasaw &amp; Mississippi</td>
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<td>Concurrent Session</td>
<td>Faculty of Color in the Online Environment</td>
<td>Tennille Lasker-Scott, Jeremy Schwehm</td>
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<td>Concurrent Session</td>
<td>The Effects of Intersectional Feminist Praxis on Environmental Justice Organizing in Central Appalachia</td>
<td>Colleen Unroe</td>
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<td>11/2/17</td>
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<td>Concurrent Session</td>
<td>Dialectics and the Master/Slave Relation: An Analytical Tool for Understanding Asymmetrical Relations</td>
<td>John D. Holst, Maria A Vetter</td>
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<tr>
<td>11/2/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>Hungry for Justice: The Hunger Games and Developing an Activist Identity in Women Fans</td>
<td>Kathryn Sandoe</td>
<td>L9</td>
</tr>
<tr>
<td>11/2/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>Beyond LGBTQ: Transnational Sexualities and their Implications for Adult Educators</td>
<td>Robert Mizzi</td>
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<tr>
<td>11/2/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>Art Activates and Animates the Activist Within</td>
<td>Skyller Walkes</td>
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<tr>
<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Concurrent Session</td>
<td>African American Women Facing Infertility and Lessons Learned for Work-life Balance</td>
<td>Kimberley F. Williams</td>
<td>Chickasaw &amp; Mississippi</td>
</tr>
<tr>
<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Concurrent Session</td>
<td>Take Me to Church: Adult Identity Formation Through Informal Education in a Faith-Based Setting</td>
<td>Laurie Lyter Bright</td>
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<tr>
<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Concurrent Session</td>
<td>Lifelong Learning Policy Initiatives Needed to Help Thailand Become An Effective Learning Society</td>
<td>Suwithida Charungkaittikul</td>
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<tr>
<td>11/2/17</td>
<td>2:00 PM - 2:45 PM</td>
<td>Roundtable</td>
<td>Transformative Learning in Religious Conversion: Epistemic Transformations In Catholic Converts</td>
<td>Stephen Bloemeke</td>
<td>Chickasaw &amp; Mississippi</td>
</tr>
<tr>
<td>11/2/17</td>
<td>3:00 PM - 3:45 PM</td>
<td>Concurrent Session</td>
<td>Improving Citizenship: An Evaluation of a Non-Profit Training Program</td>
<td>Kevin Rose</td>
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<tr>
<td>11/3/17</td>
<td>10:30 AM - 11:15 AM</td>
<td>Concurrent Session</td>
<td>Strengthening Community-Based Organizations Through Appreciative Inquiry</td>
<td>Ann Brooks, Jill Marie Carter, Cindy Pena, Sonia Rey Lopez, Jessica Quintero, Angelina Lapina, Gerardo Altamirano, Thymai Dong, Orlando Hinojosa</td>
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<tr>
<td>11/3/17</td>
<td>10:30 AM - 11:15 AM</td>
<td>Concurrent Session</td>
<td>Unpacking Racism from Individual Stories to Collective Action</td>
<td>Ruby Cain</td>
<td>L2</td>
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<tr>
<td>11/3/17</td>
<td>10:30 AM - 11:15 AM</td>
<td>Concurrent Session</td>
<td>Repositioning Religion as a Catalyst for Conflict Resolution among Young Adults in Nigeria</td>
<td>Samuel Adedayo Muyiwa, Najim Akorede Babalola</td>
<td>L3</td>
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<tr>
<td>11/3/17</td>
<td>10:30 AM - 11:15:00 AM</td>
<td>Shared Concurrent</td>
<td>Life Beyond the Brass Coils: A Burmese Kayan woman redefining her cultural identity in America</td>
<td>Sonia Rey Lopez</td>
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## Conference Sessions by Strand (continued)

### Cooperative Extension

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<tbody>
<tr>
<td>11/1/17</td>
<td>2:45 PM - 3:30 PM</td>
<td>Concurrent Session</td>
<td>Adaptive Learner-Centered Education for Extension: Capacity Building to Achieve Greater Impact</td>
<td>Mary L. Halbleib, Paul C. Jepson</td>
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</tr>
<tr>
<td>11/2/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Shared Concurrent</td>
<td>Cooperative Extension: Agents for Social Change</td>
<td>Shelly Walters, Kenda S. Grover, Michael T. Miller</td>
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## Distance and Online Learning (including Technology)

<table>
<thead>
<tr>
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<th>Time</th>
<th>Type</th>
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<th>Presenters</th>
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<tbody>
<tr>
<td>11/1/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Roundtable</td>
<td>Maintaining Confidentiality While Managing Challenges: Students with Learning Accommodations in Your Online Classroom</td>
<td>Margaret A. Eggleston, Maureen Lienau</td>
<td>Chickasaw &amp; Mississippi</td>
</tr>
<tr>
<td>11/1/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>Online Teaching and Learning in Graduate Adult Education – Insights and Lessons Learned from Program Coordinators and Instructors</td>
<td>Mattyna L. Stephens, Joellen Coryell, Cindy Pena</td>
<td>L5</td>
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<tr>
<td>11/1/17</td>
<td>3:45 PM - 5:00 PM</td>
<td>Poster Exhibit</td>
<td>Integrating Technology into Adult Learning: Technology Tools and Strategies</td>
<td>Ava M Tabb</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/1/17</td>
<td>3:45 PM - 5:00 PM</td>
<td>Poster Exhibit</td>
<td>Utilizing Integrated Project Teams: An Essential Element of Online Course Development</td>
<td>Bethany Cleveland, Kris J. Kripchak, Akesha Horton</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/2/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>Hybrid Learning: Uncovering the Advantages and Myths</td>
<td>Leann M.R. Kaiser, Kelly McKenna, Kalpana Gupta, Jill Zarestsky</td>
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<tr>
<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Concurrent Session</td>
<td>Reflections on the Change from FTF to Synchronous Online Classes for Adult Education Master’s Students.</td>
<td>Kathy Peno</td>
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<tr>
<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Shared Concurrent</td>
<td>Scaffolding Theory and Online Training Design</td>
<td>Tino Simon</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Session Type</td>
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<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Shared Concurrent</td>
<td>Preparing Students to Succeed in Online Courses: Ways an Online Student Preparedness Program is Effective</td>
<td>Yaxin Zheng, Susan J. Barcinas</td>
<td>L8</td>
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<tr>
<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Concurrent Session</td>
<td>You get what you get: Reflecting on CPAE's 2017 social media survey findings</td>
<td>Haijun Kang</td>
<td>L9</td>
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<tr>
<td>11/2/17</td>
<td>2:00 PM - 2:45 PM</td>
<td>Concurrent Session</td>
<td>Finding Their Voices: Supporting Students by Incorporating Positive Psychology in Online Learning</td>
<td>Kellee R. Vess, Valerie K. Ambrose, Cecillia Teal</td>
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<td>11/2/17</td>
<td>3:00 PM - 3:45 PM</td>
<td>Concurrent Session</td>
<td>Engagement Value of Motivational Activities for Online Adult Learners</td>
<td>Antonio Jokelova, Kathleen Stone</td>
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<tr>
<td>11/2/17</td>
<td>3:00 PM - 3:45 PM</td>
<td>Concurrent Session</td>
<td>Online Instructor Presence and Immediacy for Adult Students in Small, Rural Community Colleges</td>
<td>Karen P. Liebhaber</td>
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<tr>
<td>11/3/17</td>
<td>9:45 AM - 10:30 AM</td>
<td>Concurrent Session</td>
<td>Cross-Cultural Collaborative Online Learning: A Study of Adult Immigrants’ Experiences</td>
<td>Alex Kumi-Yeboah</td>
<td>L11</td>
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<tr>
<td>11/3/17</td>
<td>10:30 AM - 11:15 AM</td>
<td>Concurrent Session</td>
<td>Designing Low-Cost Online Instruction Using Adobe Acrobat</td>
<td>Joshua A Miller</td>
<td>L9</td>
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### English for Speakers of Other Languages, GED Literacy, Vocational and Career Education

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>11/1/17</td>
<td>3:45 PM - 5:00 PM</td>
<td>Poster Exhibit</td>
<td>A New Start of Language Journey - Church-Based ESL Programs for Local Internationals</td>
<td>Yuewei Shi, Xi Lin, Mingyu Huang, Maria Martinez Witte</td>
<td>Chickasaw &amp; Mississippi</td>
</tr>
<tr>
<td>11/2/17</td>
<td>2:00 PM - 2:45 PM</td>
<td>Roundtable</td>
<td>Creating an Inclusive Learning Environment: Using the Culturally Responsive Teaching Framework with Adult Learners</td>
<td>Christy M. Rhodes</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/2/17</td>
<td>3:00 PM - 3:45 PM</td>
<td>Concurrent Session</td>
<td>Improving English for Speakers of Other Languages Learners’ Literacy Outcomes through Instructor/Librarian Collaborations</td>
<td>Christina C. Wray, Beatrix Burghardt</td>
<td>L11</td>
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<tr>
<td>11/2/17</td>
<td>3:00 PM - 3:45 PM</td>
<td>Concurrent Session</td>
<td>Oral Vocabulary Practices of Adult ESL Practitioners</td>
<td>Carol Cochi</td>
<td>L3</td>
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</table>
## Conference Sessions by Strand (continued)

### English for Speakers of Other Languages, GED Literacy, Vocational and Career Education

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<tr>
<th>Date</th>
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<tr>
<td>11/3/17</td>
<td>10:30 AM - 11:15 AM</td>
<td>Concurrent</td>
<td>How Adult ESL Teachers Perceive Second Language Acquisition Factors among Newly Arrived Immigrants</td>
<td>Raja Kumar, Stacy Nicole Mackey Kim-brough</td>
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### Graduate Student Education

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<th>Title</th>
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<tbody>
<tr>
<td>11/1/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent</td>
<td>Support Outside the Classroom: Graduate Students Voicing Their Professional Development and Networking Needs</td>
<td>Brittany Davis</td>
<td>L9</td>
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<tr>
<td>11/1/17</td>
<td>1:45 PM - 2:30 PM</td>
<td>Roundtable</td>
<td>The Student Research Empowerment Program (SREP): A Mentoring Learning Community for Graduate Students</td>
<td>Leslie Cordie, Xi Lin</td>
<td>Chickasaw &amp; Mississippi</td>
</tr>
<tr>
<td>11/1/17</td>
<td>1:45 PM - 2:30 PM</td>
<td>Roundtable</td>
<td>Civic Engagement: The Role of Historically Black College and University Graduate Students in Community Enrichment</td>
<td>Trevor R. Taylor</td>
<td>Chickasaw &amp; Mississippi</td>
</tr>
<tr>
<td>11/2/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent</td>
<td>For Once I Felt Normal: Interrupting the Isolated, Deficit-Based Development of Graduate Writers</td>
<td>Shannon D. Collins, Peter W. Silberman</td>
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<tr>
<td>11/2/17</td>
<td>2:00 PM - 2:45 PM</td>
<td>Concurrent</td>
<td>Can Anyone Hear Us: Understanding International Graduate Students’ Learning Experiences</td>
<td>Owusu Ansah Boakye</td>
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<tr>
<td>11/2/17</td>
<td>3:00 PM - 3:45 PM</td>
<td>Concurrent</td>
<td>Grouping Adult Students Abroad: In What Ways Does Group Size Affect Adult Learning While Abroad?</td>
<td>Natalia Mora, M.A., Brittany Davis, Joellen Coryell</td>
<td>L10</td>
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<tr>
<td>11/3/17</td>
<td>8:45 AM - 9:30 AM</td>
<td>Roundtable</td>
<td>Passing the Torch: Building Sustainable Community Among Grad Students</td>
<td>Ellen M. Haight, Gwen Scott Ruttenoutter, Sara Nasrallahian Mojarad</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/3/17</td>
<td>9:45 AM - 10:30 AM</td>
<td>Roundtable</td>
<td>Secrets and Tips to a Tenure Track Job: Teaching Focus Perspective</td>
<td>Shaquille Marsh</td>
<td>Chickasaw &amp; Mississippi</td>
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### Health Professionals

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<th>Time</th>
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<tr>
<td>11/1/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Roundtable</td>
<td>Information Seeking Activities for Clinical Decision-Making of Physicians in Medically Underserved Areas/Health Professional Shortage Areas.</td>
<td>Irene Lubker</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/1/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>Adult Learning Theory Applied to Medical Communication Training</td>
<td>Frank DiSilvestro</td>
<td>L12</td>
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<tr>
<td>11/1/17</td>
<td>3:45 PM - 5:00 PM</td>
<td>Poster Exhibit</td>
<td>Professional Nursing from the Perspective of Patients</td>
<td>Astrid Seltrecht</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/2/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Roundtable</td>
<td>Collaborating for Competency: Complex Technology and the Healthcare Provider</td>
<td>Shawna Strickland</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Concurrent Session</td>
<td>Self Care of Health Professions Educators: Heart Rhythm Meditation for Adult Development</td>
<td>Elizabeth Tisdell</td>
<td>L6</td>
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<tr>
<td>11/2/17</td>
<td>3:00 PM - 3:45 PM</td>
<td>Concurrent Session</td>
<td>Understanding Power, Politics, and Organizational Culture when Developing Partnerships in Health Professions Education Programs.</td>
<td>Wendy M. Green, Catherine Hansman</td>
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### History and Philosophy of Adult Education

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<tbody>
<tr>
<td>11/1/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>AdultSchoolLife: The Journey</td>
<td>John Bannister</td>
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<tr>
<td>11/1/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>The Free Universities Movement and Impact in Lifelong Learning</td>
<td>Michael Garamoni</td>
<td>L12</td>
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<tr>
<td>11/1/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>Physical Therapist Education: A Historical Perspective in the Evolution of a Doctoring Profession</td>
<td>E. Shannon Hughes</td>
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<tr>
<td>11/1/17</td>
<td>1:45 PM - 2:30 PM</td>
<td>Concurrent Session</td>
<td>Military Adult Continuing Education</td>
<td>Robert Craig, Jr.</td>
<td>L5</td>
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<tr>
<td>11/2/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Roundtable</td>
<td>Pedandragogy: The Merging of Andragogy and Pedagogy in Adult Education</td>
<td>Chanikarnnda Komarakul Na Nagara</td>
<td>Chickasaw &amp; Mississippi</td>
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### Conference Sessions by Strand (continued)

#### International Adult Education

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#### International Adult Education

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<tr>
<td>11/1/17</td>
<td>1:45 PM - 2:30 PM</td>
<td>Concurrent Session</td>
<td>Work-Related Lifelong Learning Participation: A Comparison Between Native and Foreign Born Adults in Western Countries.</td>
<td>Ellen Boeren</td>
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<tr>
<td>11/1/17</td>
<td>2:45 PM - 3:30 PM</td>
<td>Concurrent Session</td>
<td>Lifelong Learning in Japan, Rwanda and South Korea: Adult Education Beyond Human Capital Development</td>
<td>Xiaqiao Zhang, David Agole, Enes Gocke</td>
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<td>11/2/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>Answering the Call for Learning Cities in a Western World</td>
<td>Qi Sun, Holley Marie Linkous</td>
<td>Riverbluff</td>
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<td>11/2/17</td>
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<td>Concurrent Session</td>
<td>Cypriot young adults’ studies abroad and their influence on their ethnonational identity learning</td>
<td>Christos Anagiotos</td>
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<tr>
<td>11/2/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>Literacy and Women’s Development over 60 years of CONFINTEA: A Global View of World Regions</td>
<td>Mary V. Alfred, Sarah Ray, Michelle A Johnson</td>
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<tr>
<td>11/2/17</td>
<td>3:00 PM - 3:45 PM</td>
<td>Concurrent Session</td>
<td>International Student Identity Development: An Ecological Systems Perspective</td>
<td>Simone C. Conceição, Todd Southern, Liliana Mina</td>
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<tr>
<td>11/3/17</td>
<td>9:45 AM - 10:30 AM</td>
<td>Shared Concurrent</td>
<td>Inclusive Design for International Learners: Engaging Varying Cultural Competencies in Online Courses</td>
<td>Kelly McKenna, Jill Zarestky, Melissa Anzlovar</td>
<td>Sultana</td>
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#### Military Education

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<tr>
<td>11/1/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>Finding Theory in Practice: Situated Cognition and ACE Military Credit Recommendations</td>
<td>Patricia Brewer</td>
<td>L6</td>
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<tr>
<td>11/3/17</td>
<td>9:45 AM - 10:30 AM</td>
<td>Roundtable</td>
<td>The Veteran Student Transition: From the Military to Higher Education</td>
<td>Katie Crall</td>
<td>Chickasaw &amp; Mississippi</td>
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#### Professors of Adult Education

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<tr>
<td>11/1/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>Tips for Becoming Faculty: There is Light at the End of the Tunnel</td>
<td>Geleana Drew Alston, Christos Anagiotos</td>
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## Conference Sessions by Strand (continued)

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<tr>
<td>11/1/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>Promoting Understanding of Diversity in Appalachia: A Regional University’s Adult and Higher Education Programs’ Roles</td>
<td>Fujuan Tan, Lee W. Nabb</td>
<td>Sultana</td>
</tr>
<tr>
<td>11/1/17</td>
<td>3:45 PM - 5:00 PM</td>
<td>Poster Exhibit</td>
<td>Reflection and Your Philosophy of Education</td>
<td>Robert Dale Southard</td>
<td>Chickasaw &amp; Mississippi</td>
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<td>3:45 PM - 5:00 PM</td>
<td>Poster Exhibit</td>
<td>HBCUs &amp; PWIs by Gender &amp; Region: Comparing Faculty in Northeastern and Southeastern Land Grant Institutions</td>
<td>Minerva R. Brauss, Xi Lin, Barbara A. Baker</td>
<td>Chickasaw &amp; Mississippi</td>
</tr>
<tr>
<td>11/2/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>Prose of Creativity: Limitless Ways to Use Your Creativity to Increase Your Writing Productivity</td>
<td>Dominique T. Chlup</td>
<td>L6</td>
</tr>
<tr>
<td>11/3/17</td>
<td>8:45 AM - 9:30 AM</td>
<td>Concurrent Session</td>
<td>Adult seminars: Developing educational practices for adult learners through engaging and interactive practices</td>
<td>Adele Junfin, Ovi Galvan, Jr., Blake Ramsey, Shannon Seelye, Gary Wingenbach</td>
<td>Riverbluff</td>
</tr>
<tr>
<td>11/1/17</td>
<td>9:45 AM - 10:30 AM</td>
<td>Roundtable</td>
<td>If Plan A Doesn't Work - the Alphabed has 25 More Letters</td>
<td>Teresa R Hamra</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/3/17</td>
<td>10:30 AM - 11:15 AM</td>
<td>Concurrent Session</td>
<td>Will Using Integrative Design in Course Redesign Unite Adult Learners and Adult Educators?</td>
<td>Jane Teel</td>
<td>L6</td>
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## Program Management and Administration

<table>
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<th>Session Type</th>
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<tr>
<td>11/1/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>Mapping Administrative Leadership Roles and Responsibilities: New Insights from an International Compendium of Adult Education</td>
<td>Larry G. Martin, Mary V. Alfred, Joe F. Donaldson, Burton Sisco, Karen Watkins</td>
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<tr>
<td>11/2/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>Workplace Bullying: Incivility on our campuses and in our workplaces</td>
<td>Sarah Strom Kays, Teresa Hayes</td>
<td>L13</td>
</tr>
<tr>
<td>11/1/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>Developing Effective Graduate Certificate Programs</td>
<td>Phyllis J. Broughton, Steven W. Schmidt, Christy M. Rhodes, Kathy M. Lohr</td>
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</table>
### Conference Sessions by Strand (continued)

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<tr>
<th>Date</th>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Speaker(s)</th>
<th>Location</th>
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<tr>
<td>11/2/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>Critical Perspectives on Assessment, Evaluation, and Accountability Mandates in Adult Education</td>
<td>Lilian H. Hill</td>
<td>L3</td>
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<tr>
<td>11/2/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Shared Concurrent</td>
<td>A Conceptual Framework for Adult Education Policy Analysis</td>
<td>Elizabeth A. Roumell</td>
<td>L8</td>
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<tr>
<td>11/3/17</td>
<td>8:45 AM - 9:30 AM</td>
<td>Concurrent Session</td>
<td>Unpacking Authentic Leadership in Education</td>
<td>Michelle Glowacki-Dudka Brid Connolly</td>
<td>L3</td>
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### Research-to-Practice

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<thead>
<tr>
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<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>11/1/17</td>
<td>1:45 PM - 2:30 PM</td>
<td>Roundtable</td>
<td>Homeless and online: What resources do these students need to be successful?</td>
<td>Maureen Lienau</td>
<td>Chickasaw &amp; Mississippi</td>
</tr>
<tr>
<td>11/1/17</td>
<td>2:45 PM - 3:30 PM</td>
<td>Concurrent Session</td>
<td>Large Datasets: Challenges, Opportunities, and Why They Are Important</td>
<td>Jeff Zacharakis Amy D. Rose M C Smith</td>
<td>L2</td>
</tr>
<tr>
<td>11/2/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Roundtable</td>
<td>Reflections of Broken Trust: Why trust in the learning environment is vital</td>
<td>Teresa Hightower Lori Risley</td>
<td>Chickasaw &amp; Mississippi</td>
</tr>
<tr>
<td>11/2/17</td>
<td>2:00 PM - 2:45 PM</td>
<td>Roundtable</td>
<td>Strategies to Support and Include Non-Traditional Students</td>
<td>Christiana S. Kyles Lori Risley</td>
<td>Chickasaw &amp; Mississippi</td>
</tr>
<tr>
<td>11/2/17</td>
<td>3:00 PM - 3:45 PM</td>
<td>Roundtable</td>
<td>Spatial Learning with Virtual Reality: Implications for Practice</td>
<td>Jon Martens</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/2/17</td>
<td>3:00 PM - 3:45 PM</td>
<td>Roundtable</td>
<td>Addressing International Undergraduates’ Needs: Applying Andragogical Teaching Techniques on Teacher Leadership in Adult Classrooms</td>
<td>Somanita Kheang</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/3/17</td>
<td>8:45 AM - 9:30 AM</td>
<td>Concurrent Session</td>
<td>Developing Lifelong Learning Systems Emerging from Experience and Imagination in Communities</td>
<td>John Arthur Henschke Suwithida Charungkaittikul</td>
<td>L14</td>
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<tr>
<td>11/3/17</td>
<td>9:45 AM - 10:30 AM</td>
<td>Concurrent Session</td>
<td>Perspectives on Adult Education by Field Practitioners</td>
<td>Brett King</td>
<td>L14</td>
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<tr>
<td>11/1/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent Session</td>
<td>A Horse of a Different Color: Establishing Validity and Reliability in Qualitative Research</td>
<td>Wayne Babchuk Timothy Guetterman Amanda Garrett</td>
<td>Riverbluff</td>
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### Conference Sessions by Strand (continued)

#### Sustainability and Environmental Adult Education

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<th>Date</th>
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<th>Title</th>
<th>Speaker(s)</th>
<th>Location</th>
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<tbody>
<tr>
<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Concurrent Session</td>
<td>Addressing air quality through community-based participatory action research</td>
<td>Wendy Griswold</td>
<td>Sultana</td>
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#### Workforce Development, Professional Development, Continuing Education, and Human Resource Development

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session Type</th>
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<th>Speaker(s)</th>
<th>Location</th>
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<tbody>
<tr>
<td>11/1/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Roundtable</td>
<td>Training Impact Analysis: Considerations, Common Approaches, and Best Practices</td>
<td>Tino Simon</td>
<td>Chickasaw &amp; Mississippi</td>
</tr>
<tr>
<td></td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>Employee resource groups and student groups: Drivers of diversity and inclusion or cultural artifacts?</td>
<td>Wendy M Green</td>
<td>L13</td>
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<tr>
<td></td>
<td>9:00 AM - 9:45 AM</td>
<td>Concurrent Session</td>
<td>Welfare Recipients as Front Line Workers: The Influence of Personal Experience and Discretionary Power</td>
<td>Michelle A. Johnson</td>
<td>L5</td>
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<tr>
<td></td>
<td>10:00 AM - 10:45 AM</td>
<td>Roundtable</td>
<td>Raising the Bar: Moving Evaluation of Training From the Classroom Into the Business</td>
<td>Julia Tucker-Lloyd</td>
<td>L2</td>
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<tr>
<td></td>
<td>1:45 PM - 2:30 PM</td>
<td>Concurrent Session</td>
<td>Adult Education Practice for Entrepreneurship</td>
<td>Sarah M. Ray, Jill Zarestky, Lisa Baumgartner</td>
<td>L3</td>
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<tr>
<td></td>
<td>3:45 PM - 5:00 PM</td>
<td>Poster Exhibit</td>
<td>How do Law Enforcement Officers transfer learning to improve their practice in crime scene investigations?</td>
<td>Jane Northup</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td></td>
<td>3:45 PM - 5:00 PM</td>
<td>Poster Exhibit</td>
<td>Varied Labels and Definitions in HRD, a Link to the Disconnect Between Research and Practice?</td>
<td>Holly Jackson</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td></td>
<td>3:45 PM - 5:00 PM</td>
<td>Poster Exhibit</td>
<td>Align and Redesign: A Research-Based Redesigning of Adult Education Service Delivery Leading to Dramatic Adult Student Outcomes</td>
<td>Laura Weisel, Margaret Patterson</td>
<td>Chickasaw &amp; Mississippi</td>
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<td>11/2/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Roundtable</td>
<td>Career transitions: Lessons from higher-aged women professionals</td>
<td>Judith Ellen Livingston</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/2/17</td>
<td>9:00 AM - 9:45 AM</td>
<td>Roundtable</td>
<td>Assess for Success: Learners’ Analysis as a Guide to Online Course Development</td>
<td>Bouchra Bakach</td>
<td>Chickasaw &amp; Mississippi</td>
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### Conference Sessions by Strand (continued)

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<tr>
<td>11/2/17</td>
<td>10:00 AM - 10:45 AM</td>
<td>Concurrent</td>
<td>Lessons Learned about Workforce Development from a TAACCCT Bioeconomy Consortium: Opportunities, Challenges, Sustainability</td>
<td>Diana Nastasia, Courtney Breckenridge</td>
<td>L10</td>
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<tr>
<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Roundtable</td>
<td>(Still) Defining Human Resource Development and its Competencies</td>
<td>Robin Hurst</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Roundtable</td>
<td>Meaningfulness of Work: Rethinking Performance-oriented Approach to HRD</td>
<td>Jieun You</td>
<td>Chickasaw &amp; Mississippi</td>
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<tr>
<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Concurrent</td>
<td>Learning Cities: Introducing the Philosophy, Policy, and Practice of Lifelong Learning</td>
<td>Leodis Scott</td>
<td>L11</td>
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<tr>
<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Concurrent</td>
<td>Partnering with Industry: A Community College Model for Corporate Training</td>
<td>Donald Tracy, Robert F. Reardon</td>
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<tr>
<td>11/2/17</td>
<td>11:15 AM - 12:00 PM</td>
<td>Concurrent</td>
<td>How Workforce Education and Development Programs Work for Graduates’ Professional Career</td>
<td>Yuanlu Niu, Yvonne Hunter-Johnson, Tingting Liu</td>
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<tr>
<td>11/2/17</td>
<td>2:00 PM - 2:45 PM</td>
<td>Concurrent</td>
<td>Peer Mentoring in the Workplace: Benefits, Challenges, and Learning</td>
<td>Lisa Baumgartner, Keegan Nichols, Brett Bruner</td>
<td>L1</td>
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<td>11/2/17</td>
<td>2:00 PM - 2:45 PM</td>
<td>Concurrent</td>
<td>Earn While You Work: Incorporating Educational Opportunities into a Workplace Setting</td>
<td>Kate Nelson</td>
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<td>11/2/17</td>
<td>2:00 PM - 2:45 PM</td>
<td>Shared Concurrent</td>
<td>Online Professional Development and Continuing Education Resources for Dance Educators</td>
<td>Lamaiya Lancaster</td>
<td>L6</td>
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<td>11/2/17</td>
<td>2:00 PM - 2:45 PM</td>
<td>Shared Concurrent</td>
<td>Workplace Learning as Organizational Citizenship Behavior: Connecting Two Conceptual Domains</td>
<td>Kevin Rose</td>
<td>L8</td>
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<td>11/2/17</td>
<td>3:00 PM - 3:45 PM</td>
<td>Concurrent</td>
<td>Women’s Leadership in China: The Puzzling Glass Ceiling in the Healthcare Industry</td>
<td>Tingting Liu, Yvonne Hunter-Johnson, Yuanlu Niu</td>
<td>L5</td>
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<tr>
<td>11/3/17</td>
<td>8:45 AM - 9:30 AM</td>
<td>Roundtable</td>
<td>Self-directed learning in health information seeking on the internet</td>
<td>Priyadarshini Pattath</td>
<td>Chickasaw &amp; Mississippi</td>
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<td>11/2/17</td>
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<td>Shared Concurrent</td>
<td>Teacher Perceptions of Professional Development</td>
<td>Carissa McCray</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Session Type</td>
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<td>8:45 AM - 9:30 AM</td>
<td>Shared Concurrent</td>
<td>Creating a Harmonious Choir of Writers: Preventing and Addressing Collaborative Writing Discord and Dysfunction</td>
<td>Catherine A. Cherrstrom, Jill Zarestky</td>
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<td>11/3/17</td>
<td>8:45 AM - 9:30 AM</td>
<td>Shared Concurrent</td>
<td>Grant Proposal Writing for Adult Educators</td>
<td>Jill Zarestky, Catherine A. Cherrstrom</td>
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<td>11/3/17</td>
<td>9:45 AM - 10:30 AM</td>
<td>Concurrent Session</td>
<td>Meeting grant deliverables: Managing federally funded grant programs for adult learners into compliance</td>
<td>Ovi Galvan, Jr., Lisa Baumgartner</td>
<td>L2</td>
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<tr>
<td>11/3/17</td>
<td>9:45 AM - 10:30 AM</td>
<td>Concurrent Session</td>
<td>“Everybody Needs Everyone”: Organizational Learning After a Downsize</td>
<td>Sarah Miller, Junghwan Kim</td>
<td>L3</td>
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</table>

2017 Partners

AAACE is thrilled to announce our strategic partnerships with other organizations in our field.

- Academy of Human Resource Development (AHRD)
- The Adult Higher Education Alliance (AHEA)
- Association for Nontraditional Students in Higher Education (ANTSHE)
- Council for Accelerated Programs (CAP)
- Commission on Adult Basic Education (COABE)
- European Association for the Education of Adults (EAEA)
- European University Continuing Education Network (eucen)
- Higher Education Lifelong Learning Ireland Network (HELLIN)
- International Association for Continuing Education and Training (IACET)
- AONTAS - Ireland’s National Adult Learning Organisation
- Mountain Plains Adult Education Association (MPAEA)
- Transformative Learning Conference (TLC)
- VALUEUSA
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Poster Presentations

Wednesday, November 1st from 3:45 pm - 5:00 pm
Chickasaw & Mississippi

Posters will be featured during the Wednesday evening Wine & Cheese Reception at the 2017 AAACE conference providing the opportunity to interact with attendees as they celebrate the rich landscape of adult learning. Digital versions will be available on the conference app for attendees to view throughout the conference, giving you the opportunity for discussion at any time.

What is a poster presentation?
A poster depicts one element of a research study's findings, or a project, program or theory. Effective posters draw viewers' attention with color, graphics, and images, using just enough text to summarize the details. During the session, presenters have a one-breath statement to market their poster's topic and importance to passers by, who hopefully will be interested enough to spend a few minutes reading the poster and discussing its contents.

Why present a poster?
By popular demand, the 2017 AAACE conference poster presentation coincides with the reception to provide a relaxed, socially-engaged atmosphere for presenters to:

- Network one-on-one with all conference attendees
- Share new approaches and/or best practices with colleagues
- Discuss how “lessons learned” are being used to improve programs
- Showcase programs or projects to current and potential funders
- Disseminate information about their research, program, or project to a broader audience
- Enjoy some snacks while interacting with their audience
- The top poster in each of the following three categories will be recognized at the awards luncheon Thursday, November 2: (a) Highly Relevant, Novel, or Insightful Topic, (b) Standout Conceptual or Methodological Framework, and (c) Significant Findings or Lessons Learned.

We are asking all of our attendees to grade our poster presenters by ranking your top 3 choices.

Winners will be announced on Thursday during the Awards Luncheon.
Author Chats in Grand Lobby

We are excited to announce something new at this year’s conference... “Author Chats.” The Author Chats will be held in Connection Center (located next to the AAACE Registration Desk) on Wednesday, November 1 and Thursday, November 2 from 10:45 to 11:15. This is during the Networking Breaks with Exhibitors. Below is a list of Authors who will be on-hand. Some will have their books with them for sale so make sure you stop by and chat with them.

- Henry Merrill - A Guide to College Success for Post-traditional Students
- Anna Graf Williams - Creating Your Career Portfolio At-A-Glance Guide for Students
- Steven W. Schmidt - Organization and Administration of Adult Education Programs
- Alan B. Knox - International Compendium of Adult and Continuing Education and Improving Professional Learning
- John Holst & Maria Alicia Vetter - Antonio Gramsci: A Pedagogy to Change the World
- Raymond Wlodkowski & Margery Ginsberg - Enhancing Adult Motivation to Learn (4th Ed.)
- Amy Rose, Jovita Ross-Gordon, & Carol Kasworm - Foundations of Adult and Continuing Education
- Valerie Bryan
- Eric Malm & Marguerite Price - Academic Transformation: A Design Approach for the New Majority
- Dan Pratt - Five Perspectives on Teaching: Mapping a Plurality of the Good (2nd Ed.)

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For More Information, Contact:
Dr. Steven Schmidt, Professor
Department of Interdisciplinary Professions
252-328-1118, schmidst@ecu.edu
CIAE provides a forum for the discussion of international issues related to adult education in general, as well as adult education in various countries around the globe. The following purposes summarize the work of the Commission:

- To develop linkages with adult education associations in other countries.
- To encourage exchanges between AAACE and associations from other countries.
- To invite conference participation and presentation by interested adult educators around the world.
- To discuss how adult educators from AAACE and other nations may cooperate on projects of mutual interest and benefit to those we serve.

The Commission holds its annual Pre-Conference in conjunction with the AAACE Annual conference.

Director: Mejai. B. M. Avoseh, Ph.D. (Mejai.Avoseh@usd.edu)

The following information was provided to give you a sample of the abstracts that will be taking place during the CIAE Pre-Conference. Registered attendees will receive a full schedule upon their CIAE Check-In. The 2017 CIAE Pre-Conference promises to be another rewarding experience - professionally and academically. This year's presenters and topics are spread across the globe. The following are some of the confirmed geo-spread of presenters/topics:

1. Belize
2. Cuba
3. Germany
4. Ghana
5. Italy
6. Jamaica
7. Nigeria
8. Philippines
9. Saudi Arabia
10. South Africa
11. Thailand
12. United States

SUSTAINING THE THRIVING GLOBAL MOBILITY OF FOREIGN STUDENTS COMING TO STUDY IN THE UNITED STATES: IMPACTS AND PERSPECTIVES

Simeon Edosomwan, Ph.D. Candidate

ABSTRACT: In this paper, I examined what triggers international students mobility to the United States and simultaneously, how international students contribute to a thriving erudite community in the United States through the process. I.e.: Exchange of social cultural diversity experience, facilitation of multiple perspective to knowledge, and financial contribution to host institutions and the country. These contributions suggest that an understanding of what triggers international students' mobility and the positive impacts of international students is essential for sustaining and maintaining the trend of a thriving global mobility of foreign students in the United States.
DISCOVERING TEACHING AND LEARNING OPPORTUNITIES IN A BIGGER WORLD

Michelle Glowacki-Dudka and Marjorie Treff

ABSTRACT: International travel and study experiences can provide rich opportunities to understand and make meaning in the world and about the world. In the current political climate, we believe that it is increasingly important for our learners to be able to seek out and value diverse ideas, opinions, and solutions from the widest group of colleagues possible. In this paper, we each share our relevant experiences, and discuss approaches to bringing international voices and experiences into our teaching and research.

WORK-RELATED TEACHING & LEARNING METHODS: CASE STUDIES IN ITALY AND METHODOLOGICAL ADVICE

Daniela Frison and Monica Fedeli

ABSTRACT: The proposal describes the main themes and issues about Work-Related Teaching and Learning methods, especially related to: purpose of the activities/programs, integration as the process of bringing together formal learning and the world of work, theory and practice, partnership between organizations and educational institutions, support provided to students during Work-Related activities/programs, assessment forms and instruments, as well as “kind” of learning encouraged by WR teaching and learning methods. Thanks to the collected cases, some methodological advice will be provided to encourage Work-Related teaching and learning methods in Higher Education.

TRANSFORMING TEACHING AND LEARNING METHODS IN HIGHER EDUCATION. AN ITALIAN SURVEY OF STUDENTS’ VOICES.

Monica Fedeli

ABSTRACT: The paper aims to present a research study based on quantitative data collected from students’ voices over the last three years by a consortium of Italian Universities with the aim to: design innovative programs for adults in higher education, identify ways to transform learning and teaching inclusive of a more learner-centered approaches and active teaching strategies that promote new work-opportunities. The significance of this paper is determined by a variety of factors. First, it involves the most extensive survey of date coming from students’ voices in higher education in Italy. Second, the research involves a survey submitted to over 50.000 students attending a variety of courses throughout the participating universities. Third, this study offers a unique international perspective of adult and higher education on scale rarely presented. Fourth, the potential of this study is likely to lead to significant innovations of teaching and learning methods in adult and higher education in Italy.

A CLOSER LOOK AT GENDER DIFFERENCES IN PERCEPTION OF APPLICATION OF ANDRAGOGY AT A UNIVERSITY IN SAUDI ARABIA

Claudette M. Peterson, Hill, and Obaidalah H. Aljohani

ABSTRACT: This project examined the gender differences related to andragogical principles and process design elements at a more granular level in order to understand implications for women in the gender-segregated learning environments. Split-plot ANOVA and post hoc analysis for Andragogical Principles as a function of gender found significant differences between male and female students with regard to Motivation and Readiness to Learn. Split-plot ANOVA and post hoc analysis for Andragogical Process Design Elements as a function of gender found significant differences between male and female students with regard to Learning Activities.

AN EDUCATIONAL CASTE SYSTEM: INTERGENERATIONAL LITERACY AND SOCIAL MOBILITY IN THE UNITED STATES AND GERMANY

Veronica R. Scheidler

ABSTRACT: This paper examines the claim that the United States and Germany have an “educational caste system” and explores how two countries with very different educational and social structures could develop a problem of low intergenerational literacy and its consequence, limited social mobility. In this exploration, the paper contrasts Germany’s vocational education system with the United States general education system with great attention paid to the adaptability necessary to succeed in the 21st century. Secondly, the Great Gatsby Curve is discussed as it

AAACE 2017
expresses how levels of income inequality within a nation lead to lower levels of social mobility. Lastly, the concept of cumulative advantage in adult education in Germany and the United States is discussed. Ultimately, it is possible to see how two nations with different education systems could arrive at the same problem. The article concludes that there is a need for more research into adult education trends, more established pathways between adult basic education and vocational education and formal university study, and a general shift in policy to recognize some of the long-term weaknesses of vocational training.

THE IMPACT OF THE U.S. POLITICAL CLIMATE ON INTERNATIONAL DOCTORAL STUDENTS
Corina Todoran and Claudette M. Peterson
ABSTRACT: This paper derives from a qualitative study exploring the academic and cultural experiences of international doctoral students in the United States. 25 international doctoral students from 15 countries participated in face-to-face, semi-structured interviews. This paper shows that the travel ban has impacted not only international doctoral students from those banned countries, but has also alarmed students from other countries, who described the climate as being stressful, confusing, and hostile.

ENHANCING DIALOGUE BETWEEN AMERICAN AND BELIZEAN TEACHERS ON SPIRITUALITY
J. Kirshner and J. Zarestky
ABSTRACT: This paper examines the contrasting ways public school teachers in the United States and in Belize draw on spirituality as the foundation of why they teach, with the intention of enhancing dialogue among educators from both countries. We present the structural differences between the US and Belize, and the corresponding differences and similarities in perspectives impacting teacher identity and classroom practice. We conclude with a discussion of dialogue around spirituality as a means to can enhance the professional conversation of how we support and guide learners.

QUALITY ASSURANCE IN PRIVATE HIGHER EDUCATION IN GHANA: PERSPECTIVES OF ADMINISTRATORS AND INTERNATIONAL HIGHER EDUCATION SPECIALISTS
Linda Tsevi
ABSTRACT: This paper examined private higher education in Ghana and the implementation of quality assurance procedures from the perspectives of administrators and international higher education specialists. Using the three main isomorphic classifications (coercive, mimetic and normative) of DiMaggio and Powell's (1983) institutional theory, this qualitative study explored how regulatory measures impact the efforts of private providers towards meeting quality assurance standards. Administrators from seven private higher education institutions in Ghana and three international higher education specialists were purposely selected as sample for this paper.

LEARNING STYLES ADOPTED BY ADULT LEARNERS: A CASE OF AN INSTITUTION OF HIGHER LEARNING IN GHANA
Samuel Amponsah, Boakye Owusu Ansah, and Ernest Ampadu
ABSTRACT: Studies have been conducted on the learning styles of adults in various geographical areas but same cannot be said for Ghana. This study, which is underpinned by the Transformative Learning Theory, explored how diploma students’ in a Ghanaian institution of higher learning adopt specific learning styles in their studies. The study employed a qualitative case study approach with 21 diploma students through homogeneous sampling and used three focus group discussions as the data collection method. The findings from the study re-echoed the importance of learning styles in understanding how individual learners construct their knowledge.
EXTENDING THE MARGINS OF ADULT EDUCATION PRINCIPLES OF TEACHING AND LEARNING IN NIGERIAN UNIVERSITIES: MAKING A DIFFERENCE IN SUSTAINABLE EDUCATIONAL DEVELOPMENT IN NIGERIA

Nneka A. Umezulike

ABSTRACT: Selected Adult Education Lecturers and Adult Education Postgraduate students at Michael Okpara University of Agriculture, Umudike met to exchange knowledge and ideas on how to extend the margins of Adult Education Principles of teaching and learning to Nigerian Universities for sustainable educational development. This researcher used face-to-face round table discussion involving eight Adult Education Lecturers and seven Adult Education Postgraduate students called discussion team (DT). It was observed that lecturers in Nigerian Universities used mainly passive principles which lack relevance and connection to students' needs. The (DT) agreed that applying Adult Education conventional Principles such as interactive learning, attention to learners' needs, ability and determination to make progress, awakening and sustenance of interest, adaptation to real life situations etcetera will enhance educational sustainable development in Nigerian Universities.

THE PORTAL OF ENGLISH FLUENCY: HOW CHINESE GRADUATE STUDENTS MAKE SENSE OF THEIR EXPERIENCES AS VISITING SCHOLARS

Sara Bano, John M. Dirkx

ABSTRACT: In the late 1970s, China reopened to the world, creating increasing needs for socioeconomic and scientific development (Huang, 2012). Over the past 15 years, more than 84,000 visiting scholars have studied in the West (Xue, Chao, & Kuntz, 2015). However, not all educational institutions are adequately prepared to address the learning needs of these visiting scholars (Yan & Berliner, 2011), a situation further compounded by the paucity of research on the overseas adult learning experiences of these scholars. Informed by sense-making theory (Weick, 1995) and ethnographic strategies (LeCompte, Preissle & Tesch, 1993), we conducted a qualitative study of how individuals came to understand and make sense of their experiences in an eight-month visiting scholars program in an American R1 university. Data collection included repeated semi-structured interviews in English, and formal and informal observations throughout the program. While positive overall about their experiences, participants revealed a sense of tension and disconnect in the academic and nonacademic components of the program, with the latter often perceived to be more meaningful to their overall goals. They repeatedly emphasized the importance of the international credential and the centrality of English fluency to this credential. To make the experiences more meaningful and transformative for participants, these tensions need to be addressed.

CIAE Pre-Conference At-A-Glance

Sunday, October 29
6:30 pm - 9:30 pm  CIAE Meet and Greet and Community Building Session
L10

Monday, October 30
9:00 am - 6:00 pm  Commission for International Adult Education (CIAE)
L10

Tuesday, October 31
9:00 am - 2:00 pm  Commission for International Adult Education (CIAE) continued
L10
In recognition of the growing influence of online and other distance learning technologies on adult learning, AAACE supports the CDLT to provide members with opportunities to share best practices and research on how adults are learning in networked and other technological learning environments. Our goal is to increase communication and collaboration among adult educators across academic, workplace, community, and other settings who have an interest in sharing their knowledge and practice about learning with virtual technologies.

Director/CDLT Pre-Conference Symposium Chair: Dr. J. Bernard Bradley (cdlt@aaace.org)

CDLT Pre-Conference Symposium Co-Chairs: Tricia Berry; Sola Popoola

Other CDLT Leaders: Leigh Ann Whittle; Tonka Jokelova; Brianne Moore-Adams

CDLT Pre-Conference Symposium on Social Media At-A-Glance

Symposium Purpose

The 2017 Commission for Distance Learning and Technology (CDLT) Pre-Conference Symposium on Social Media provides a collegial atmosphere for sharing best-practices and research on using social media and related technologies when serving adult learners in formal, non-formal, and community-based practice settings.

Schedule of Events

Meeting Rooms L12 and L13

8 a.m. – 2 p.m. CDLT Pre-Conference Symposium on Social Media

7:30 a.m. Registration and Continental Breakfast
8:00 a.m. Networking Activity
8:15 a.m. Symposium Workshop
            “Digital Andragogy: Lifelong Learning with ePortfolio and other Social Media Tools”
9:30 a.m. Individual Speed Presentations (with a/v equipment)
10:30 a.m. Networking Break (with refreshments)
10:45 a.m. Roundtable Discussions and Shared Concurrent Sessions
1:30 p.m. Networking Break
1:45 p.m. Closing Thoughts and Next Steps
2 p.m. Symposium Ends (lunch on your own)
Sessions

Individual speed presentations (with audio-visual equipment) and roundtable discussions are designed to complement the workshop by allowing symposium attendees to explore select topics of interest in greater depth. At the discretion of the planning committee, some roundtable discussions will be combined into shared concurrent sessions. However, all individual presenters will facilitate two presentations. Specific presentation times will be shared with presenters and registrants via email and onsite. The following are examples of discussion-based presentations that have been accepted to round out the symposium:

• Creating Instructor Podcasts for Distance Education Courses
• Putting the SOCIAL in Social Justice: Using Social Media to Recruit/Retain Diverse Students
• Using Social Media in Online Support Groups and Health Education
• Lessons Learned: Using Social Media to Market a Community College Learning Center
• Building Virtual Relationships
• Connecting and Engaging with Bitmoji
• Designing a Prototype: Personalized Programmatic Learning Environment
• 10 Ways to Engage Adults Using Social Media in the Learning Process
• Integrating Social Media into the Classroom
• Evolution of Technology and Education (Social Media)
The following five purposes define the purpose and work of the Commission:

• To act as a vehicle for strengthening and supporting excellence in academic programs in adult education.
• To identify and disseminate resources that support adult education as a field of study, research and practice.
• To provide opportunities for the professional development of professors of adult education.
• To study and disseminate positions on social issues of concern to adult education.
• To provide a forum for critical reflection and dialogue on scholarship and practice that reflects the diversity in adult education.

An additional and important purpose of CPAE is to provide a caring, supportive and collegial community for professors of adult education. We seek to achieve this through our annual meeting in conjunction with the annual AAACE conference. CPAE meetings include sessions designed to address current concerns of members in addition to building community and conducting the business of the Commission. Active Special Interest Groups (SIGs) include critical theory, faculty development, human resource development, instructional improvement, international/intercultural issues, research & theory, women’s research, and neuroscience. There is also often an additional less formal meeting at the annual Adult Education Research Conference (AERC) in early June. The Commission maintains an active listserv used to disseminate information to members and others concerned with the preparation of adult educators.

Director: Dr. Ann Brooks (abrooks@txstate.edu)
## CPAE Schedule of Events

**Thursday, November 2, 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>2:15 p.m. - 3:45 p.m.</td>
<td><strong>CPAE Opening Session</strong></td>
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<td>Steamboat (Mezzanine)</td>
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**Finding Opportunity in Complexity and Change: Adult Education Moving Forward**

Our current era is one of disruption, where learning and action are met by complexity, contradiction, and continuous change. A confluence of economic, political, and social forces are affecting students, faculty, higher education, nations, and the world. What are the consequences of learning and action in response to these new complexities individually, collectively, and systemically?

Ailiki Nicolaides (University of Georgia) and Victoria Marsick (Teachers College, Columbia University) will give theoretical and practical context for this session. Then Monica Fidel (University of Padua), Steven Schmidt (East Carolina University), Lee Nabb (Morehead State University), and Victoria and Ailiki will describe initiatives they have implemented in their programs or universities.

**Key Note and Panelists:**
- Dr. Ailiki Nicolaides, University of Georgia
- Dr. Victoria Marsick, Teachers College, Columbia University

**Panelists**
- Dr. Monica Fidel, University of Padua
- Dr. Steven Schmidt, East Carolina University
- Dr. Lee Nabb, Morehead State University

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<th>Time</th>
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<tr>
<td>4:00 p.m. - 4:55 p.m.</td>
<td><strong>CPAE Concurrent Session 1</strong></td>
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**Instructional Improvement SIG**

4th Floor (Lower Lobby)

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Title</th>
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<tbody>
<tr>
<td>Alan B. Knox</td>
<td>Responsiveness to Variations Among Adult Learners</td>
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</table>

Responsiveness to learner variations is a joy for experienced educators of adults, but a perplexing problem for teachers who have limited experience with helping adults learn. Fortunately, more than a dozen prominent educators recently authored Compendium articles about important types of variation, suggested instructional strategies and available publications, with implications for instructional improvement, and ways to enhance participant performance. Alan Knox will guide this session, in which many of these authors plan to attend for a spirited discussion with all session participants about ways in which educators of adults can efficiently assess, respond to, and celebrate learner variations.

<table>
<thead>
<tr>
<th>Speaker</th>
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<tr>
<td>Robin Redmon Wright</td>
<td>Beyond Media Literacy: Using Pop Culture in Adult Education Graduate Courses</td>
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In our fast-paced, wired, and networked world, many adult educators try to make our classrooms a sort of 20th century bubble where the media-saturated world is held at bay while “real learning” takes place. This is a mistake. In this session I will: a) offer examples of popular culture that can be used in the classroom as illustrations of course topics and as discussion prompts, b) provide sample assignments where students learn through engagement with popular culture, and c) suggest ways to include the production of popular culture products as part of course content and student learning.
## CPAE Schedule of Events

### Women’s Research SIG
L9 (Lower Lobby)

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kimberley Williams</td>
<td><strong>African American Women Facing Infertility &amp; Lessons Learned for Work-life Balance</strong></td>
<td>Achieving work-life balance is a challenge for all women, particularly for those facing difficulties starting a family. This presentation discusses the findings from a phenomenological study that explored African American women facing infertility and the influence on their work-life balance as framed through the critical lens of intersectionality. Dialogue will reflect on the simultaneous interplay of race and gender as realized in the lives of African American women as they seek to achieve work-life balance. Lessons learned and coping strategies will be shared to assist women of color in achieving satisfaction, harmony and success in their personal and professional lives.</td>
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<tr>
<td>Judith Livingston</td>
<td><strong>Channeling Grace and Frankie: Some Thoughts on Professional Women’s Career Transitions in the Third Age</strong></td>
<td>In the Netflix series, Grace and Frankie, two older women (Jane Fonda and Lily Tomlin) parlay their business acumen and artistic talents to create a start-up company. They faced gender and age discrimination pursuing their enterprise but were undaunted. These women represent many people in the third age who anticipate living longer and are considering new careers or other work, even in retirement. This session offers career transition insights from a qualitative study of third age women pediatricians and the literature, as well as personal application of a transition model.</td>
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### Human Resource Development SIG
L10 (Lower Lobby)

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<tr>
<th>Speaker</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>Keisha Burnett</td>
<td><strong>Communities of Practice and Social Interaction of Deaf Employees in the Workplace: Implications for Adult Education</strong></td>
<td>This session presents findings from a qualitative study aiming to describe the experiences of deaf individuals in a hearing workplace environment, and how these experiences impact social interaction in the workplace. Implications for the adult education of business and industry leaders will be discussed.</td>
</tr>
<tr>
<td>Yuanlu Niu, Yvonne Hunter-Johnson, &amp; Tingting Liu,</td>
<td><strong>How Workforce Education and Development Programs Work for Graduates’ Professional Career Development</strong></td>
<td>The undergraduate and graduate degree programs are emerging increasingly within the fields of workforce education, human resource development, and adult education. However, there is very little research regarding the perspective on outcomes of alumni of these programs and the value of these programs. Therefore, this study explores the value of Workforce Education and Development (WED) programs, including undergraduate and graduate degree. A survey is used among alumni to assess the value by investigating their perceived employability and subjective career success. The academic achievement represented by GPA is also considered as a factor in the perceived employability and subjective career success.</td>
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### Time Table

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>5:00 p.m. - 6:00 p.m.</td>
<td>CPAE Reception</td>
</tr>
<tr>
<td>6:00 p.m. - 8:00 p.m.</td>
<td>CPAE Business Meeting</td>
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<td></td>
<td>CPAE Chair and Executive Committee</td>
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</tbody>
</table>
# CPAE Schedule of Events

**Friday, November 3, 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00 a.m. - 11:00 a.m.</td>
<td>Commission of Professors of Adult Education (CPAE) Co-Conference Registration</td>
</tr>
<tr>
<td>8:45 a.m. - 9:40 a.m.</td>
<td>CPAE Concurrent Session 2</td>
</tr>
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</table>

## Critical Theory SIG
18 (Lower Lobby)

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>Cheryl Attinger</td>
<td>Clip This! Using Extreme Couponing as a Form of Consumer Activism</td>
<td>Extreme couponing as its own construct appears to do little more than perpetuate and reinforce the negative side effect of a consumer/capitalist society. I challenge that extreme couponing, from a critical theory perspective, can become a form of consumer activism that has the potential to change the social landscape of the working class. I contend that extreme couponing can help support underserved populations and narrow the gap of inequity by utilizing the business strategies of the dominant capitalist corporations. The keystone of this activist approach is to take advantage of a loophole in the dominant ideology igniting a social justice movement.</td>
</tr>
<tr>
<td>Kathryn Sandoe</td>
<td>Real to Reel to Reals: Using Pop Culture Stories for Social Change</td>
<td>From real to reel to reel again. How do real-life experiences become intertwined with fictional narratives, which then shape what and how we learn about ourselves and the world? What is the role of pop culture in facilitating learning about critical theory and its application to the lives of adult learners? This session offers attendees a unique perspective on using pop culture narratives as platforms for personal storytelling and social change. More specifically, the session will demonstrate, through current research and practical application, how educators can help adult learners develop a critical consciousness and activist identity through imagination and storytelling.</td>
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## Dialogues in Andragogy SIG
19 (Lower Lobby)

<table>
<thead>
<tr>
<th>Speakers</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>Suwithida Charungkkitkul and John A. Henschke</td>
<td>Merging the Concepts of Sustainable Lifelong Learning Society and Andragogy</td>
<td>Today, the world is changing, re-establishing the role of adult education to help develop a learning society. The literature on andragogy demonstrates the need to consider the future of andragogy, which may strengthen the learning society theory and allow for the andragogical assumptions and processes to further guide the learning society aspect of adult education. Our intention in this discussion is to propose a practical application of andragogy as a key element for creating a sustainable lifelong learning society, and ensure (1) individual fulfillment and growth; (2) corporate (economic) prosperity; and (3) community/society stability.</td>
</tr>
<tr>
<td>Lori Risley</td>
<td>Engaging Adult Learners Using Andragogy: Reflections on a Faculty Workshop</td>
<td>Faculty and staff professional development workshops are designed to pro-actively engage adult learners. This session presents reflections from the facilitators lens on introducing andragogical principles as strategies to pro-actively engage faculty as adult learners at a Midwest University. Discussion will focus on the benefits and drawbacks of this experience.</td>
</tr>
</tbody>
</table>
## CPAE Schedule of Events

### Neuroscience SIG

#### L10 (Lower Lobby)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:40 a.m. - 9:45 a.m.</td>
<td><strong>CPAE Break (in conjunction with the AAACE Break)</strong></td>
</tr>
<tr>
<td>9:45 a.m. - 11:15 a.m.</td>
<td><strong>CPAE Concurrent Session 3</strong></td>
</tr>
</tbody>
</table>

### Research & Theory SIG

#### L8 (Lower Lobby)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>9:40 a.m. - 9:45 a.m.</td>
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<tr>
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<td><strong>CPAE Concurrent Session 3</strong></td>
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</table>

### Beyond Learning Styles: A System of Learning that promotes autonomy and inclusion

Lisa Webb, CRC, Ed.D.

The Let Me Learn Process® is research based on neuroscience, which explores the interface between mind-brain as it relates to learning. This model seeks to create a culture of collaborative learning by providing knowledge of four distinct learning patterns, the skills to understand the details of learning tasks and how to develop personal strategies to support communication, foster classroom engagement, contribute to collaborative learning, and to lessen learning barriers.

### The Effects of Gender Related combat stress on adult learning in a military academic environment

Paul E. Berg, Colonel, Ph.D.

This presentation describes how combat experiences affected female Army officers attending the Command and General Staff College at Ft. Leavenworth, KS. The female Army officers combat experiences were found to affect their academic learning classroom experience and coping mechanisms in a graduate-level professional military education.

### An International Compendium of Adult and Continuing Education: Mapping Inquiry and Influences

Larry G. Martin & Alan Knox

This session describes Volume 4 of the International Compendium of Adult Education and explores key insights from the volume. It explores the inquiry methods and processes adult educators employ in their research and evaluation efforts, and the influence relationships fostered by these methods and processes. Articles in this volume explored the systemic connections derived from research and evaluation expectations, resources, and opportunities; the multiple scholarly inquiry methods and concepts employed by adult educators; research concepts, methods, and explanations employed by adult education researchers; and evaluative inquiry strategies and procedures employed by local, national, and international adult educational programs.

### A review of U.S. education policy regarding the education of adults

Elizabeth Roumell

Sometimes referred to as lifelong learning, AE has proven to be a somewhat vague concept as a basis for federal policy formulation, but its existence signals an important federal locus of responsibility for learning in adulthood. The investigation presents an analysis of the historical formulation of the AE policy domain, and more specifically how AE policy has been framed, where AE policy originated, and its progression over time. Primary U.S. legislative documents, federal agency reports, and federal white papers spanning the years 1862-2014 were reviewed to present a review of the AE policy area.

### A Proposed Model for Understanding Postsecondary Adult Learner Student Experience & Success

Susan Barcinas, Tracy A. Kachur, & Chad Hoggan

This session will present data from a 1990-2016 meta-analysis of the post-secondary adult learner literature combined with pilot empirical data which aims to conceptualize a model for understanding post-secondary adult learner experiences and student success factors.
# CPAE Schedule of Events

<table>
<thead>
<tr>
<th>Presenter(s)</th>
<th>Topic</th>
<th>Description</th>
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<tbody>
<tr>
<td>Lee Nabb &amp; Fujian Tan</td>
<td>Civics and the mission of Adult Education: Does the field need a course adjustment?</td>
<td>In light of recent political developments, this session will make the case for the importance of civic education in adult education, and, thus, adult education graduate programs. Educating adults on how to be responsible and effective citizens arguably has been an essential purpose of adult education throughout the documented history of the field and practice. Moreover, law, the rule of which is created and enforced by government, is becoming evermore pervasive in the lives of the people, even while the knowledge of it is decreasing. This now palpable condition calls for renewed attention toward civic education within the field.</td>
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<tr>
<td><strong>Faculty Development SIG</strong></td>
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<tr>
<td>Ralph G. Brockett</td>
<td>Faculty Development Across the Career Lifespan</td>
<td>This session will explore issues in faculty development that are relevant to professors at different career stages. Three professors (early career, mid-career, and late career) from different cultural backgrounds will share their experiences and perspectives on change and growth at these three stages of career development.</td>
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<tr>
<td>Geleona Alston</td>
<td>Funding Needed! A Conversation about Extramural Funding Opportunities for Adult Education Faculty</td>
<td>This session will engage participants who are interested in strategies in securing extramural opportunities that are funded by foundations. Essentially, from this session, participants will be able to: (1) locate various funding opportunities, (2) understand the necessary differentiated approach while attempting to secure various extramural funding, and (3) apply five steps to writing a stronger foundation grant proposal.</td>
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<tr>
<td><strong>International/Intercultural SIG</strong></td>
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<tr>
<td>Qi Sun &amp; Haijun Kang</td>
<td>Transforming Our Mindsets: Stories of Learning from the East by Scholars from the West</td>
<td>Both East and West have unique social cultural traditions, political, economic, and educational characteristics, which should be shared globally. Yet, Western educational perceptions and practices become standards in the world. This qualitative research explored significance of learning from the East through lived stories, critical reflections, and deliberate envisions from six Western scholars in adult education who have been working through research, teaching, and service on/in/for/with the East. Findings yielded inspirations of learning from the East that help construct new knowledge and skills and shift mindset of disseminating western knowledge and skills into exchanging with the East, enhancing personally and professionally.</td>
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<tr>
<td>Simeon O. Edosomwan</td>
<td>Thriving in International Education: Perceptions, How Foreign Students Thrive in their United States Educational Pursuit</td>
<td>International students studying in the United States are more likely to persist and complete their educational pursuit than domestic students of America. In this presentation, the author examines the aforementioned trend, articulate, and discusses three influences: purposefulness, adversity, and resilience that</td>
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Contribute to international students’ sense of thriving while studying in the United States. Thriving is a construct that describes positive human functioning and the application of strengths in achieving positive outcomes in given contexts. The implication of the presentation suggests developing the capacity of all students to become purposeful and resilient in their educational pursuit in order to thrive.

<table>
<thead>
<tr>
<th>Qi Sun &amp; Patricia Higgins</th>
<th>The Experience of East Asian Student Campus Life in the United States: A Case Study of Perception of Student Support Services at A Community College</th>
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<td>This qualitative case study examined the experience of East Asian international learners particularly from Confucius Heritage Culture (CHC) with U.S. community college campus support services through the lens of Cultural and Context (Merriam &amp; Bierema, 2014) and Transformative Learning (Mezirow, 1991, 2000; Cranton, 2006). Findings show gaps exist between what services CHC international students need and what and how services are currently offered. This study identifies ways to close gaps situated in cultural and social contexts and facilitates learning for transformation. The study concludes that US campus support services to international student must be culturally orientated, contextual situated and timely served. This research also presents critical implications for community college’s strategic plan to internationalize the campus and curriculum.</td>
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| 11:30 a.m. - 2:00 p.m. Cotton Row / Steamboat | Join AACCE for Closing Keynote Luncheon with Dr. Dan Pratt – “Variations on a Theme of ‘Good Teaching’” |
Thank You to Our 2017 Exhibitors!

We appreciate your support in AAACE!

Adult Higher Education Alliance (AHEA)

Alpha Sigma Lambda Honor Society

Ball State University

Coalition on Adult Basic Education (COABE)

East Carolina University

Geographic Solutions

National Endowment for Financial Education

Northwestern State University

Stylus Publishing, LLC

The Center for Work Ethic Development

The School Planner Company

U.S. Citizenship and Immigration Services

University of Arkansas Online

VALUEUSA
Sunday - Tuesday Detailed Schedule

Sunday, October 29, 2017
6:30 p.m. - 9:00 p.m.  Commission for International Adult Education (CIAE) Meet and Greet and Community Building  
L10 (Lower Lobby)

Monday, October 30, 2017
8:00 am - 9:00 am  CIAE Registration  
L10 (Lower Lobby)

9:00 am - 6:00 pm  CIAE Pre-Conference  
L10 (Lower Lobby)

5:30 pm - 9:00 pm  AAACE Board of Directors Meeting  
Executive Conference Center (Mezzanine Level)

Tuesday, October 31, 2017
7:30 am - 8:00 am  CDLT Registration  
L12 (Lower Lobby)

7:30 am - 8:00 am  Innovating Adult Education Registration  
L14 (Lower Lobby)

CDLT Continental Breakfast  
L12 (Lower Lobby)

8:00 am - 2:00 pm  CIAE Pre-Conference  
L10 (Lower Lobby)

8:00 am - 2:00 pm  CDLT Pre-Conference Symposium on Social Media  
L12 and L13 (Lower Lobby)

8:00 am - 2:00 pm  Innovating Adult Education: Transforming a Work Force - Laura Wiesel, PowerPath  
L14 (Lower Lobby)

1:00 p.m. - 6:30 p.m.  Registration Desk Open (open thru reception)  
Grand Lobby (Lobby Level)

3:00 p.m. - 5:00 p.m.  President's Address - “The Latest on Your Association” - Steve Frye, AAACE President  
Cotton Row / Steamboat (Mezzanine Level)

5:00 p.m. - 6:30 p.m.  President's Reception and Exhibit Hall Opening (cash bar)  
Grand Lobby (Lobby Level)
Wednesday Detailed Schedule

Wednesday, November 1 has been declared “I am an Adult Educator Day”

Please help us celebrate the inaugural “I Am an Adult Educator Day” on Wednesday, November 1st as we welcome adult educators from Greater Memphis to the 66th Annual AAACE Conference. This event will provide a showcase for a diverse collection of public and private, profit and non/not-for-profit, local adult education organizations, and practitioners.

“I Am an Adult Educator Day” honors the commitment we all share to facilitate the growth, enrichment, employability, sustainability and advancement of those in our adult population. It is our desire to increase awareness for the community of adult educators and organizations that help make the Memphis area great, and also celebrate the work these groups do in service of the adult population and our communities at large.

Please join us in learning more about our local adult educators as well as sharing your experiences with them.

“The most valuable resources that all teachers have is each other. Without collaboration our growth is limited to our own perspectives.”

Robert John Meehan

8:30 am - 4:00 pm  
AAACE Registration Desk Open  
Grand Lobby

8:30 am - 4:00 pm  
Exhibits Open  
Grand Lobby

8:30 am - 9:00 am  
Continental Breakfast  
Grand Lobby

9:00 am - 9:45 am  
SESSION 1

ROUNDTABLES:  
All roundtables will be located in Chickasaw & Mississippi

Improving the Instructional Design Process using Performance Coaching Techniques and Core Competencies  
Robert Southard, Kay Kripchak

Maintaining Confidentiality While Managing Challenges: Students with Learning Accommodations in Your Online Classroom  
Margaret A. Eggleston, Maureen Lienau

Training Impact Analysis: Considerations, Common Approaches, and Best Practices - Tino Simon

A catalyst for transformation: How perceptions and knowledge of learning styles shape graduate adult learners - Kelly E. McCarthy, Wayne B. James, Gianina S. Hayes

Information seeking activities for clinical decision-making of physicians in Medically Underserved Areas/Health Professional Shortage Areas - Irene Lubker

Framing Mentoring Relationships: Models, Theories, and Practice - Catherine A Hansman

Service-Learning for Critical Empowerment in Adult Education

#ScaredSuccessful: The Journey of Change from Face to Face to Online Instruction
Kayon Murray-Johns

CONCURRENT SESSIONS:

WIOA Who? Understanding the Workforce Innovation and Opportunity Act - Jeffrey A. Fantine

They're All Lazy: A Working Taxonomy of Practitioner’s Deficit Discourse About Adult Undergraduates - Danielle Gioia Sultana


The Theory and Practice of Prior Learning Assessment - Matt Bergman

Equity and Justice: A New Framework for Diversity and Inclusion - Kendra Cabler, Jennifer W. Underwood
Wednesday Detailed Schedule (continued)

9:00 am - 9:45 am

Adult Learning Theory Applied to Medical Communication Training - Frank DiSilvestro
L12

Employee resource groups and student groups: Drivers of diversity and inclusion or cultural artifacts? - Wendy M Green
L13

Tips for Becoming Faculty: There is Light at the End of the Tunnel - Geleana Drew Alston, Christos Anagiotos
L14

Funding of Adult Education Programmes in Oyo State Nigeria: Focus Pattern, Problems and Prospects - Kolawole Sunday Ajala
L2

AdultSchoolLife: The Journey - John Bannister
L3

Developing Effective Graduate Certificate Programs - Phyllis J Broughton
L4

Welfare Recipients as Front Line Workers: The Influence of Personal Experience and Discretionary Power - Michelle A Johnson
L5

The Spirituality of the Aging: Including and Securing Their Voice Among the Adult Education Chorus - Darcia Simpson
L6

Retirement Education in Aging Society: Connected with Adult Education - Chaewon Yang
L8

Support Outside the Classroom: Graduate Students Voicing Their Professional Development and Networking Needs - Brittany Davis
L9

10:00 am - 10:45 am

SESSION 2

ROUNDTABLE DISCUSSIONS

Envisioning learning communities that serve an aging population in a technology-driven society - Kathy Lohr

Black Male Adult Learners within Predominately White Institutions (PWIs) - Charles Jackson

Making My Mark: Student Retention Stories From Those Who Persisted - Joann S. Olson

Facilitating Adult Development During Online Learning - Linda E. Morris, Bill Morrison, Marcie Boucouvalas, Marcie Boucouvalas

Exploring Adult Learners’ Experiences While Adopting a Qualitative Research Design - Corina Todoran

10:00 am - 10:45 am

CONCURRENT SESSIONS:

WIOA's Impact on Adult Education Calls for Innovation - Jeffrey A. Fantine
Riverbluff

Promoting Understanding of Diversity in Appalachia: A Regional University’s Adult and Higher Education Programs’ Roles - Fujuan Tan, Lee W. Nabb Sultana

An Overview of the ICACE Compendium Volume 2 (Teaching and Learning). - Steve Schmidt, Simone C Conceição, Chere C Gibson, Chere C Gibson, Juanita Johnson-Bailey
L1

SHARED CONCURRENT: The Six-Block Holler: Commonalities Between Urban Groups and Rural Appalachian Cultures - Daryl Privott, Ms Jami M. Hornbuckle
Wednesday Detailed Schedule (continued)

Cultures of Caring from an Africentric Lens - Doreath Lomax, Ruby Cain, Aspen Clemons, Monique Glaspie L10

Success Through Connection: A Study of Successful Adult Undergraduate Cohort Students - Steven B. Frye, Emily Geist, Jeannie Smith, Jeannie Smith, Tammy Keylon L11

The Free Universities Movement and Impact in Lifelong Learning - Michael Garamoni L12

Holistic Advising: The Key to Persistence among Low-Income Students - Christina Hubbard, Earle Reybold L13

Seven Essential Qualities of an Effective TEACHER of Adults - Ralph G. Brockett L14

Raising the Bar: Moving Evaluation of Training From the Classroom into the Business - Julia Tucker-Lloyd L2

Physical Therapist Education: A Historical Perspective in the Evolution of a Doctoring Profession - E. Shannon Hughes L3

The Conceptualization of Resources to Support Queer Students in Higher and Adult Education - Meghan Pfeiffer, Mitsunori Misawa L4

Online Teaching and Learning in Graduate Adult Education – Insights and Lessons Learned from Program Coordinators & Instructors - Mattyna L Stephens, Joellen Coryell, Cindy Pena, Cindy Pena L5

Finding Theory in Practice: Situated Cognition and ACE

Military Credit Recommendations - Patricia Brewer L6

Prior Learning Assessment: The Next Generation of PLA Quality Assessment Standards - Henry S Merrill L8

Mindfulness Meditation: The Potential Impact for Online Learning - Kalpana Gupta, Kristi Archuleta L9

Networking Break with Exhibitors Grand Lobby

Author Chats - Come ask your favorite Adult Education Authors questions regarding their latest books. (Page 51 for a complete list) Grand Lobby

General Keynote Session with Dr. Amy Rose, Dr. Jovita Ross-Gordon, and Dr. Carol Kasworm - “Making a Difference: Challenges and Possibilities for a Diverse Field” Cottonrow / Steam Boat

SIG “Brown Bag Meeting”- Lunch not included. Connection Central

Rendezvous at Connection Central to go out for lunch as a group: Popular Education SIG

Bring your lunch to a reserved table at Connection Central: Colleges and Universities SIG Religious Education SIG

Lunch on your own

Past Presidents’ Luncheon (invitation only) Executive Conference Center

SESSION 3

ROUNDTABLES: All roundtables will be located in Chickasaw & Mississippi
Wednesday Detailed Schedule (continued)

1:45 pm - 2:30 pm

The Student Research Empowerment Program (SREP): A Mentoring Learning Community for Graduate Students - Leslie Cordie, Xi Lin

Gaming and Training - James E. Witte, PHD, Robyn Westbrook, Maria Martinez Witte, Maria Martinez Witte

Align and Redesign - Transforming an Adult Education Workforce - Laura Weisel

Throwing Shade: A Collective Case Study of Microinequities and Learning Engagement in Classroom Climates - Josie L. Andrews

Civic Engagement: The Role of Historically Black College and University Graduate Students in Community Enrichment - Trevor R. Taylor

Homeless and online: What resources do these students need to be successful? - Maureen Lienau

1:45 pm - 2:30 pm
Perspectives on White Male Roles in Diverse Organizations: A Pilot Study - Michael Garamoni

The Impact of Participatory Action Research in Organizing Poultry Workers in Western North Carolina - Hunter Ogletree

Giving Voice to Student Motivational Needs: An Inventory for Student Success - Valerie K. Ambrose, Ashley Brimager

Harnessing the Self-Reference Effect for Improved Content Recall and Recognition in Concept Mapping - Kevin M. Roessger

A Case Study in Chaos: Reflections on hiring tenure track faculty during a budget crisis - Lori Risley

Work-related lifelong learning participation: a comparison between native and foreign born adults in Western countries. - Ellen Boeren

Adult Education Practice for Entrepreneurship - Sarah M. Ray, Jill Zarestky, Lisa Baumgartner, Lisa Baumgartner

Integrated Dialogues and Shared Voices in a Globalized World - Amy Baize-Ward, Michelle Glowacki-Dudka, Cathy L Mullett, Cathy L Mullett, Antonette L. Payne

Military Adult Continuing Education - Robert Craig, Jr.

Overcoming institutional barriers at the Osher Lifelong Learning Institute (OLLI) - Jung Min Lee
Wednesday Detailed Schedule (continued)

2:45 pm - 3:30 pm  
SESSION 4

CONCURRENT SESSIONS:

2:45 pm - 3:30 pm Collaborative Discussion Protocols to Engage Adult Learners: A case study of three university professors - Natalie Hagler L3


The Forgotten 90%: Adult Non-Participation in PIAAC-USA 2012/2014 - Margaret Patterson L5

Towards Thriving: The Role of Purposefulness, Positive Emotions, and Positive Relationships in Adult Education - Simeon Edosomwan L6

Lifelong Learning in Japan, Rwanda and South Korea: Adult Education Beyond Human Capital Development- Xiaoqiao Zhang, David Agole, Enes Gocke, Enes Gocke L8

Collaborative writing project as a method to spur transformational learning in adult education classes - Sir Hany Zaky L9

Poster Presentations and Wine and Cheese Reception (cash bar) Chickasaw & Mississippi

Living with a Dead Language: New Life through the Classics - Ann Patty

Reflection and Your Philosophy of Education - Robert Dale Southard

How do Law Enforcement Officers transfer learning to improve their practice in crime scene investigations? Jane Northup

2:45 pm - 3:30 pm  
Blending Two Worlds: The Connection Between Andragogy and Online Education - Marcia Sharp, Rebecca Reynolds L9

2:45 pm - 3:30 pm  
SESSION 4

CONCURRENT SESSIONS:

2:45 pm - 3:30 pm Collaborative Discussion Protocols to Engage Adult Learners: A case study of three university professors - Natalie Hagler L3


The Forgotten 90%: Adult Non-Participation in PIAAC-USA 2012/2014 - Margaret Patterson L5

Towards Thriving: The Role of Purposefulness, Positive Emotions, and Positive Relationships in Adult Education - Simeon Edosomwan L6

Lifelong Learning in Japan, Rwanda and South Korea: Adult Education Beyond Human Capital Development- Xiaoqiao Zhang, David Agole, Enes Gocke, Enes Gocke L8

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Living with a Dead Language: New Life through the Classics - Ann Patty

Reflection and Your Philosophy of Education - Robert Dale Southard

How do Law Enforcement Officers transfer learning to improve their practice in crime scene investigations? Jane Northup
3:45 pm - 5:00 pm  
Transversatility Framework for  
Effective 21st Century Skills -  
Todd Southern  
Survey of SUNY-MEOC Adult Learner  
Motivation & Barriers and  
Implementation of One-Stop Student  
Support Model - Jung Min Lee,  
Robert Ilbom Park  
A New Start of Language Journey  
Church-Based ESL Programs for Local  
Internationals - Yuewei Shi, Xi Lin,  
Mingyu Huang, Mingyu Huang, Maria  
Martinez Witte  
Adult Student Retention” Building self-  
efficacy thru the use of academic  
support services. - Jen Filz  
Varied Labels and Definitions in HRD,  
a Link to the Disconnect Between  
Research and Practice? -  
Holly Jackson  
Why Give? Social Exchange Theory  
among Adult Donors - Everett A  
Smith  
Community Education: Advancing  
Non-Formal Life-Long Learning by  
Engaging Minorities at a Community  
Fair - Nighet Ahmed  
Digital Literacy: Understanding  
Universal Design in Creating Lifelong  
Learning Experiences - Michael  
Wooten, Leslie Cordie  
Integrating Technology into Adult  
Learning: Technology Tools and  
Strategies - Ava M Tabb  
Professional nursing from the  
perspective of patients - Astrid  
Seltrecht  
Utilizing Integrated Project Teams:  
An Essential Element of Online Course  
Development - Bethany Cleveland,  
Kris J Kripchak, Akessa Horton,  
Akesha Horton  
Student’s Perception of Instructor  
Immediacy. Does Face-to-Face or  
Videoconference Instruction Make a  
Difference? - Jane Teel  
Align and Redesign: A Research-  
Based Redesigning of Adult  
Education Service Delivery Leading  
to Dramatic Adult Student Outcomes -  
Laura Weisel, Margaret Patterson  
HBCUs & PWIs by Gender & Region:  
Comparing Faculty in Northeastern  
and Southeastern Land Grant  
Institutions - Minerva R Brauss, Xi Lin,  
Barbara A. Baker  
The Ebb and Flow of Teacher  
Development: An Analysis of Adult  
Learners in K-12 Schools - Mary K  
Boudreaux  
Junior Faculty Networking Event  
Chicksaw and Mississippi  
Off-Site Event - National Civil  
Rights Museum at the Lorraine  
Motel (pre-registration required)
Thursday Detailed Schedule

8:00 am - 8:45 am  Graduate Student Breakfast  
(Reservations and tickets required)  
(Past Presidents’ Invited)  
Steamboat

9:00 am - 9:45 am  Using Performance Coaching as an Instructional Technique - Robert Southard, Kay Kripchak  
L1

8:30 am - 4:00 pm  AAACE Conference Registration Open  
Grand Lobby

8:30 am - 4:00 pm  Exhibits Open  
Grand Lobby

8:30 am - 9:00 am  Continental Breakfast  
Grand Lobby

9:00 am - 9:45 am  SESSION 5

ROUNDTABLES:
All roundtables will be located in Chickasaw & Mississippi

Career transitions: Lessons from higher-aged women professionals - Judith Ellen Livingston

Assess for Success: Learners’ Analysis as a Guide to Online Course Development. - Bouchra Bakach

US Folk Schools and Rural Community Transformation - Dawn J Murphy, Vicky Eiben

Pedandragogy: The Merging of Andragogy and Pedagogy in Adult Education - Chanikarnda Komarakul Na Nagara

Reflections of Broken Trust: Why trust in the learning environment is vital - Teresa Hightower, Lori Risley

Innovations in research: Research methods for understanding and practicing transformative learning - Stacey Robbins, Aliki Nicolaides

9:00 am - 9:45 am  CONCURRENT SESSIONS:

Answering the Call for Learning Cities in a Western World - Qi Sun, Holley Marie Linkous  
Riverbluff

Highlander Center – 85 years of Social Justice Education in Tennessee (Part One)  
Sultana

Faculty of Color in the Online Environment - Tennille Lasker-Scott, Jeremy Schwehm  
L10

Positive Social Change: Sustainable Development Goals (SDGs) and Principles for Responsible Management Education (PRME) - Lisa M Kangas  
L11

SHARED CONCURRENT: Communities of Practice and Social Identity Formation: A Case Study of a Correctional Center for Female Offenders - Kenda Grover and Cooperative Extension: Agents for Social Change - Shelly Walters, Kenda S. Grover, Michael T. Miller  
L12

Workplace Bullying: Incivility on our campuses and in our workplaces - Sarah Strom Kays, Teresa Hayes  
L13

The Effects of Intersectional Feminist Praxis on Environmental Justice Organizing in Central Appalachia - Colleen Unroe  
L14

Not another webinar!!! Rethinking traditional webinars - Anita Samuel  
L2

Aging workers and career learning - Vera Krekanova  
L3

Creating “Learning Artists” within Adult Education Programs: Theoretical Considerations and Practical Guidance - Dave S. Knowlton  
L4
Thursday Detailed Schedule (continued)

9:00 am - 9:45 am  Cypriot young adults’ studies abroad and their influence on their ethnonational identity learning - Christos Anagiotos  
L5

Community College Department Chair Perceived Roles and related Professional Development Needs - Susan J Barcinas, Duane Akroyd, Kory Lane, Kory Lane  
L6

Dialectics and the Master/Slave Relation: An Analytical Tool for Understanding Asymmetrical Relations - John D. Holst, Maria A Vetter  
L8

Hungry for Justice: The Hunger Games and Developing an Activist Identity in Women Fans - Kathryn Sandoe  
L9

Adult Learning Editors’ Meeting  
Executive Conference Center

9:00 am - 9:45 am  
CONCURRENT SESSIONS:

10:00 am - 10:45 am

CONCURRENT SESSIONS:

9:00 am - 9:45 am  
The effect of Social Media and Fake News in Higher Education Curriculums- Marice Jackson

10:00 am - 10:45 am  
A Horse of a Different Color: Establishing Validity and Reliability in Qualitative Research - Wayne Babchuk, Timothy Guetterman Amanda Garrett  
Riverbluff

Highlander Center – 85 years of Social Justice Education in Tennessee (Part Two) - Sultana

Beyond LGBTQ: Transnational Sexualities and their Implications for Adult Educators - Robert Mizzi  
L1

Lessons Learned about Workforce Development from a TAACCCT Bioeconomy Consortium: Opportunities, Challenges, Sustainability - Diana Nastasia, Courtney Breckenridge  
L10

For Once I Felt Normal: Interrupting the Isolated, Deficit-Based Development of Graduate Writers - Shannon D. Collins, Peter W. Silberman  
L11

Hybrid Learning: Uncovering the Advantages and Myths - Leann M.R. Kaiser, Kelly McKenna, Kalpana Gupta, Kalpana Gupta, Jill Zarestky  
L12

The Effects of Guaranteed College Tuition on Community Colleges: A Case Study in Tennessee - Cynthia Noblin Perry  
L13

Art Activates and Animates the Activist Within - Skyller Walkes  
L14

Literacy and Women’s Development over 60 years of CONFINTEA: A
Global View of World Regions - Mary V Alfred, Sarah Ray, Michelle A Johnson, Michelle A Johnson
L2

10:00 am - 10:45 am
Critical Perspectives on Assessment, Evaluation, and Accountability Mandates in Adult Education - Lilian H Hill
L3
Resistance and Resilience: Social Justice Advocacy Education on the Texas-Mexico Border - Marsha Griffin, Judith Ellen Livingston, Minnette Son
L4
Adult Learners’ Feelings of Impostership – Where, When, and Why Do They Begin? - Patricia Coberly Holt
L5
Prose of Creativity: Limitless Ways to Use Your Creativity to Increase Your Writing Productivity - Dominique T. Chlup
L6

SHARED CONCURRENT: A Conceptual Framework for Adult Education Policy Analysis - Elizabeth A. Roumell and Organizational Change & the Aftermath: The impact on Adult Learning and Personal Professional Development - Lynn Taylor
L8

Academic Transformation for the New Majority - Marguerite Weber, Eric Malm
L9

10:00 am - 10:45 am
How to Write for AEQ, AL, JTED Executive Conference Center

10:45 am - 11:15 am
Networking Break with Exhibitors Grand Lobby

Author Chats - Come ask your favorite Adult Education Authors questions regarding their latest books. (Page 51 for a complete list

SESSION 7

11:15 am - 12:00 pm

ROUNDTABLES:
All roundtables will be located in Chickasaw & Mississippi

Supporting Adult Learners in Being the Change: Social Justice-Infused Program and Course Design - Jennifer L. Pemberton, Ted McCadden
(Still) Defining Human Resource Development and its Competencies - Robin Hurst

ADA Accessibility and Workforce Development: A Conversation of Perceived Barriers and Challenges in 2018 - Sheena Stewart, Lena D. Fielder

African American Women Facing Infertility and Lessons Learned for Work-life Balance - Kimberley F. Williams

Meaningfulness of Work: Rethinking Performance-oriented Approach to HRD - Jieun You

Effectual Learning, Learning Efficiency, and a Quantitative Method for Justifying the Cost of the Process. - Jonathan Taylor

CONCURRENT SESSIONS:
2020 Handbook of Adult and Continuing Education: Meet the Editors - Tonette S. Rocco, M C Smith, Robert Mizzi, Robert Mizzi, Lisa Merriweather
Riverbluff

Addressing air quality through community-based participatory action research - Wendy Griswold Sultana

Take me to church: adult identity formation through informal education in a faith-based setting - Laurie Lyter Bright

L7 CANCELLED
### Thursday Detailed Schedule (continued)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>11:15 am - 12:00 pm</td>
<td>Getting to and through college: African American adult men talk about increasing underrepresented student participation - Michael Miller, David V. Tolliver, Ill, Kit Kacirek, Kit Kacirek</td>
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<td>Learning Cities: Introducing the Philosophy, Policy, and Practice of Lifelong Learning - Leodis Scott</td>
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<td>Expressive Writing: Giving Students a Voice to Their Learning Experiences! - Jeffrey Russell, Kellee Vess</td>
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<td>Learning Centers: Your Partners for Student Success - Talia Higgs</td>
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<td>Partnering with Industry: A Community College Model for Corporate Training - Donald Tracy, Robert F. Reardon</td>
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<td>Supporting the Academic Success of Black Male Nontraditional Students in Higher Education - Ramon Goings</td>
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<td>Learning Centers: Your Partners for Student Success - Talia Higgs</td>
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<td>How Workforce Education and Development Programs Work for Graduates’ Professional Career - Yuanlu Niu, Yvonne Hunter-Johnson, Tingting Liu, Tingting Liu</td>
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<tr>
<td>11:15 am - 12:00 pm</td>
<td>Reflections on the Change from FTF to Synchronous Online Classes for Adult Education Master’s Students. - Kathy Peno</td>
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<td>Lifelong Learning Policy Initiatives Needed to help Thailand Become and Effective Learning Society - Suwithida Charungkaititkul</td>
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<tr>
<td>11:15 am - 12:00 pm</td>
<td>Self Care of Health Professions Educators: Heart Rhythm MEdition for Adult Development - Elizabeth Tisdell</td>
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<td>Scaffolding Theory and Online Training Design - Tino Simon</td>
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<td>Preparing Students to Succeed in Online Courses: Ways an Online Student Preparedness Program is Effective - Yaxin Zheng, Duane Akroyd, Susan J Barcinas, Susan J Barcinas</td>
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<td>You get what you get: Reflecting on CPAE’s 2017 social media survey findings - Haijun Kang</td>
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<td>12:15 pm - 1:55 pm</td>
<td>AEEQ Editors’ Meeting Executive Conference Center</td>
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<td>Awards Luncheon and Installation of Officers Cotton Row / Steamboat</td>
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<tr>
<td>2:00 pm - 2:45 pm</td>
<td>Roundtables: All roundtables will be located in Chickasaw &amp; Mississippi</td>
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<td>Creating an Inclusive Learning Environment: Using the Culturally Responsive Teaching Framework with Adult Learners - Christy M. Rhodes</td>
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<td>From Learner to Facilitator: Adults Navigating Credibility of Online Science-based Resources - Angela C Bliss</td>
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<td>Perspectives on White Male Roles in Diverse Organizations: A Pilot Study - Michael Garamoni</td>
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<td>Mentoring the Leader: A Transformational Approach - Bonnie Flynn, Oluwakemi J Elufiede</td>
</tr>
</tbody>
</table>
Thursday Detailed Schedule (continued)

2:00 pm - 2:45 pm  Transformative Learning in Religious Conversion: Epistemic transformations In Catholic converts - Stephen Bloemeke

Strategies to Support and Include Non-Traditional Students - Christiana S Kyles, Lori Risley

2:00 pm - 2:45 pm  CONCURRENT SESSIONS:
Social Context and Self-Directed Learning: A Review of PPC Model - Sara Nasrollahian Mojarad, Ralph Brockett
Sultana

Peer Mentoring in the Workplace: Benefits, Challenges, and Learning - Lisa, Keegan Nichols, Brett Bruner, Brett Bruner
L1

Finding Their Voices: Supporting Students by Incorporating Positive Psychology in Online Learning - Kellee R. Vess, Valerie K. Ambrose, Cecillia Teal, Cecillia Teal
L11

Can My Life Count For Anything In Higher Education? Adult Learner Stories - Cynthia Stevens
L12

Can Anyone Hear Us: Understanding International Graduate Students Learning Experiences - Owusu Ansah Bookye
L14

Adult Learners and Community Spaces: Using CRT to Interrogate Community Spaces at a PWI in the US - Sarah Ray, Mary V Alfred, Lisako J. McKyer, Lisako J. McKyer
L2

The Intersection of Community Expectations and Critical Theory - David Deggs, Michael T. Miller
L3

Earn While You Work: Incorporating Educational Opportunities into a Workplace Setting - Kate Nelson
L4

Developing the Essential Soft Skills For Success In College and Employment - Laura Weisel
L5

Online Professional Development and Continuing Education Resources for Dance Educators - Lamaiya Lancaster
L6

Workplace Learning as Organizational Citizenship Behavior: Connecting Two Conceptual Domains - Kevin Rose
L8

Teacher Perceptions of Professional Development - Carissa McCray
L9

Journal of Transformative Education Editors’ Meeting
Executive Conference Center

SESSION 9

2:00 pm - 2:45 pm

ROUNDTABLES:
All roundtables will be located in
the Chickasaw & Mississippi

The AIMS of Motivation in Teaching and Learning with Adults: Creating of a New Model - Will Ruttencutter, Gwen Scott Ruttencutter

Spatial Learning with Virtual Reality: Implications for Practice - Jon Martens

Addressing International Undergraduates’ Needs: Applying Andragogical Teaching Techniques on Teacher Leadership in Adult Classrooms - Somanita Kheang

Adult Learning in the Context of Evaluation: Opportunities and Implications - Cheryl Baldwin

CONCURRENT SESSIONS:
Living It In the Day to Day: Stories from Advanced Martial Artists - Michael D Overton
Thursday Detailed Schedule (continued)

Riverbluff

3:00 PM - 3:45 PM
Can You Spare a Dime?: Motivating Student Loan Borrowers in Repayment Using a Self-Management Model - Vicki Jacobson, Paulette Isaac-Savage
Sultana

International Student Identity Development: An Ecological Systems Perspective - Simone C Conceição, Todd Southern, Liliana Mina, Liliana Mina
L1

3:00 pm - 3:45 pm
Grouping Adult Students Abroad: In what ways does group size affect adult learning while abroad? - Natalia Mora, M.A., Brittany Davis, Joellen Coryell, Joellen Coryell
L10

Improving English for Speakers of Other Languages Learners’ Literacy Outcomes through Instructor Librarian Collaborations - Christina C. Wray, Beatrix Burghardt
L11

Institutional Accountability: The Institution’s Role in Preventing Sexual Assault on University Campuses - Amber Giffin, Mitsunori Misawa
L12

Engagement value of motivational activities for online adult learners - Antonia Jokelova, Kathleen Stone
L13

Transforming a Statewide Workforce: Theory, Research, and Wisdom Align to Redesign Adult Education Professional Learning and Service Delivery - Laura Weisel, Margaret Patterson
L14

Educational Gerontology: Bridging the Gap between Older Adult Learners and Historically Black Colleges and Universities - Onna Jordan
L2

3:00 pm - 3:45 pm
Oral Vocabulary Practices of Adult ESL Practitioners - Carol Cochi
L3

Sustainability Strategies for Adult Education Programs - William Carpenter
L4

Women’s Leadership in China: The Puzzling Glass Ceiling in the Healthcare Industry - Tingting Liu, Yvonne Hunter-Johnson, Yuanlu Niu, Yuanlu Niu
L5

Understanding Power, Politics, and Organizational Culture when Developing Partnerships in Health Professions Education Programs. - Wendy M Green, Catherine Hansman
L6

Online Instructor Presence and Immediacy for Adult Students in Small, Rural Community Colleges - Karen P Liebhaber
L8

Improving Citizenship: An Evaluation of a Non-Profit Training Program - Kevin Rose
L9

4:00 pm - 5:00 pm
Commission Meetings

Commission for Adult Basic Education and Literacy (CABEL) L1

Commission for Community, Minority, and Non-Formal Education (CCMNFE) L2

Commission for Distance Learning and Technology (CDLT) L3

Commission for Graduate Students of Adult Education (CGS) L4

Commission for Workforce and Professional Development (CWPD)
Friday Detailed Schedule (continued)

4:00 pm - 6:00 pm
L5  Exhibit Tear Down
Grand Lobby

8:00 am - 11:00 am
AAACE Conference Registration
Open
Grand Lobby

8:30 am - 9:00 am
Continental Breakfast
Grand Lobby

8:45 am - 9:30 am
SESSION 10

ROUNDTABLES:
All roundtables will be located in the Chickasaw & Mississippi

Self-directed learning in health information seeking on the internet - Priyadarshini Pattath

Different Voices, One Goal: Bridging Learning Gaps through a Debate Team at a Community College - Shaquille Marsh

Who Wants to Volunteer? Adult Learning, Work Motivation, and Volunteerism in College Fundraising - Everett A Smith

Creating Harmony: Using Cross-Campus Collaborations to Better Serve Non-Traditional Students - Sherrie Gilbert, Nekita Tingle, Madhumalini Karuppiah

Passing the Torch: Building Sustainable Community Among Grad Students - Ellen M. Haight, Gwen Scott Ruttenkutter, Sara Nasrollahian Mojarad, Sara Nasrollahian Mojarad

8:45 am - 9:30 am
CONCURRENT SESSIONS:
Adult seminars: Developing educational practices for adult learners through engaging and interactive practices - Adele Junfin, Ovi Galvan, Jr., Blake Ramsey, Blake Ramsey, Shannon Seelye

8:45 am - 9:30 am
SHARED CONCURRENT: Adult Education in the 21st Century: Embedding the Framework of 4Cs through Technology Integration - Abdulsalami Ibrahim, Nicole Buse and Curating your Online Reality, The Role of Social Media in Identity Development - Gerardo Altamirano, Ann Brooks Sultana

Tips for Creating Accessible Learning Materials - Jacqueline McGinty

Higher Education Has Changed Me: Experiences of International Adult Learners Studying in the United States - Yvonne Hunter-Johnson, Yuanlu Niu, Yuanlu Niu, Tingting Liu, Chelsea Lewellen

SHARED CONCURRENT: Toward One Chorus of Many Voices in Adult Education: American Teacher Leadership for International Students - Somanita Kheang, M.Ed, John Arthur Henschke and Situated learning in the context of Study Abroad Programs - Bo Chang

Developing Lifelong Learning Systems Emerging from Experience and Imagination in Communities - John Arthur Henschke, Suwithida Charungkaittikul

Lived experiences and academic success barriers for adult learners - Atterbury Job Corps - Jennifer Blankenship

Unpacking Authentic Leadership in Education - Michelle Glowacki-Dudka, Buid Connolly

Informal Learning via Information Communication Technology (ICT) for Older adults - Bora Jin, Lisa Baumgartner
“Every Day is a Helen Keller Moment”: Child Disability, Mindfulness, and Family Quality of Life - Donna Marie Sacco, L. Earle Reybold

L5

SHARED CONCURRENT: Creating a Harmonious Choir of Writers: Preventing and Addressing Collaborative Writing Discord and Dysfunction - Catherine A. Cherrstrom, Jill Zarestky and Grant Proposal Writing for Adult Educators - Jill Zarestky, Catherine A. Cherrstrom

L6

9:30 am - 9:45 am

Morning Break

Grand Lobby

9:45 am - 10:30 am

SESSION 11

ROUNDTABLES:

All roundtables will be located in Chickasaw & Mississippi

If Plan A Doesn’t Work - the Alphabet has 25 More Letters - Teresa R Hamra

Emerging Leadership Experiences through Coloring and Storytelling - Cathy L Mullett, Michelle Glowacki-Dudka, Judith Gray, Judith Gray

Secrets and Tips to a Tenure Track Job: Teaching Focus Perspective - Shaquille Marsh

The Veteran Student Transition: From the Military to Higher Education - Katie Crall

9:45 am - 10:30 am

CONCURRENT SESSIONS:

Generations of Voices - Introducing the Gen Z Voice - Lynne Orr

Riverbluff

9:45 am - 10:30 am

SHARED CONCURRENT: Inclusive Design for International Learners: Engaging Varying Cultural Competencies in Online Courses - Kelly McKenna, Jill Zarestky, Melissa Anzlovar, Melissa Anzlovar

L3

and

Cultural Awareness and Competency in Graduate Preparation Program for College Practitioners - Jeffery Wilson

Sultana

Applying Transformative Learning to Develop Healthy Masculinities to Prevent Sexual Assault - Laura Bryant, Sven Rundman

L1

Cross-Cultural Collaborative Online Learning: A Study of Adult Immigrants’ Experiences - Alex Kumi-Yeboah

L11


L12

SHARED CONCURRENT: Asian Immigrant Mothers as Adult Learners: Identity, Mothering and Learning in Transnational Contexts - Yidan Zhu, Romee Lee

SHARED CONCURRENT: Readers’ Theater As Chorus of Many Voices: Adult Learners Express Vision, Passion, & Learning - Marion Nesbit

L13

Perspectives on Adult Education by Field Practitioners - Brett King

L14

Meeting grant deliverables: Managing federally funded grant programs for adult learners into compliance - Ovi Galvan, Jr., Lisa Baumgartner

L2

“Everybody Needs Everyone”: Organizational Learning After a Downsize - Sarah Miller, Junghwan Kim

L2
### Friday Detailed Sessions (Continued)

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<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>9:45 am - 10:30 am</td>
<td>Inside the Black Box: Supports and Barriers Along the Way in a Research-based Adult Literacy Class</td>
<td>Alisa Belzer, Daphne Greenberg</td>
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<td>You Gotta Smuggle It In: Using Collaborative Communication in Other Disciplines</td>
<td>Gwen Scott Ruttencutter, Ellen M. Haight</td>
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<td>10:30 am - 11:15 am</td>
<td><strong>SESSION 12</strong></td>
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<td><strong>CONCURRENT SESSIONS:</strong></td>
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<td>Factors influencing retention and graduation in Non-STEM &amp; STEM fields</td>
<td>Minerva R. Brauss, Melody Denhere, Jasdeep Pannu, Jasdeep Pannu, Keith D. Brauss Riverbluff</td>
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<td>Current Research of the MMPALT IV and what’s in store for this Learning Style Instrument</td>
<td>Nicolle Hardy, Matias Ramirez, Emerson Campbell Hardy, III Sultana</td>
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<td>Strengthening Community-Based Organizations Through Appreciative Inquiry</td>
<td>Ann Brooks, Jill Marie Carter, Cindy Pena, Cindy Pena, Sonia Rey Lopez, Angelina Lapina, Gerardo Altamirano, Thymai Dong, Orlando Hinojosa L1</td>
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<td>How Adult ESL Teachers Perceive Second Language Acquisition Factors among Newly Arrived Immigrants</td>
<td>Raja Kumar, Stacy Nicole Mackey Kimbrough</td>
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<td>Will Using Integrative Design in Course Redesign Unite Adult Learners and Adult Educators?</td>
<td>Jane Teel L6</td>
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<td>Global Education via Study Tours for the Third Age Learner</td>
<td>Susan Hanny, Lori Risley L8 - MOVED TO L14</td>
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<td>Designing Low-Cost Online Instruction Using Adobe Acrobat</td>
<td>Joshua A Miller L9 - MOVED TO 9:45 am in L5</td>
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<td>11:30 am - 1:00 pm</td>
<td><strong>Closing Session – Dr. Dan Pratt</strong></td>
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<td>“Variations on a Theme of ‘Good Teaching’”</td>
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Save the Date...

AAACE Annual Conference
October 2 - 5, 2018
Myrtle Beach Marriott Resort & Spa
Myrtle Beach, SC