On-Site Program

67th Annual Conference

“Adult Education in an Era of Accelerated Technological Innovation”

October 2 - 5, 2018

Myrtle Beach Marriott Resort and Spa at Grand Dunes
Myrtle Beach, South Carolina
East Carolina University
Adult Education Program

MA.Ed. in Adult Education

• Completely Online
• Accredited Institution
• Thesis or Portfolio Option
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College of Education
Ranked 16th
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For More Information, Contact:
Dr. Steven Schmidt, Professor
Department of Interdisciplinary Professions
252-328-1118, schmidst@ecu.edu
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AAACE18

Hashtag
Help promote the AAACE Conference. When posting photos on social media, make sure you use our hashtag #AAACE18.
Floor Plan of Facility

Main Level

ATLANTIC BALLROOM

ATLANTIC BALLROOM 1
ATLANTIC BALLROOM 2
ATLANTIC BALLROOM 3
ATLANTIC BALLROOM 4
ATLANTIC BALLROOM 5
ATLANTIC BALLROOM 6
ATLANTIC BALLROOM 7
ATLANTIC BALLROOM 8

WEST PREFUNCTION LOBBY

GROUP OFFICE
TIDES 1
TIDES 2

NORTH PREFUNCTION LOBBY

GROUP REGISTRATION
FRONT DESK

EAST PREFUNCTION LOBBY

OCEANS ON 82
OCEANFRONT COURTYARD

GIFT SHOP
THE BAR
THE BAR VERANDA

ELEVATORS
ENTRANCE

STAIR
HOTEL LOBBY
The Myrtle Beach Marriott Resort and Spa at Grand Dunes offer several eateries on property for your convenience.

Ocean’s on 82nd
Savor all-day dining at Ocean’s on 82nd. Dramatic ocean views and excellent International cuisine are hallmarks of this restaurant. Open for breakfast, lunch and dinner. Dress code: Casual *(Breakfast 6:30am-11am and Dinner is 5pm-10pm)*

The Bar
Discover hand-crafted cocktails and light restaurant fare at The Bar. This hotel bar offers comfortable seating, a sophisticated ambiance, al fresco dining and indoor dining. Relax and unwind with other attendees in this oceanfront hotel bar. Dress code: Casual *(Open 11am until 2am depending on demand)*

Ocean Blu
Relax poolside as you enjoy a delicious lunch or a relaxed dinner at Ocean Blu. Select from their casual menu of finger food and light bites. Open for lunch and dinner. Dress code: Casual *(Hours vary based on the weather)*

The Cove
Enjoy casual dining in a laid-back Myrtle Beach setting at The Cove. This oceanfront restaurant is open seasonally and features a fresh, new take on American cuisine. Dress code: Casual *(Hours vary based on the weather)*
Welcome from the President

Dr. Jonathan Taylor
President 2017-2018
AAACE

Each year, adult education scholars and practitioners gather from across the world to share ideas, address concerns, and envision positive change. During this week, thinking is sharpened, and energy is renewed for the upcoming year. Welcome to our 67th annual gathering!

The American Association of Adult and Continuing Education (AAACE) is an association of difference-makers who hail from many different places across the country and world but share a commitment to improving the lives of others.

The theme this year – Adult Education in an Era of Accelerated Technological Innovations – focuses on the relevance and power of adult learning and education amidst the perpetual and often epic changes in our everyday world as a result of emerging technology. Whether we are focused on the arts or the sciences, philosophical discussions or technical training, we are unable to avoid the implication and consequence of these innovations. The presentations and discussions this week will sharpen our thinking and increase our motivation to engage the opportunities that are continuing to present themselves in the world around us.

A quick look at the schedule will remind us all again just how many “moving parts” there are to this conference, how many events there are to attend, and, of course, just how much hard work has gone into it. Christy Rhodes and Susan Biniecki served as Co-Chairs of the Conference this year and worked together with President-Elect Larry Martin and the planning committee members to provide another fantastic experience for everyone this year in Myrtle Beach. It is impossible to mention everyone who was involved in the effort but as you see their names listed in the program and hear them referenced this week, take a minute to express just how much you appreciate the work they do all year long so that we can enjoy this one week together.

In an era of virtual meeting spaces, restricted funding, and increasing demands on time, face-to-face conferences take unprecedented effort and commitment on the part of those who attend. One thing I have learned over time by talking to those who continue to attend every year, is that it is the people they meet and the conversations that they have that make it worth it. Make sure you take time amidst all of the various types of presentations and sessions to find a corner to sit, share a cup of coffee and make a life-changing connection with a colleague who shares your commitment to adult education scholarship and practice. Many valuable studies, papers, books, presentations, and service opportunities have had their beginnings at this very conference as a casual (or maybe intense) conversation.

In the College of Education where I serve, we have a motto that, in short form, is essentially this: “Helping others so that they too may help others.” It is my hope this year that as we spend this week together, we will sharpen and revitalize one another so that we can do what we do another year and make a meaningful difference in the lives of others so that they too, can make a meaningful difference.

Welcome and enjoy your week!
City of Myrtle Beach
OFFICE OF THE MAYOR

WELCOME

As mayor of the city of Myrtle Beach, South Carolina, it is with great pleasure that I extend a warm welcome to the attendees of the 2018 American Association for Adult and Continuing Education Conference. I hope that your time here is a wonderful experience and will keep you coming back for years to come!

We are confident that you will find our City a perfect setting. Backed by a tradition of proven hospitality and excellent facilities, we consider it a privilege to provide a stimulating and productive atmosphere for your reunion.

Myrtle Beach and the Grand Strand welcome nearly 20,000,000 visitors every year. We offer a huge selection of both exciting and relaxing opportunities, from our 60 miles of uninterrupted shoreline to our excellent dining, golfing, shopping and entertainment options. From our Southern hospitality to our abundant natural resources, Myrtle Beach is one of the nation’s premier destinations, as you will soon discover.

It is my sincere wish that your visit will be most enjoyable, and we look forward to your return visit to Myrtle Beach in the future.

Sincerely,

Brenda Bethune
Mayor
Thank you to our Sponsors of the 67th Annual 2018 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.

Titanium Sponsor

East Carolina University

Silver Sponsor

Bronze Sponsor

Purdue University Global
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.

AAACE Board of Directors

President - Jonathan E. Taylor
President-Elect - Larry Martin
Past-President - Steven B. Frye
Secretary - Jill Zarestky
Treasurer - Charlotte Chase
Director-at-Large - Leslie Cordie
Director-at-Large - Lori Risley

Commission Directors

Valerie Ambrose and Chrisy Rhodes
Commission for Adult Basic Education and Literacy (CABEL)

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

J. Bernard Bradley
Commission for Distance Learning and Technology (CDLT)

Josie Andrews
Commission for Graduate Studies (CGS)

Mejai Avoseh
Commission for International Adult Education (CIAE)

Ann Brooks
Commission for Professors of Adult Education (CPAE)

Charles E. Baukal, Jr.
Commission for Workforce and Professional Development (CWPD)

AAACE Past Presidents

1983 - 1984 Don Seaman
1984 - 1985 Alan B. Knox
1985 - 1986 Waynne B. James
1987 - 1987 Mary G. Williams
1987 - 1988 Carroll A. Londoner
1988 - 1989 Elaine K. Shelton
1989 - 1990 Jane Evason
1990 - 1991 William S. Griffith
1991 - 1992 W. Franklin Spikes
1992 - 1993 Peyton Hutchison
1993 - 1994 Ken McCullough
1994 - 1995 Ellen M. Ironside
1995 - 1996 Beverly Grissom
1996 - 1997 John Henschke
1997 - 1998 Lorilee Sandmann
1998 - 1999 Tom Kinney
1999 - 2000 John Boulmetis
2000 - 2001 Margaret Mims
2001 - 2002 Linda Stacy
2002 - 2004 Fran Tracy-Mumford
2004 - 2006 Marjean Buckner
2007 - 2008 Amy D. Rose
2008 - 2009 Douglas H. Smith
2009 - 2010 Catherine Hansman
2010 - 2011 Clare D. Klunk
2011 - 2012 Henry Merrill
2012 - 2013 Linda Morris
2013 - 2014 Steven Schmidt
2014 - 2015 Jean Fleming
2015 - 2016 Margaret Eggleston
2016 - 2017 Steven Frye
Special Thanks to the 2018 Conference Committee

Every year, a group of dedicated AAACE members devote their time and energy to organizing our annual conference. This year is no different, as the conference planning committee started working in January on the big and small aspects of creating a stimulating and welcoming environment for our community. These volunteers worked on proposal review and session scheduling, social media marketing, and organizing pre and co-conferences, among many other important activities that go into creating a successful conference. Thank you again for all your creativity and hard work!

So, if you are enjoying AAACE 2018, please tell any one of this incredible team of volunteers what a great job they have done!

---

2018 Conference Planning Committee

General Conference Planning
Charlotte Chase
Leslie Cordie
Vicki Dieffenderfer
Danielle Gioia
Kenda Grover
Yvonne Hunter-Johnson
Virginia Jones
Angie Messer
Kayon Murray
Anita Samuel
Tara Thompson
Shelly Walters

CIAE Pre-Conference
Mejai Avoseh (Chair)
Marcie Boucouvalas
Monica Fedeli
Wendy Griswold
Clare Klunk

CDLT Pre-Conference
J. Bernard Bradley (Chair)
Trish Berry

CPAE Co-Conference
Leann Kaiser (Chair)
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 North Prefunction Lobby where all the action will be 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!

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

Author Chats in Grand Lobby

We are excited to continue offering opportunities to chat with authors of new and established works in adult education. Join us in Connection Central on Wednesday, October 3 and Thursday, October 4 during the Networking Breaks from 10:30 to 11:15. Some authors will have their books for sale or offer conference discounted rates to purchase online, so make sure you stop by and chat with them.

Mobile App / WiFi Information

Log on to the AAACE WiFi. The user name is AAACE2018 and the password to log in to AAACE’s WiFi is AAACE2018. Once you are logged on then navigate the event like a pro with the AAACE 2018 mobile app, powered by Core-apps.com.

With the AAACE 2018 mobile app, you can:
- Stay organized with up-to-the-minute Exhibitor, Speaker, and Event information.
- Read more detailed abstracts on each presentation.
- Receive important real-time communications from AAACE.
- Build a personalized schedule and bookmark exhibitors.
- Take notes and download event handouts and presentations.
- Rate the sessions and exhibitors.
- Access the Hotel Maps and Layouts.
- Find attendees and connect with your colleagues.
- Stay in the know and join in on social media with #AAACE18.

Downloading the App is easy! Search the App Store or Google Play for AAACE Conferences.
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.

Malcolm Knowles Award
for Outstanding Adult Education Program of the Year

Kenya (Ken) M. Harrison
Academic Program Manager
Georgia Tech Professional Education

Ken is currently an Academic Program Manager for Georgia Institute of Technology’s (GA TECH) Department of Professional Education-Savannah Campus. He manages the Veterans Education Training and Transition (VET²) Program which offers a one-of-a-kind training and employment initiative for transitioning service members, military spouses, and veterans. Working with regional workforce boards around the state the VET² program supports professional education at no cost to qualified students.

Prior to joining GA TECH Ken spent several years working in retail, warehouse, and logistics management. Ken is a Marine Corps reservist and was deployed to the Middle East in support of Operation Iraqi Freedom, Kabul, Afghanistan in support of Operation Enduring Freedom, worked at the Pentagon and Headquarters Marine Corps in Arlington, Virginia. Ken currently is a senior logistics inspector for Headquarters Marine Corps Forces Reserve, New Orleans, Louisiana.

Ken earned a Bachelor of Science degree in Health & Wellness, from Buffalo State College, a Master’s degree in Business Administration from Florida Metropolitan University, a Master’s degree in Adult Education and Community Leadership from Armstrong State University, a post-graduate degree in Educational Leadership from Liberty University, and is currently a doctoral candidate in Adult and Career Education at Valdosta State University. He is a graduate of Leadership Savannah, GA TECH’s Inclusive Leadership Academy, and is the recipient of Armstrong State University’s distinguished Alumni Award.
Tony Q. Graddick  
*Coordinator, Military Programs*  
Georgia Tech Professional Education

Tony Graddick is the Academic Program Coordinator with Georgia Tech-Professional Education Military Programs, where he recruits and assists students with admissions and registration. He also serves as the point of contact for the department for all students expressing interest in the program.

Before joining the team in 2015, Tony served as Admissions/Registrar Coordinator with Central Georgia Technical College for five years. He is also a member of the Georgia Army National Guard, where he serves as a Logistics Specialist for the 178th Military Police Company.

Tony has mentored with the Big Brother’s Program in Central Georgia and is currently pursuing a Masters in Communication and Leadership from Georgia Southern University.

Dr. James R. Wilburn  
*Director for Military Academic Programs*  
Georgia Tech Professional Education

Dr. James Wilburn is the Director of Military Programs for Georgia Tech Professional Education. In this role, Wilburn serves as the university’s liaison for military personnel, and works to develop and identify programs beneficial to the career advancement of military members, veterans, and their family members. Most recently, Dr. Wilburn has developed the Veterans Education Training and Transition (VET²) program which focuses on assisting service member’s transition from the military to the civilian workforce.

Prior to joining the Georgia Institute of Technology, Wilburn was the program director and Professor of Military Science at Vanderbilt University. He has also served as a course director, operations officer, and instructor at the United States Military Academy (West Point) and served for 22 years in the United States Army.

Wilburn earned his bachelor’s degree in Civil Engineering from New Mexico State University, a master’s degree in Management at Colorado Technical University, a master’s degree in Applied Sport Science/Exercise Physiology from Indiana University, and a doctorate in Higher Education Leadership and Policy from Vanderbilt University. He is a graduate of Leadership Southeast Georgia, and is a member of the Georgia State Workforce Development Board (SWDB).
Carol Kasworm is the W. Dallas Herring Emerita Professor of Adult and Community College Education at North Carolina State University. Dr. Kasworm’s career has included leadership, administration, instructional, and program development efforts in faculty and academic administrative roles at six universities. Her main research and writing interests have focused upon the adult undergraduate experience, the situated influences of varied higher education contexts on adult learners, and the role of adult higher education in a lifelong learning society. Her scholarship has included six books, thirty-two book chapters, eighty-seven refereed and non-refereed journal articles and proceedings, as well as numerous papers and presentations. She has received numerous honors, provided leadership to the field, and served on a number of national and international editorial boards for the adult education profession.
Amy Rose

Amy D. Rose is emeritus professor of adult education at Northern Illinois University, USA where she taught for over 25 years. She has written and presented on issues related to history and policy analyses in the areas of literacy, women and adults in higher education. In addition to articles and proceedings, she was a co-editor of the Handbook of Adult Continuing Education: 2010 Edition. More recently, she is a co-author of Professional Foundations of Adult and Continuing Education (2017). She served as co-editor of the Adult Education Quarterly from 2010-2013 and as co-editor of the Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education. She is currently a co-editor of Adult Literacy Education: The International Journal of Literacy, Language, and Numeracy. In addition, she has served as a president of the American Association for Adult and Continuing Education (AAACE) and on the board for 10 years. She currently serves on the board of the International Society for Comparative Adult Education (ISCAE).

Jovita Ross-Gordon

Dr. Jovita M. Ross-Gordon is currently a professor of adult education at Texas State University in San Marcos; she taught previously at Penn State University and the University of South Florida. Her research centers on teaching and learning of adults, focusing particularly on adult learners in higher education and on issues of diversity and equity. Dr. Ross-Gordon is co-author of the Foundations of Adult and Continuing Education (2017); co-editor of the Handbook of Adult Continuing Education: 2010 Edition; and author or co-author of numerous articles and book chapters on adult and continuing education. She currently serves as Co-Editor-in-Chief for the New Directions for Adult and Continuing Education series and has served as the co-editor of Adult Education Quarterly. Dr. Ross-Gordon has served as chair of the Commission of Professors of Adult Education; on the publications, nominations, and Okes Research Award Committees of AAACE; and on the steering and host committees of the Adult Education Research Conference. Her recent honors include induction into the International Adult and Continuing Education Hall of Fame and the Career Achievement Award of the Commission of Professors of Adult Education.
Bo Chang is an Associate Professor (newly tenured and promoted!) of Adult and Community Education in the Department of Educational Studies of the College of Education, Ball State University. Her research interests include knowledge-related topics, such as knowledge construction, knowledge and power; different tools such as social networks, culture, discourse, and multimedia in learning; and the social aspect of adult learning in a variety of contexts, such as social structure and learning, social relationships in learning, and the collaborative nature of learning.
Commission Awards

Commission for Distance Learning and Technology (CDLT)
Best Practice Award in Distance Learning or Technology for Adult Learners

One of the goals of 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 higher education, community education, corporate, government, and other environment 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. Kathy D. Lohr

Dr. Kathy D. Lohr is a teaching assistant professor at East Carolina University in the Adult Education Program. She teaches online graduate courses in adult education as well as graduate and undergraduate courses to training personnel in ECU’s Army Cohort program. Prior to her faculty appointment at ECU, she taught adult education courses at North Carolina State where she earned her doctorate in Adult and Community College Education. Her presentations, publications, and service outreach reflect her commitment to capturing learner identity, resilience, and legacy through biographical reflection.

Student biographical reflections were the focus of research on an online discussion prompt she uses in her graduate course on adult learners. Using the Community of Inquiry framework by Garrison, Anderson, and Archer that looks at social, teaching, and cognitive presence in online environments, Dr. Lohr found that facilitating life-event sharing does build online communities. The idea of using biographical reflection for community building began with a group of older learners involved in a monthly life-story writing group that Dr. Lohr leads. This research has evolved into a 10-year longitudinal study. At the 2017 AAACE Conference, she led a roundtable discussion titled Envisioning learning communities that serve an aging population in a technology-driven society, sharing her premise that as generations become increasingly comfortable with technology, needs related to skill enhancement, sociability, and intellectual stimulation can be taught in new and innovative ways.

Dr. Thomas J. (Tom) Sork

Tom is a professor in the Adult Learning and Education group, Department of Educational Studies, University of British Columbia. He received a PhD in Adult Education from Florida State University. In 2016, he completed an 8-year term as Senior Associate Dean in the Faculty of Education and was responsible for international activities, professional development and community engagement, and for the fully online Master of Educational Technology (MET) program. His academic work focuses on educational planning, professional ethics, and international collaboration. In 2005, he received an honorary doctorate from Linköping University (Sweden) for his contributions to developing an award-winning online master’s program between four universities spanning four continents—The Intercontinental Master’s in Adult Learning and Global Change. In 2008, he was inducted into the International Adult and Continuing Education Hall of Fame and in 2012 was designated ‘Distinguished Professor’ by the International Institute of Adult and Lifelong Education in New Delhi, India. The UBC project team on behalf of whom he is accepting this award collaborated with Moi University in Kenya to design and deliver a hybrid mode secondary teacher education diploma program to two cohorts of practicing teachers in the schools in Dadaab refugee camp, Kenya, during the period 2013-2016. This program was one of several postsecondary courses of study delivered in Dadaab by a four-university partnership known as Borderless Higher Education for Refugees (BHER) based at York University in Toronto. The project was funded by Global Affairs Canada.
Collaborate with your colleagues from around the country as you expand your professional horizons!

Learn about new best practices and receive targeted training from national level speakers. Thirty-one strands - comprised of more than 370 break out sessions - will be offered, providing valuable, state-of-the-art training that you will be able to bring back to your adult education program! Join more than 2,000 conferees and enjoy numerous networking opportunities with your peers in adult education from around the country!

National Conference Strands Include:

Presented in partnership with:
The Coalition on Adult Basic Education (COABE) and Louisiana Association for Public, Community, and Adult Education
Contact: COABE Conference 2019
Email: info@coabe.org
Fax: 866-941-5129
Phone: 888-44-COABE
#COABE19

Visit us on the COABE APP or online at COABE.ORG for complete conference details and updates!
## Conference Sessions by Strand

### Adult Basic Education and Literacy

<table>
<thead>
<tr>
<th>Time/Location</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Room/Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, Oct 3, 8:00am-8:45am Concurrent</td>
<td>Money Management for Adult Learners</td>
<td>Mary Schultz</td>
<td>Atlantic 3</td>
</tr>
<tr>
<td>Wed, Oct 3, 2:30pm-3:15pm Roundtable</td>
<td>Accountability policy &amp; program access: Implications for literacy learners and students of color</td>
<td>Amy Pickard</td>
<td>Atlantic 7</td>
</tr>
<tr>
<td>Wed, Oct 3, 9:00am-9:45am Concurrent</td>
<td>The creative adult classroom</td>
<td>Thomas Milton Irvin</td>
<td>Atlantic 2</td>
</tr>
<tr>
<td>Wed, Oct 3, 2:30pm-3:15pm Roundtable</td>
<td>Women Literacy or Illiteracy in Igbo-Ora: Challenges and Opportunities for Sustainable Development in the Agrarian Community</td>
<td>Kofo Ade Aderogba</td>
<td>Oleander A</td>
</tr>
<tr>
<td>Wed, Oct 3, 3:30pm-4:15pm Roundtable</td>
<td>Technological Innovations and Adult Literacy in Rural Areas of Ogun State, Nigeria</td>
<td>Adekunle A. Adeniyi</td>
<td>Oleander A</td>
</tr>
<tr>
<td>Wed, Oct 3, 4:30pm-6:00pm Poster</td>
<td>Student Perceptions of Academic Motivators: Attributes of Academic Achievement and Transfer of Skills from the Soccer Field to the Classroom</td>
<td>Nancy Carr</td>
<td>Oleander Ballroom</td>
</tr>
<tr>
<td>Wed, Oct 3, 4:30pm-6:00pm Poster</td>
<td>The Bored and Uninvolved Learner</td>
<td>Rachel Snellgrove</td>
<td>Oleander Ballroom</td>
</tr>
<tr>
<td>Thu, Oct 4, 9:45am-10:30am Roundtable</td>
<td>Educational Attainment for Adult Basic Education participants: Does more schooling mean better reading skills?</td>
<td>Christine Miller</td>
<td>Oleander A</td>
</tr>
<tr>
<td>Thu, Oct 4, 3:00pm-3:45pm PechaKucha</td>
<td>Industrialization, colonization, and resistance in Appalachia (1880-1940)</td>
<td>Edwin Reynolds</td>
<td>Atlantic 6</td>
</tr>
<tr>
<td>Thu, Oct 4, 3:00pm-3:45pm Concurrent</td>
<td>Effective Use of Technology with Adult Learners to Enhance Learning and Promote Digital Literacy</td>
<td>Jacqueline M McGinty, Leigh Ann Morgan</td>
<td>Atlantic 7</td>
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### Adult Development

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<thead>
<tr>
<th>Time/Location</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Room/Section</th>
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</thead>
<tbody>
<tr>
<td>Tue, Oct 2, 10:45am-12:45pm Concurrent</td>
<td>Adult Education, Health Information Technology and The Apprenticeship – Great Potentials in Today’s Healthcare Workforce</td>
<td>Yandong Lena Liu, Andy M Garman, Angela C Freeman, Steven Wightkin</td>
<td>Atlantic 1</td>
</tr>
<tr>
<td>Wed, Oct 3, 9:45am-10:30am Concurrent</td>
<td>Adult Development and Misogynoir in Social Media and Popular Culture Learning Spaces</td>
<td>Lisa Rochelle Brown</td>
<td>Oleander B</td>
</tr>
<tr>
<td>Thu, Oct 4, 9:45am-10:30am Concurrent</td>
<td>Using Popular Film to Teach About Adult Learning and Development</td>
<td>Ralph Brockett, Adam McClain</td>
<td>Atlantic 2</td>
</tr>
<tr>
<td>Thu, Oct 4, 9:45am-10:30am Roundtable</td>
<td>Becoming Christians in the USA: Chinese Women Professionals’ Cross-Cultural Development – A Transformative Journey</td>
<td>Qi Sun, Bo Chang</td>
<td>Oleander A</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Session Title</td>
<td>Presenter(s)</td>
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<tr>
<td>Wednesday, Oct 3</td>
<td>8:00 am - 8:45 am</td>
<td>Roundtable: Examining and Challenging Our Biases About Adults in Higher Education</td>
<td>Danielle Gioia</td>
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<td></td>
<td>Roundtable: Ways to improve your next</td>
<td>William Carpenter</td>
<td>Tides 2</td>
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<tr>
<td></td>
<td>9:00 am - 9:45 am</td>
<td>PechaKucha: Tech Tips and Tricks for Adult Education - Making Technology Work for Instruction and Assessment</td>
<td>Cyndi Danner-Kuhn, Angela Messer</td>
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<td></td>
<td>Roundtable</td>
<td>Systems Thinking for the Educator</td>
<td>Keith Smith, Tricia Berry</td>
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<tr>
<td></td>
<td>Roundtable</td>
<td>Distance Adult Learners and the Challenges of Technology in Oyo State, Nigeria</td>
<td>Chris Olusola Omorogies, Mejai Bola Avoseh</td>
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<td></td>
<td>Roundtable</td>
<td>Critical Advising: Operationalizing the Data Gleaned from Academic Analytics</td>
<td>Danesha Winfrey</td>
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<tr>
<td>Wednesday, Oct 3</td>
<td>4:30 pm - 6:00 pm</td>
<td>Poster: Rethinking Social Media in Education Post-Cambridge Analytica</td>
<td>Christopher Peters, Anita Samuel</td>
</tr>
<tr>
<td></td>
<td>Roundtable</td>
<td>Motivations that Create Adult Educators</td>
<td>Douglas Azzano</td>
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<td>Thursday, Oct 4</td>
<td>8:00 am - 8:45 am</td>
<td>Concurrent: Use of strategies for instructors: How to transfer learning with an adjustable curriculum for adult learners who take algebra online</td>
<td>Dennis Louden</td>
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<td>2:15 pm - 3:00 pm</td>
<td>Shared Concurrent: TGROWER Best Practices</td>
<td>Terry Allsep, Kay Kripchak</td>
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<td>Friday, Oct 5</td>
<td>9:00 am - 9:45 am</td>
<td>Concurrent: What’s Love Got to do with it? When Intimate Partner Violence Comes to Higher Education</td>
<td>DeWanna T. Hamlin</td>
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<td>Friday, Oct 5</td>
<td>9:45 am - 10:30 am</td>
<td>Concurrent: Finding and Analyzing Resources That Can Support Your Programs!</td>
<td>Gayla Rawlinson Maynard</td>
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<td>Friday, Oct 5</td>
<td>10:45 am - 11:30 am</td>
<td>Concurrent: What is the Relationship between Organizational Culture and Strategic Leadership?</td>
<td>Julia E. TuckerLloyd</td>
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<td>Understanding fandom as participatory culture and informal learning: focusing on the case of BTS fandom</td>
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<td>A new adult learning perspective “impact of boundaries in our life”</td>
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<td>PechaKucha</td>
<td>Lifelong Learners and Personal Narrative Andragogy in a Ecological Learning System</td>
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<td>8:00 am - 8:45 am</td>
<td>PechaKucha</td>
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<td>Wednesday, October 3</td>
<td>9:00 am - 9:45 am</td>
<td>Roundtable</td>
<td>Examining Psychological Contract Violations and Informal Learning: Where Do You Turn When You Need Help?</td>
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<td>9:00 am - 9:45 am</td>
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<td>Paying for fragmented knowledge gaining popularity in China: self-fulfillment or learning anxiety</td>
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<td>Wednesday, October 3</td>
<td>9:00 am - 9:45 am</td>
<td>PechaKucha</td>
<td>Diamonds in the Rough? Identifying Gifted and Talented Adults in Your Classroom</td>
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<td>Lifelong Learning: Challenges, Strategies, and Priorities</td>
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<td>Effective classroom practices that help Adult Learners achieve a HS Diploma and build self-efficacy</td>
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<td>Searching for Credible Information: Non-Science Experts Navigate Controversial Science-based Resources in Online Learning Episodes</td>
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<td>A Narrative Inquiry Into The Lived Experiences of People With Lyme Disease</td>
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<td>The intersection of adult learning and entrepreneurship education: A content analysis</td>
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<td>Abraham Lincoln: Lessons from a Self-Directed Learner</td>
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<td>Revelations and Findings: Adult Learners Preference with Emerging Technologies</td>
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<td>Publishing a book with AHEA: The nuts and bolts.</td>
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<td>Women’s Coping Strategies for Workplace Bullying Based on a Meta-Analysis Since 2000</td>
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<td>Staying current in patient care: How physicians in Medically Underserved Areas gain knowledge for health care decision-making</td>
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<td>Let Me Tell You a Story about Voting with Your Feet: Student Engagement and Motivation</td>
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<td>Designing Online Education Environments for Adult Learners: Lessons from Diffusion of Innovations</td>
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<td>Characteristics Impacting the Diffusion of Active Engaged Student Learning (EASL) among Alabama Instructors</td>
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<td>Voices of Intersecting Identities: Black Male adult learners’ classroom experiences within a PWI</td>
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<td>Make Diversity Visible: Promoting Diversity and Multicultural Education in Online Classes</td>
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<td>African American Women: The Role of Education, Spirituality, and Resilience in their Transition from Poverty</td>
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<td>Thursday, Oct 4</td>
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<td>The Current Landscape of Non-Western Entrepreneurs in a Western Context</td>
<td>Sarah Ray</td>
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<td>Using Technology during Professional Development in a Military Environment to Support Adult Learning in Immunization Healthcare</td>
<td>Amanda Williams</td>
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<td>Thursday, Oct 4</td>
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<td>Xennials Constructing Worldviews Through Social Media</td>
<td>Elizabeth Castañeda, Sierra Sullivan, Kimberly A. Thornton, Brittany Davis, Kerry Elliott</td>
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<td>Thursday, Oct 4</td>
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<td>Treating First Year College Students Like Adults</td>
<td>Dustin Lemke</td>
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<td>Thursday, Oct 4</td>
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<td>Exploring the learning activities and motivational factors under the informal learning context.</td>
<td>Yuewei Shi, Xi Lin, Maria Martinez Witte</td>
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<td>Thursday, Oct 4</td>
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<td>Employment Status and Its Connection to Learning: A PIAAC Study</td>
<td>Sarah Ray, Jin Lee, Jill Zarestky</td>
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<td>Thursday, Oct 4</td>
<td>3:00 pm - 3:45 pm</td>
<td>Best Understanding the Needs of the Nontraditional First Year College Student: A beginning research</td>
<td>Alison J. Collman</td>
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<td>Thursday, Oct 4</td>
<td>3:00 pm - 3:45 pm</td>
<td>“Webtoon” as an Intersection between Informal Learning and Education</td>
<td>Hye su Kuk</td>
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<td>Thursday, Oct 4</td>
<td>3:00 pm - 3:45 pm</td>
<td>OER for adult ed: Making open source resources work for you</td>
<td>Christina Ward, Katherine Safford-Ramus</td>
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<td>Thursday, Oct 4</td>
<td>4:00 pm - 4:45 pm</td>
<td>“Developing and Migrating Courses: Best Practices for Online/Hybrid Adult Learning Courses”</td>
<td>Laura S Foote</td>
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<td>Thursday, Oct 4</td>
<td>4:00 pm - 4:45 pm</td>
<td>The Value of (Adult Ed) Theories to our Discipline</td>
<td>Chad Hoggan</td>
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<td>Thursday, Oct 4</td>
<td>4:45 pm - 5:30 pm</td>
<td>Andragogy: The effects of technology and innovation on the future of continuing education</td>
<td>Jessica Herron</td>
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<tr>
<td>Friday, Oct 5</td>
<td>9:00 am - 9:45 am</td>
<td>Grit and Self-Directed Learning: Intersections, Connections, and Implications for Practice with Adult Learners</td>
<td>Gwen Scott Ruttencutter, Ralph Brockett</td>
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<td>Friday, Oct 5</td>
<td>9:00 am - 9:45 am</td>
<td>Peer Learning Experiences Among Older Adults in an Aquatic Exercise Class in a Community Center</td>
<td>Bora Jin, Lisa Baumgartner</td>
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<td>Friday, Oct 5</td>
<td>9:45 am - 10:30 am</td>
<td>Applying a Mentoring Approach in Transformative Learning in Higher Education</td>
<td>Adam McClain, Mitsunori Misawa</td>
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<td>Friday, Oct 5</td>
<td>9:45 am - 10:30 am</td>
<td>The Slow Tech Journey: Educating Students on Good, Clean and Fair Technology</td>
<td>Rebecca Lee Hammons</td>
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## Conference Sessions by Strand (continued)

### Adult Learning

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<tr>
<td><strong>Friday, October 5</strong></td>
<td><strong>10:45 am - 11:30 am</strong></td>
<td><strong>Master and Mastery</strong></td>
<td>Hangyul Kang, Keunho Kim, Sungkee Kim</td>
<td>Tides 2</td>
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<tr>
<td><strong>Friday, October 5</strong></td>
<td><strong>10:45 am - 11:30 am</strong></td>
<td><strong>Using Digital Technology in Higher Education Classrooms: Does It Really Work or Not?</strong></td>
<td>Marice Jackson</td>
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<td><strong>Friday, October 5</strong></td>
<td><strong>10:45 am - 11:30 am</strong></td>
<td><strong>Literacy, gender, race and the transforming landscape of Sweden: The case of Somali female immigrants</strong></td>
<td>Daphne Ntiri</td>
<td>Tides 2</td>
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**Adut Literacy Education**

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<tr>
<td><strong>Wednesday, October 3</strong></td>
<td><strong>3:30 pm - 4:15 pm</strong></td>
<td><strong>Adult Education in an Era of Accelerated Technological Innovation: The Costs of Leaving Others Behind?</strong></td>
<td>Valerie Bryan, Susan K Dennett</td>
<td>Atlantic 7</td>
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<td><strong>Wednesday, October 3</strong></td>
<td><strong>4:15 pm – 5:00 pm</strong></td>
<td><strong>Using Mobile Technology for Learners in Adult Literacy Programme: Evidence from a Randomized Field Experiment.</strong></td>
<td>Morakinyo O Akintolu</td>
<td>Atlantic 2</td>
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<td><strong>Wednesday, October 3</strong></td>
<td><strong>4:30 pm - 6:00 pm</strong></td>
<td><strong>Improving Health Literacy among Rural English Language Learners in Alabama</strong></td>
<td>Cesar R. Bazo</td>
<td>Oleander Ballroom</td>
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<td><strong>Friday, October 5</strong></td>
<td><strong>10:45 am - 11:30 am</strong></td>
<td><strong>Barbara Bush Foundation Adult Literacy XPRIZE Communities Competition</strong></td>
<td>Monica Groves</td>
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**Adult Psychology and Counseling**

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<td><strong>Wednesday, October 3</strong></td>
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<td><strong>PTSD - From Surviving to Thriving: My Story and Lessons Learned for Educators and Leaders.</strong></td>
<td>Michael McGlenen</td>
<td>Oleander A</td>
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<tr>
<td><strong>Friday, October 5</strong></td>
<td><strong>9:00 am - 9:45 am</strong></td>
<td><strong>No Discipline Is an Island: The Importance of Interdisciplinary Research in a Diverse Technological Landscape</strong></td>
<td>Cecillia Teal, Valerie K. Ambrose, Don Ambrose</td>
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<td><strong>Tuesday, October 2</strong></td>
<td><strong>10:45 am - 12:45 pm</strong></td>
<td><strong>Touchy topics in the technology Age: What works for online course design?</strong></td>
<td>Kayon Murray-Johnson</td>
<td>Atlantic 1</td>
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<td><strong>Tuesday, October 2</strong></td>
<td><strong>10:45 am - 12:45 pm</strong></td>
<td><strong>Enhancing the online experience using personalized videos</strong></td>
<td>Susan K Dennett, Valerie Bryan</td>
<td>Atlantic 1</td>
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<tr>
<td><strong>Tuesday, October 2</strong></td>
<td><strong>10:45 am - 12:45 pm</strong></td>
<td><strong>Developing an Online Community of Practice: Deepening Knowledge through Social Learning</strong></td>
<td>Leslie Cordie</td>
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<tr>
<td>Atlantic 1</td>
<td>Generating Active Online Discussions</td>
<td>Davin Carr-Chellman Carie Saunders</td>
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<td>Atlantic 1</td>
<td>Breaking Down the Barriers of the Dissertation Process: Mediated Electronic Portfolio Learning System Conceptual Model</td>
<td>David Austin Willis</td>
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<td>Atlantic 1</td>
<td>Mobile Learning and Adult Literacy and Numeracy Education</td>
<td>Enes Gokce</td>
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<td>Atlantic 1</td>
<td>Instructional Perspectives of Faculty Teaching ePortfolio Courses with and without Adult Education Training</td>
<td>Angela C. Davis</td>
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<td>Atlantic 1</td>
<td>Visual Reflections: Retrieval Practice Analytics</td>
<td>Kelly McKenna Beth Pouska</td>
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<td>Atlantic 1</td>
<td>Using Technology in Academic Support for Adult Learners</td>
<td>Cynthia Noblin Perry</td>
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<td>Using electronic document tracking and mobile technology to improve graduate students clinical/practicum experience</td>
<td>Tricia Berry Madison Cox</td>
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<tr>
<td>Atlantic 2</td>
<td>A cross-cultural exploration of academic stress and achievement goal orientations of American and international Students</td>
<td>Xi Lin Shu Su Alyssa McElwain</td>
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<tr>
<td>Atlantic 6</td>
<td>Innovative Instructional Methods for Adult Learners: Getting Your Students to Actually Read Your Syllabus</td>
<td>Emily Marie Bublitz Claudette M. Peterson</td>
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<td>Oleander A</td>
<td>Technology, Teaching, and Transformation: Developing Faculty Holistically</td>
<td>Jonna Myers</td>
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<td>Atlantic 4</td>
<td>Innovative practice in Prior Learning Assessment: Perspectives and insights on using Portfolium™</td>
<td>Ashley Gleiman Cali Morrison</td>
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<td>Oleander A</td>
<td>Student to Content Interaction in Higher Education: Modalities and Corresponding Pedagogies</td>
<td>Kathryn Ann McAtee Catherine A Hansman George M Amolsch Michele Hampton</td>
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<td>Oleander B</td>
<td>Adult Education Interview Series (AEIS): Emerging Themes</td>
<td>Len A. Bogner Brett King</td>
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<td>Tides 2</td>
<td>The Power of Nonverbal Immediacy in a Synchronous Classroom with Face-to-Face Instruction and Videoconferencing Technology</td>
<td>Jane Teel</td>
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### Colleges and Universities

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<td>Meeting the needs of Adult Non-Traditional Learners at Traditional Universities through Innovation and Partnerships</td>
<td>Steven B. Frye, Susan A. Elkins</td>
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<td>Writers Under Construction and More: Perspective Transformation During the Journey from Writer to Author</td>
<td>Kathleen P. King, Lauren Remenick Maroon</td>
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<td>Where to Publish? Technological Innovations in Choosing Publishing Venues</td>
<td>Jill Zarestky, Catherine A. Cherrstrom</td>
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<td>White or Wrong: Teaching Diversity in the Online Environnment</td>
<td>Tennille Lasker-Scott, Jeremy Schwehn</td>
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<td>Wednesday, October 3</td>
<td>Diversity and Social Justice Education: Is What We Do What Students Really Need?</td>
<td>Reba Loret Fuggs, Amanda Young, Robert F. Reardon</td>
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<td>An Investigation of Technology Usage, Cybermobbullying, and Cybermobbullycide Among Students in Higher Education: An Overview</td>
<td>Mitsunori Misawa</td>
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<td>Motivation, Andragogy and the Online, Adult Learner</td>
<td>Bill Boozang, Brianna Parsons</td>
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<td>Wednesday, October 3</td>
<td>What College Presidents Need to Know About Adult Students: Priorities for the Next Decade</td>
<td>Michael T. Miller, Kenda S. Grover, David Gearhart</td>
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<td>Wednesday, October 3</td>
<td>Fostering Faculty Engagement with Doctoral Students: The Five Cs Model</td>
<td>Ellen M. Haight, Gwen Scott Ruttencutter, Sara Nsrollahian Mojarad</td>
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<td>Wednesday, October 3</td>
<td>Leaps of Faith: Working-Class Scholars Making Their Way as Higher Education Professionals</td>
<td>Joann Olson, Anne Benoit, Carrie Johnson, Vickie Claflin, Bonnie Flynn, Jennifer K Holtz, Amy Sedivy-Benton</td>
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<td>Wednesday, October 3</td>
<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>Wednesday, October 3</td>
<td>Cracking the Code, Future Alternatives to QR Codes in Adult Education</td>
<td>Leigh Ann Morgan</td>
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<td>Wednesday, October 3</td>
<td>“The Invisible Divide”: Administering Support for First Generation Students</td>
<td>Walita Williams, Jefferson Clemmons</td>
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<td>Wednesday, October 3</td>
<td>What They’re Doing While You Sleep: Overnight Students and the University Library</td>
<td>Amanda Carol Sexton</td>
<td>Oleander Ballroom</td>
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### Conference Sessions by Strand (continued)

#### Colleges and Universities

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<tr>
<td>Thursday, October 4</td>
<td>8:00 am- 8:45 am</td>
<td>Embracing your inner class clown: Through humor, cultivate communication immediacy in your classes</td>
<td>Sarah Strom Kays, Ms. Teresa Hayes</td>
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<td>Thursday, October 4</td>
<td>9:00 am - 9:45 am</td>
<td>Fostering Connection for Adult Learners in Online Programs: A Faculty Mentor Approach</td>
<td>Jennifer Saxton, Jeremy Schwehm</td>
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<td>Thursday, October 4</td>
<td>9:45 am - 10:30 am</td>
<td>Adult &amp; Higher Education Students’ Preferences for Course Formats and Offerings</td>
<td>Michelle A Johnson, Lori Risley, Yadira Reyes-Pena</td>
<td>Oleander A</td>
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<td>Thursday, October 4</td>
<td>9:45 am - 10:30 am</td>
<td>National Call for Greater Accountability and Transparency in Higher Education: Implications for University Adult Education</td>
<td>Mary V. Alfred, Patrice French</td>
<td>Oleander B</td>
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<td>Thursday, October 4</td>
<td>2:15 pm - 3:00 pm</td>
<td>An Exploration of Bullying and Incivility Research in Higher Education</td>
<td>Meghan Pleiffer, Mitsunori Misawa</td>
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<td>Thursday, October 4</td>
<td>4:00 pm - 4:45 pm</td>
<td>Technological Guidelines for Professors in U.S. Universities for Improving Teaching of International Students</td>
<td>Somanita Kheang, John A. Henschke</td>
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<td>Friday, October 5</td>
<td>10:45 am - 11:30 am</td>
<td>Developing an Inclusive Academic Environment for International and Refugee Students in Higher Education</td>
<td>Patricia Higgins, Mitsunori Misawa</td>
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#### Community Colleges

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<tr>
<td>Wednesday, October 3</td>
<td>2:30 pm - 3:15 pm</td>
<td>Technology Skills and Older Students: Challenges and Opportunities at Ohio’s Community Colleges</td>
<td>Phyllis Cummins, Annabelle Arbogast, Kathryn B. McGrew</td>
<td>Tides 1</td>
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<td>Wednesday, October 3</td>
<td>3:30 pm - 4:15 pm</td>
<td>The Age of Dual Enrollment: Benefits, Challenges, and a Path for Improvement</td>
<td>Tara Thompson</td>
<td>Oleander A</td>
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<tr>
<td>Thursday, October 4</td>
<td>9:45 am - 10:30 am</td>
<td>Technology and TNReconnect: Preparing Adult Learners for Success with Tennessee’s Guaranteed College Tuition Program</td>
<td>Cynthia Noblin Perry</td>
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<td>Thursday, October 4</td>
<td>3:00 pm - 3:45 pm</td>
<td>Case Study of the Organizational Dynamics of Community College’s Industry Advisory Board</td>
<td>Cara DiMattina-Ryan, Meera Alagaraja</td>
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<td>Friday, October 5</td>
<td>9:00 am - 9:45 am</td>
<td>Heads Up: Teaching Language in Public Speaking</td>
<td>Shaquille Marsh</td>
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<td>Friday, October 5</td>
<td>9:45 am - 10:30 am</td>
<td>Witnessing the Resurgence of Apprenticeship Training Programs: A NC Case Study</td>
<td>Robert J. Witchger, Tuere Bowles</td>
<td>Atlantic 3</td>
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<tr>
<td>Friday, October 5</td>
<td>10:45 am - 11:30 am</td>
<td>The Evolving Dynamic of the Intergenerational Classroom</td>
<td>Tara Thompson</td>
<td>Tides 2</td>
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<tr>
<td>Date</td>
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<td>Wednesday, October 3</td>
<td>8:00 am - 8:45 am</td>
<td>HyperAmerica: hyperreality in adult education programs for immigrants</td>
<td>Beixi Li</td>
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<td>2:30 pm - 3:15 pm</td>
<td>Community Films and Conversations</td>
<td>Scott Bishop</td>
<td>Oleander A</td>
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<td>3:30 pm - 4:15 pm</td>
<td>Dance and Diversity</td>
<td>Lamaiya Lancaster</td>
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<td>4:30 pm - 6:00 pm</td>
<td>Exploring community building and engagement in non-formal education in Kuala</td>
<td>Wai Ling Fong</td>
<td>Oleander Ballroom</td>
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<td>Thursday, October 4</td>
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<td>What’s going on? How adult learning theory supports social justice in community engagement</td>
<td>Myron C Duff</td>
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<td>11:15 am - 12:00 pm</td>
<td>Talking Race: How to Facilitate the Discussion</td>
<td>Ruby Cain</td>
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<td>Haley Perez-Arche</td>
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<td>Redefining Education for Adult Learners</td>
<td>Antricia Bray Smith</td>
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<td>Examining and Exploring Community Participation in International Development</td>
<td>Hunter Ogletree</td>
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<td>Projects based on Adult Education</td>
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<td>Charismatic Teachers and Non-Formal Religious Education in the Community: An</td>
<td>Sherry L Bryant</td>
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<td>Instrumental Case Study</td>
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<td>Ubuntu: An Africentric Exploration of the Role of HBCU Graduate Students in</td>
<td>Trevor R. Taylor</td>
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<td>10:45 am - 11:30 am</td>
<td>The Challenges and Benefits Adult ESL Learners Face with Online Learning</td>
<td>Cindy Peña</td>
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<td>Jill Marie Carter</td>
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<td>Robert F. Reardon</td>
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<td>Thursday, October 4</td>
<td>11:15 am - 12:00 pm</td>
<td>Extension Education Certificate (EEC)</td>
<td>James Witte</td>
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<td>Rusty Presley</td>
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**Cooperative Extension**

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#### Correctional Institutions

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<td>Wednesday, October 3</td>
<td>4:15 pm - 5:00 pm</td>
<td>Education on the Inside: Incarcerated Students' Perception of Correctional Education</td>
<td>Stephanie Cage</td>
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<td>Thursday, October 4</td>
<td>9:00 am - 9:45 am</td>
<td>Education for the Female Offender: Existing Programs, Expressed Needs</td>
<td>Kenda S. Grover, David Deggs, Kenda S. Grover, Julie Galliart</td>
<td>Oleander A</td>
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<tr>
<td>Friday, October 5</td>
<td>9:00 am - 9:45 am</td>
<td>Eight Factors that Influence the Teachers' Instructional Decisions in a Correctional Facility</td>
<td>Jonathan E. Messemer</td>
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#### CPAE - Emerging Issues for Faculty in Higher Education

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<td>Wednesday, October 3</td>
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<td>Going Beyond Links and Videos: Creating Interactive Syllabi Using Free Resources</td>
<td>Anita Samuel</td>
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<td>Wednesday, October 3</td>
<td>3:30 pm - 4:15 pm</td>
<td>Careers for Doctoral Graduates in Adult Education: A Panel Discussion</td>
<td>Kalpana Gupta, Leann M.R. Kaiser, Jill Zarestky</td>
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<td>Wednesday, October 3</td>
<td>3:30 pm - 4:15 pm</td>
<td>Learning to Adapt to the Needs of Returning Adult Students: Does Race Matter?</td>
<td>Antija Allen</td>
<td>Oleander A</td>
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<td>Thursday, October 4</td>
<td>9:00 am - 9:45 am</td>
<td>Women's Work in Higher Education: Innovative Ways, Including Technological Advancements, Facilitating Work-Life Balance.</td>
<td>Rachel Wlodarsky, Catherine A Hansman</td>
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<td>Friday, October 5</td>
<td>9:00 am - 9:45 am</td>
<td>Authentic Exchange via Appreciative Learning Transformative Journey Towards Understanding Knowledge Flow between East and West</td>
<td>Qi Sun, Haijun Kang</td>
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<td>Friday, October 5</td>
<td>9:00 am - 9:45 am</td>
<td>Experiences with Publishing and Adult Education Journals</td>
<td>Geleana Drew Alston, Merih Ugurel Kamisli, Ann Brooks</td>
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#### CPAE - Professional Development Workshop

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<tr>
<td>Wednesday, October 3</td>
<td>9:00 am - 9:45 am</td>
<td>A Story of Faculty Development, Course Innovation, and Student Success Through Historical Reflection</td>
<td>Andria Carpenter</td>
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<td>Wednesday, October 3</td>
<td>1:45 pm - 2:30 pm</td>
<td>Stand and Deliver: Successfully Defend Your Dissertation</td>
<td>Petra A Robinson, Kimberley F Williams</td>
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<tr>
<td>Thursday, October 4</td>
<td>9:00 am - 9:45 am</td>
<td>Using multilevel modeling in SPSS to research nested data structures in adult education policy and practice</td>
<td>Kevin M Roessger, Daniel Parker, James Weese</td>
<td>Tides 1</td>
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<tr>
<td>Thursday, October 4</td>
<td>9:00 am - 9:45 am</td>
<td>The Dynamic of a Living Lecture for Academics and Practitioners</td>
<td>John Arthur Henschke, Lori Risley</td>
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<tr>
<td>Thursday, October 4</td>
<td>4:00 pm - 4:45 pm Concurrent</td>
<td>Framework for Online Design, Instruction, and Evaluation: A Workshop to Improve Online Courses</td>
<td>Leann M.R. Kaiser, Kelly McKenna, Dr. Kalpana Gupta</td>
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<tr>
<td>Friday, October 5</td>
<td>9:00 am - 9:45 am Concurrent</td>
<td>Implementing Video Tools to Engage Adult Learners in Online Courses</td>
<td>Dr. Jacqueline McGinty</td>
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<td>Friday, October 5</td>
<td>9:00 am - 9:45 am Concurrent</td>
<td>Life After #MeToo: The Impact of Trauma on Adult Learning</td>
<td>Andrea Nikischer</td>
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#### CPAE - Research

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<tr>
<td>Wednesday, October 3</td>
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<td>Serving the World or Building a Profession: The Confounding Dilemmas of Mid-Twentieth Century Adult Educators</td>
<td>Amy D. Rose, Catherine A Hansman</td>
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<td>Thursday, October 4</td>
<td>8:00 am - 8:45 am Shared Concurrent</td>
<td>Researching Adult Education: Mixing Archival and Interview Data</td>
<td>Leona M English</td>
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<td>Thursday, October 4</td>
<td>9:00 am - 9:45 am Concurrent</td>
<td>Beyond the Black-White Binary: Race in Memphis</td>
<td>Edith Gnanadass</td>
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<td>Thursday, October 4</td>
<td>9:45 am - 10:30 Concurrent</td>
<td>Career Pathways and Waves of Policy: Implications of WIOA policy for the Adult Learning</td>
<td>Elizabeth A. Roumell</td>
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<td>Friday, October 5</td>
<td>9:00 am - 9:45 am Roundtable</td>
<td>Practical and Critical Perspectives on Assessment and Evaluation in Adult Education</td>
<td>Lilian H Hill, Larry G. Martin, Simone C Conceição, Jovita Ross-Gordon, Wendy M Green, Kevin M Roessger</td>
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#### CPAE - Theory

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<tr>
<td>Thursday, October 4</td>
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<td>Evolution of informal and incidental learning theory: Seeing through a prism of fresh perspectives</td>
<td>Alikí Nicolaídes, Ellen Mary Scully-Russ, Alikí Nicolaídes, Victoria J. Marsick</td>
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<td>Thursday, October 4</td>
<td>4:45 pm - 5:30 pm Concurrent</td>
<td>200 Years Young: The growing relevance of Marx’s Political Economy for Adult Educators</td>
<td>John D. Holst</td>
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<tr>
<td>Friday, October 5</td>
<td>9:00 am - 9:45 am Roundtable</td>
<td>Putting Theory to Work: Using Affect Theory to Think Emotional Labor Differently</td>
<td>Joseph C. Brenes-Dawsey</td>
<td>Oleander A</td>
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<td>Wednesday, Oct 3</td>
<td>8:00 am - 8:45 am</td>
<td>Atlantic 4</td>
<td>Application of Self-Directing Advising: Use of an Advising Portal for Online Learners</td>
<td>Leann M.R. Kaiser, Kalpana Gupta</td>
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<tr>
<td>Wednesday, Oct 3</td>
<td>8:00 am - 8:45 am</td>
<td>Atlantic 4</td>
<td>Self-Directing Advising: A Working Framework</td>
<td>Kalpana Gupta, Leann M.R. Kaiser</td>
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<tr>
<td>Wednesday, Oct 3</td>
<td>8:00 am - 8:45 am</td>
<td>Atlantic 7</td>
<td>Full Funnel Feedback: Using Data Intelligence to Optimize Your Adult Enrollment Operations</td>
<td>Miranda Benson</td>
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<tr>
<td>Wednesday, Oct 3</td>
<td>8:00 am - 8:45 am</td>
<td>Oleander A</td>
<td>Faculty Transition from the Classroom to Online Teaching</td>
<td>Sierra Sullivan, Amy Biedermann</td>
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<td>Wednesday, Oct 3</td>
<td>8:00 am - 8:45 am</td>
<td>Tides 1</td>
<td>Inclusivity in Online Education: Curriculum Design, Teaching and Reflection</td>
<td>Elaine Ahumada, Mark P. Kling</td>
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<td>Wednesday, Oct 3</td>
<td>9:00 am - 9:45 am</td>
<td>Atlantic 3</td>
<td>Teaching, Learning, and Collaborating: Insights from Instructional Designers when Preparing Graduate Faculty for Online Instruction</td>
<td>Mattyna Leevore Stephens</td>
</tr>
<tr>
<td>Wednesday, Oct 3</td>
<td>9:45 am - 10:30 am</td>
<td>Atlantic 3</td>
<td>Informal Online Learning: How Mothers of Children with Disabilities Find Support</td>
<td>Carol Rogers-Shaw, Tulare W. Park</td>
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<tr>
<td>Wednesday, Oct 3</td>
<td>9:45 am - 10:30 am</td>
<td>Atlantic 8</td>
<td>The Intersection of Skill Development and Online instruction: How to make the road less bumpy.</td>
<td>Jane Northup, Kathy Peno</td>
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<tr>
<td>Wednesday, Oct 3</td>
<td>1:45 pm - 2:30 pm</td>
<td>Atlantic 6</td>
<td>They Just Want to See Us as ‘Human’</td>
<td>Daryl R. Privott, Ph.D., Christine Privott</td>
</tr>
<tr>
<td>Wednesday, Oct 3</td>
<td>1:45 pm - 2:30 pm</td>
<td>Oleander A</td>
<td>Messaging Online: Learner Communication</td>
<td>Kelly McKenna, Karen Gebhardt</td>
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<tr>
<td>Wednesday, Oct 3</td>
<td>2:30 pm - 3:15 pm</td>
<td>Atlantic 4</td>
<td>“Grit” in Online Learning: Time for a Restart</td>
<td>Ted McCadden, Jennifer L. Pemberton</td>
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<tr>
<td>Wednesday, Oct 3</td>
<td>2:30 pm - 3:15 pm</td>
<td>Atlantic 5</td>
<td>Meeting Learners Where They Are: A Model to Prepare Adults for Success from a Distance</td>
<td>May Moore, Jordan Gehring, Robert Smith, Danielle C. Nuss, Shohn Beeson</td>
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<tr>
<td>Wednesday, Oct 3</td>
<td>2:30 pm - 3:15 pm</td>
<td>Oleander B</td>
<td>Hybrid Learning: Balancing the Best of Both Worlds</td>
<td>Tobin P. Lopes, Kelly McKenna, Dr Leann M.R. Kaiser, Kalpana Gupta, Jill Zarestky</td>
</tr>
<tr>
<td>Wednesday, Oct 3</td>
<td>3:30 pm - 4:15 pm</td>
<td>Tides 1</td>
<td>Minority Women Stories in Online Graduate Programs: Persistence to Completion.</td>
<td>Simone C Conceição, Liliana Mina, Alia K Arafah</td>
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<tr>
<td>Date Time</td>
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<tr>
<td>Wednesday, Oct 3 4:15 pm - 5:00 pm</td>
<td>An Integrated Conceptual Model of Learner-Oriented Online Learning</td>
<td>Robin Majeski</td>
<td>Atlantic 4</td>
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<tr>
<td>Wednesday, Oct 3 4:30 pm - 6:00 pm</td>
<td>Effectively Utilizing Digital Multimedia Tools to Create Interactive Learning Opportunities in Distance Education Courses</td>
<td>Jared A Divido</td>
<td>Oleander Ballroom</td>
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<tr>
<td>Wednesday, Oct 3 4:30 pm - 6:00 pm</td>
<td>Learning Styles and the Online Classroom: A Review of Current Literature</td>
<td>Kathy D. Lohr</td>
<td>Oleander Ballroom</td>
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<tr>
<td>Thursday, Oct 4 8:00 am - 8:45 am</td>
<td>Technological Advances in Online Higher Education Learning - Are Adult Learners Being Prepared for This Opportunity?</td>
<td>R. Lee Viar</td>
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<tr>
<td>Thursday, Oct 4 8:00 am - 8:45 am</td>
<td>Impact Study of Blended Asynchronous and Synchronous Online Tuberculosis Nurse Case Management Course</td>
<td>Rey Lopez, Jessica M. Quintero</td>
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<tr>
<td>Thursday, Oct 4 8:00 am - 8:45 am</td>
<td>Instructional Design, Virtual Learning and the Quality Assurance Imperative: Achieving Quality, Learner-Centered Online Educational Experiences</td>
<td>Patrick Guilbaud, Kimarie W Whetstone, T. Christa Guilbaud</td>
<td>Atlantic 6</td>
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<tr>
<td>Thursday, Oct 4 9:00 am - 9:45 am</td>
<td>Exploring Best Practices: Facing the Challenges of Building Community in the Online Learning Environment</td>
<td>Kemi Elufiede, Joann S Olson</td>
<td>Oleander A</td>
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<td>Thursday, Oct 4 9:45 am - 10:30 am</td>
<td>CDLT Best Practices Award</td>
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<tr>
<td>Thursday, Oct 4 9:45 am - 10:30 am</td>
<td>Beware of bananas: Creating stories, games, and resources using an open-source tool for the purpose of enhancing student learning</td>
<td>Julie Rummings, Antonia Jokelova</td>
<td>Atlantic 5</td>
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<tr>
<td>Thursday, Oct 4 9:45 am - 10:30 am</td>
<td>Can We Talk?: Effective Discussion Board Practices in Building Online Student Engagement and Community</td>
<td>Michael Porterfield, Paulette Isaac-Savage</td>
<td>Atlantic 6</td>
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<tr>
<td>Thursday, Oct 4 9:45 am - 10:30 am</td>
<td>Using Reflection Sessions to Promote Engagement in Online and Blended Learning Programs</td>
<td>Kristy M Houston, Patricia Ingerick</td>
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<tr>
<td>Thursday, Oct 4 9:45 am - 10:30 am</td>
<td>Open Educational Resources (OER): Best Practices for Implementation</td>
<td>Nichole J Karpel, Cyndi and Scott Allen</td>
<td>Oleander A</td>
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<tr>
<td>Thursday, Oct 4 11:15 am - 12:00</td>
<td>Instructors’ use of Learning Analytics in online higher education courses</td>
<td>Christos Anagnostos, Tutaleni I Asino</td>
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<td>Thursday, Oct 4 2:15 pm - 3:00 pm</td>
<td>Scrum and Deliver: Insights on designing instruction while using Scrum</td>
<td>Lani Boothman-Carpenter Jessica Marshall Alyssa Wahlsmith Christina Freeman Sandra Meadows</td>
<td>Oleander A</td>
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<tr>
<td>Thursday, Oct 4 4:00 pm - 4:45 pm</td>
<td>Online Education for Contemporary Adults: Examining Experiences of the Synchronous Delivery Methods</td>
<td>David Austin Willis Mitsunori Misawa</td>
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## Distance Learning (Technology and Online Learning)

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<tr>
<td>Thursday, October 4</td>
<td>4:45 pm - 5:30 pm</td>
<td>Standing at the Intersection of College Choice &amp; Competency-based Education</td>
<td>Cali Morrison</td>
<td>Atlantic 1</td>
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<td>Friday, October 5</td>
<td>9:00 am - 9:45 am</td>
<td>Online courses: Student and faculty perspectives at a Community College</td>
<td>Brian Gerber</td>
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## Graduate Student Education

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<tbody>
<tr>
<td>Wednesday, October 3</td>
<td>8:00 am- 8:45 am</td>
<td>Motivation, Academic Stress, and Satisfaction of Graduate Students with Dependent Children</td>
<td>Jean Yoo</td>
<td>Atlantic 5</td>
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<tr>
<td>Wednesday, October 3</td>
<td>8:00 am- 8:45 am</td>
<td>The Perceptions of Education Doctoral Students and Graduates Concerning Their Experiences of Thriving During Dissertation Research</td>
<td>Smeon O. Edosomwan</td>
<td>Atlantic 6</td>
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<tr>
<td>Wednesday, October 3</td>
<td>8:00 am - 8:45 am</td>
<td>Academic Incivility at Historically Black Colleges and Universities</td>
<td>Trevor R. Taylor</td>
<td>Oleander A</td>
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<tr>
<td>Wednesday, October 3</td>
<td>9:00 am - 9:45 am</td>
<td>If Someone Had Told Me: Things to Consider When Pursuing Doctoral Studies</td>
<td>S. Renee Jones Owusu Ansah Boakye Malikah Pitts Harvey</td>
<td>Oleander A</td>
</tr>
<tr>
<td>Wednesday, October 3</td>
<td>1:45 pm - 2:30 pm</td>
<td>Value Added by Advanced Career Doctoral Students: Opportunities Missed?</td>
<td>Tulare W. Park Carol Rogers-Shaw Dorca Kisare-Ressler</td>
<td>Atlantic 2</td>
</tr>
<tr>
<td>Wednesday, October 3</td>
<td>1:45 pm - 2:30 pm</td>
<td>Experiences of African Parents Navigating Doctoral Programs in Selected Universities in Ghana and United States.</td>
<td>Owusu Ansah Boakye Samuel Amponsoh Chris Olusola Omoregie Mejai Bola Avoseh</td>
<td>Atlantic 5</td>
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<tr>
<td>Wednesday, October 3</td>
<td>4:15 pm - 5:00 pm</td>
<td>Breaking Down the Barriers of the Dissertation Process: A Conceptual Mediated Electronic Portfolio Learning System</td>
<td>David A Willis</td>
<td>Atlantic 3</td>
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<tr>
<td>Wednesday, October 3</td>
<td>4:30 pm - 6:00 pm</td>
<td>An Interprofessional Examination of Students Attitudes Toward E-Professionalism Behaviors</td>
<td>Kelli Christensen Lillian Obucina</td>
<td>Oleander Ballroom</td>
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<td>Wednesday, October 3</td>
<td>4:30 pm - 6:00 pm</td>
<td>Graduate Students’ Perspectives of a Mentoring Learning Community</td>
<td>Sheena Copus Stewart Xi Lin Clarence J.C. Stewart</td>
<td>Oleander Ballroom</td>
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<tr>
<td>Wednesday, October 3</td>
<td>4:30 pm - 6:00 pm</td>
<td>“The Link”: The significance of experiential learning. Reflections from a recent graduate adult learner</td>
<td>Sai’Shea McNeill-Cook</td>
<td>Oleander Ballroom</td>
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<tr>
<td>Wednesday, October 3</td>
<td>4:30 pm - 6:00 pm</td>
<td>Career Development through Technology, Networking, and Mentoring</td>
<td>Minerva R Brauss Xi Lin</td>
<td>Oleander Ballroom</td>
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<tr>
<td>Session Date</td>
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<tr>
<td>Thursday, October 4</td>
<td>9:00 am - 9:45 am</td>
<td>Concurrent At the Crossroads: Progress through Vexa-tions and Ventures</td>
<td>Claudette M. Peterson</td>
<td>Atlantic 7</td>
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<td>Emily Marie Bublitz</td>
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<td>Nathan Wood</td>
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<td>Tim O. Peterson</td>
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<tr>
<td>Thursday, October 4</td>
<td>9:00 am - 9:45 am</td>
<td>Concurrent Using Technology to Target A Journal and Track the Impact of Your Scholarship</td>
<td>Lisa Baumgartner</td>
<td>Oleander B</td>
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<tr>
<td>Thursday, October 4</td>
<td>11:15 am - 12:00 am</td>
<td>Concurrent Mentoring Adult Learners as a Novelized Approach</td>
<td>Corina Todoran</td>
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<td>Claudette M. Peterson</td>
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<td>Nathan Wood</td>
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<tr>
<td>Thursday, October 4</td>
<td>2:15 pm - 3:00 pm</td>
<td>Concurrent Shared Concurrent Investigation of Self-Directed Learning Readiness among Doctoral Candidates</td>
<td>Dr. Julia Kirk</td>
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<td>Dr. Andrew Courtner</td>
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<tr>
<td>Thursday, October 4</td>
<td>2:15 pm - 3:00 pm</td>
<td>Concurrent Shared Concurrent Transformational Writing Development: Research-to-Practice Innovations in Adult Graduate Education</td>
<td>Shannon D. Collins</td>
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<td>Peter Silberman</td>
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<tr>
<td>Thursday, October 4</td>
<td>2:15 pm - 3:00 pm</td>
<td>Concurrent Shared Concurrent Learning by Going: Transformation through participation at the International Congress of Qualitative Inquiry (ICQI)</td>
<td>Xiaoqiao Zhang candidate</td>
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<td>Craig A. Campbell</td>
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<tr>
<td>Friday, October 5</td>
<td>10:45 am - 11:30 am</td>
<td>Concurrent The Role of Intergenerational Learning and Mentoring in STEM Outreach Programs</td>
<td>Tuere A. Bowles</td>
<td>Atlantic 8</td>
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### Health Professionals

| Session Date       | Time            | Session Title                                                                 | Presenters                                      | Room       |
|--------------------|-----------------|-------------------------------------------------------------------------------|------------------------------------------------|
| Wednesday, October 3| 9:00 am - 9:45 am| Concurrent Scaffolding in an Accelerated Nursing Program                      | Carrie Bailey                                   | Tides 1    |
|                    |                 |                                                                               | Lynn Beeler                                     |            |
| Wednesday, October 3| 4:15 pm - 5:00 pm| Concurrent Expanding Health Professions Education Programs by Integrating Adult and Continuing Education Ideas | Barbara J. Daley                                | Tides 2    |
|                    |                 |                                                                               | Steve Schmidt                                   |            |
|                    |                 |                                                                               | Catherine A Hansman                             |            |
|                    |                 |                                                                               | Elizabeth Tisdell                               |            |
| Wednesday, October 3| 4:30 pm - 6:00 pm| Poster Integrating Technology into Healthcare Curricula to Facilitate High Quality Documentation Skills | Jennifer Ballard                               | Oleander Ballroom |
| Wednesday, October 3| 4:30 pm - 6:00 pm| Poster Medical Students‘ Time On Task In Performance-Based Assessment          | Molly Cashion                                   | Oleander Ballroom |
|                    |                 |                                                                               | Christy M. Rhodes                               |            |
**Conference Sessions by Strand (continued)**

### History and Philosophy of Adult Education

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<tr>
<td>Wednesday, October 3</td>
<td>9:00 am - 9:45 am</td>
<td>Highlander Folk School: Reclaiming Agency and Identity</td>
<td>Edwin Reynolds</td>
<td>Oleander A</td>
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<tr>
<td>Wednesday, October 3</td>
<td>9:45 am - 10:30 am</td>
<td>The 67th/68th Conference for the 37th year of the Association: Reflections of AAACE</td>
<td>Douglas H. Smith Wayne B. James</td>
<td>Tides 2</td>
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<tr>
<td>Wednesday, October 3</td>
<td>2:30 pm - 3:15 pm</td>
<td>America: The Land of educational Opportunity Explored Through the Ages</td>
<td>Deborah Nash-Utterback Jim Utterback</td>
<td>Atlantic 2</td>
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<tr>
<td>Thursday, October 4</td>
<td>11:15 am- 12:00</td>
<td>Advancing Philosophy from Teaching Perspectives: A Foundation for Adult Continuing Education</td>
<td>Leodis Scott</td>
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### Human Resource Development and Training

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<tbody>
<tr>
<td>Wednesday, October 3</td>
<td>3:30 pm - 4:15 pm</td>
<td>Branding U: Creating Your Public Persona</td>
<td>Charlotte Chase</td>
<td>Atlantic 8</td>
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<tr>
<td>Wednesday, October 3</td>
<td>4:15 pm - 5:00 pm</td>
<td>She’s a little bit academic, he’s a little bit corporate!</td>
<td>Matias Ramirez Christy M. Rhodes</td>
<td>Atlantic 1</td>
</tr>
<tr>
<td>Wednesday, October 3</td>
<td>4:30 pm - 6:00 pm</td>
<td>The boundaries of knowledge transfer: Difference in technological knowledge and skill by generation</td>
<td>Bobi Kim</td>
<td>Oleander Ballroom</td>
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<td>Thursday, October 4</td>
<td>8:00 am - 8:45 am</td>
<td>Technology as a Tool for College Students’ Transition to the Workforce</td>
<td>Tingting Liu Yvonne Hunter-Johnson Yuanlu Niu</td>
<td>Oleander B</td>
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<tr>
<td>Thursday, October 4</td>
<td>11:15 am - 12:00 pm</td>
<td>Facilitating Inclusion: Developing a New Approach to Diversity Training</td>
<td>Bryle Henderson Hatch</td>
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<tr>
<td>Thursday, October 4</td>
<td>2:15 pm- 3:00 pm</td>
<td>Catcalling as Ritual in a White Masculinized Workplace: Linguistic Marginalization on the Axis of Gender, Sexuality, and Race</td>
<td>Jeremy William Bohonos</td>
<td>Atlantic 1</td>
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<tr>
<td>Thursday, October 4</td>
<td>2:15 pm- 3:00 pm PechaKucha</td>
<td>Microlearning for Talent Development</td>
<td>AnnMarie Marlier</td>
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<td>Thursday, October 4</td>
<td>8:00 pm - 8:45 pm</td>
<td>Communities of Practice in Information Technology: Sharing Knowledge within a Managed Service Provider Organization</td>
<td>Brittany Davis Amanda Young Kerry Elliot</td>
<td>Atlantic 1</td>
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<td>Friday, October 5</td>
<td>9:00 am - 9:45 am</td>
<td>Utilizing health information seeking behavior on Internet: Assessing impact of E-learning tools for workplace wellness</td>
<td>Priyadarshini Pattath</td>
<td>Oleander A</td>
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#### International Adult Education

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<tbody>
<tr>
<td>Wednesday, October 3</td>
<td>9:00 am - 9:45 am</td>
<td>Concurrent</td>
<td>What in the World is Going On? A View of Adult Education around the World</td>
<td>Lennox McLendon, Marcie Boucouvalas, Peter A Waite, Linda E. Morris</td>
<td>Atlantic 7</td>
</tr>
<tr>
<td>Wednesday, October 3</td>
<td>9:00 am - 9:45 am</td>
<td>Roundtable</td>
<td>An Exploration of Technology in the Teaching and Learning Development Activities of Universal Primary Education Tanzanian Teachers</td>
<td>Elice Rogers, Mary Auxiliam Mtuy</td>
<td>Oleander A</td>
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<tr>
<td>Wednesday, October 3</td>
<td>9:45 am - 10:30 am</td>
<td>Roundtable</td>
<td>How responsive is Africa to the waves of technological approaches to adult and continuing education?</td>
<td>Akpovire Oduaran</td>
<td>Oleander A</td>
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<tr>
<td>Thursday, October 4</td>
<td>9:00 am - 9:45 am</td>
<td>Roundtable</td>
<td>Aging Workers in the 4th Industrial Revolution</td>
<td>Chaewon Yang</td>
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<tr>
<td>Thursday, October 4</td>
<td>2:15 pm - 3:00 pm</td>
<td>Shared Concurrent</td>
<td>Outdoor Education based Transformational Learning as a tool to support Adult Education affective domain.</td>
<td>Hany Y Zaky</td>
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<td>Thursday, October 4</td>
<td>3:00 pm - 3:45 pm</td>
<td>Shared Concurrent</td>
<td>Two Feet of Lifelong Learning: Daily Practice and a Robust Vision of Learning Cities</td>
<td>Annalisa Lewis Raymer</td>
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<tr>
<td>Thursday, October 4</td>
<td>4:45 pm - 5:30 pm</td>
<td>Concurrent</td>
<td>Understanding the relationship between education, health behaviors, and economic status in Kasese District, Uganda.</td>
<td>Wendy M Green, Richard Muhindo, Jonathan E. Messemer, Soson Jong</td>
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<tr>
<td>Thursday, October 4</td>
<td>4:45 pm - 5:30 pm</td>
<td>Concurrent</td>
<td>Cultural Factors That Influence Learning among Chinese Students in Higher Education</td>
<td>Jim Berger, Holly Berger</td>
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<tr>
<td>Thursday, October 4</td>
<td>3:00 pm - 3:45 pm</td>
<td>PechaKucha</td>
<td>From Doing Digital to Being Digital: Exploring Workplace Adoption of Technology in the Age of Digital Disruption</td>
<td>Donna Murdoch</td>
<td>Atlantic 4</td>
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<tr>
<td>Friday, October 5</td>
<td>10:45 am – 11:30 am</td>
<td>PechaKucha</td>
<td>Workforce Education and The Relevance of Career Pathways</td>
<td>Fabian Fercillio Cook</td>
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#### Labor / Workforce Education

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#### Military

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<td>Wednesday, October 3</td>
<td>9:45 am - 10:30 am</td>
<td>Concurrent</td>
<td>Veterans in Transition: Ready or Not, Here they Come!</td>
<td>Yvonne Hunter-Johnson</td>
<td>Atlantic 7</td>
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<tr>
<td>Wednesday, October 3</td>
<td>3:30 pm - 4:15 pm</td>
<td>Roundtable</td>
<td>Exploring Competency Attainment in a Federal Masters in Health and Business Administration Program</td>
<td>Lorena A Bailey</td>
<td>Oleander A</td>
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<tr>
<td>Thursday, October 4</td>
<td>11:15 am- 12:00 pm</td>
<td>Concurrent</td>
<td>Army University – Educating 21st Century Leaders for a Complex Environment</td>
<td>Jay A. Van Der Werff, Kenneth A Hawley, William D. Kuchinski, James B. Martin</td>
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### Military

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<thead>
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<th>Date &amp; Time</th>
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<th>Speaker(s)</th>
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<tbody>
<tr>
<td>Thursday, October 4 2:15 pm - 3:00 pm</td>
<td>From Last Name to First Name: Regaining Identity Through Resilience After Life in the Military</td>
<td>Shawnette Williams</td>
<td>Atlantic 6</td>
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<tr>
<td>Thursday, October 4 3:00 pm - 3:45 pm</td>
<td>Fostering Innovative Career Pathways for Military Veteran Adult Learners: An Exploration of Employers’ Recruitment Strategies</td>
<td>Michael Kirchner, Susan Yelich Biniecki</td>
<td>Atlantic 6</td>
</tr>
<tr>
<td>Thursday, October 4 3:00 pm - 3:45 pm</td>
<td>Challenges Faced by Transitioning Adult Military Service Members: Voices of Military Transition Counselors</td>
<td>Ann Herd, Michael Kirchner</td>
<td>Atlantic 6</td>
</tr>
<tr>
<td>Friday, October 5 5:45 am - 10:30 am</td>
<td>Integrating Technology to Support Military/Veteran Students in Transition to Higher Education</td>
<td>Yuanlu Niu, Yvonne Hunter-Johnson, Tingting Liu</td>
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### Program Management and Administration

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<tbody>
<tr>
<td>Wednesday, October 3 1:45 pm - 2:30 pm Roundtable</td>
<td>Barriers to and effectiveness of training in a Combatant Command of the Department of Defense</td>
<td>Ben Pierce</td>
<td>Oleander A</td>
</tr>
<tr>
<td>Wednesday, October 3 2:30 pm - 3:15 pm Concurrent</td>
<td>Catering to Learning Connoisseurs: A Menu for Seasoned and Unseasoned Instructors</td>
<td>Kit Kacirek, Kenda Grover, Shelly Walters, Michael T. Miller</td>
<td>Tides 2</td>
</tr>
<tr>
<td>Wednesday, October 3 3:30 pm - 4:15 pm Concurrent</td>
<td>Curriculum Change for Grown-ups: Stimulating Campus-wide Input, Engagement, and Participation in Adult-focused Program Development</td>
<td>Patrick Guilbaud, M. Gregory Oakes, Marsha S Bollinger</td>
<td>Atlantic 6</td>
</tr>
<tr>
<td>Wednesday, October 3 4:30 pm - 6:00 pm Poster</td>
<td>Strategies of Marketing an Adult Education Program</td>
<td>Bo Chang</td>
<td>Oleander Ballroom</td>
</tr>
<tr>
<td>Thursday, October 4 8:00 am - 8:45 am Concurrent</td>
<td>Adult Education Programs and Dental Schools: The Development and Maintenance of Successful Partnerships</td>
<td>Christy M. Rhodes, JoAnne Wray Murray</td>
<td>Oleander A</td>
</tr>
<tr>
<td>Thursday, October 4 3:00 pm - 3:45 pm Shared Concurrent</td>
<td>Academia in the private sector: a model for continued learning</td>
<td>Julie Jaksic, Joli McClelland</td>
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### Religious Education

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<th>Speaker(s)</th>
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<tbody>
<tr>
<td>Wednesday, October 3 8:00 am - 8:45 am Roundtable</td>
<td>Prior Learning Assessment in Religious Education: A Case Study</td>
<td>William Lee Barnett</td>
<td>Oleander A</td>
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<td>Date</td>
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<tr>
<td>Wednesday, Oct 3</td>
<td>8:00 am - 8:45 am</td>
<td>PechaKucha</td>
<td>Media, M.D. - Current Adult Perceptions of Mental Illness</td>
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<td>9:45 am - 10:30 am</td>
<td>Concurrent</td>
<td>Using Two Concept Mapping Tools to Identify Themes and Relationships In Large Publications</td>
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<tr>
<td>Wednesday, Oct 3</td>
<td>1:45 pm - 2:30 pm</td>
<td>Shared Concurrent</td>
<td>Learning to be Racialized: The South Asian American Experience in the US</td>
</tr>
<tr>
<td>Wednesday, Oct 3</td>
<td>1:45 pm - 2:30 pm</td>
<td>Roundtable</td>
<td>A Conversation on Using Interview Transcription Technologies in Qualitative Research – Pros, Cons, and Tips</td>
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<tr>
<td>Wednesday, Oct 3</td>
<td>9:45 am - 10:30 am</td>
<td>Concurrent</td>
<td>Prior Learning Assessment (PLA) Research and Practice: Accelerating Adult Learning</td>
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<tr>
<td>Wednesday, Oct 3</td>
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<td>Roundtable</td>
<td>Faculty Lived Experience Receiving Online Professional Development</td>
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<tr>
<td>Thursday, Oct 4</td>
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<td>Concurrent</td>
<td>From the Desk to the Field: Emotional Labor of Qualitative Research</td>
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<tr>
<td>Thursday, Oct 4</td>
<td>9:00 am - 9:45 am</td>
<td>Concurrent</td>
<td>The Future of Adult Learning Communities: How Exponential Change and Technology are Reimagining Our World</td>
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<tr>
<td>Wednesday, Oct 3</td>
<td>1:45 pm - 2:30 pm</td>
<td>Concurrent</td>
<td>Peer mentor programs: Benefits of implementation</td>
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<tr>
<td>Thursday, Oct 4</td>
<td>9:00 am - 9:45 am</td>
<td>Roundtable</td>
<td>Transformational/Experiential Learning through International Study Tours for Adult Learners</td>
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<tr>
<td>Thursday, Oct 4</td>
<td>9:45 am - 10:30 am</td>
<td>Roundtable</td>
<td>Student perceptions and reactions to difficult classroom dialogues</td>
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### Special Learning Needs / Disabled

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<tr>
<td>Wednesday, October 3</td>
<td>2:30 pm - 3:15 pm Concurrent</td>
<td>Group Therapy: Where Substance Abuse Treatment and Adult Education Merge</td>
<td>Shanna May</td>
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### Sustainability and Environmental Adult Education

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<tbody>
<tr>
<td>Wednesday, October 3</td>
<td>8:00 am- 8:45 am Shared Concurrent</td>
<td>Adult Learning at Biological Field Stations: Exploring Non-Formal and Informal Outreach Programming and Educator Credentialing</td>
<td>Lauren Vilen, Jill Zarestky</td>
<td>Atlantic 8</td>
</tr>
<tr>
<td>Wednesday, October 3</td>
<td>9:45 am - 10:30 am Concurrent</td>
<td>Planning Community Air Monitoring: Blending Local and Technical Knowledge</td>
<td>Wendy Griswold</td>
<td>Atlantic 2</td>
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<tr>
<td>Wednesday, October 3</td>
<td>4:15 pm - 5:00 pm Concurrent</td>
<td>Quality of Life in Adult Learning: Index Development in Learning Cities Research</td>
<td>Connie Watson, Leodis Scott</td>
<td>Atlantic 8</td>
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<tr>
<td>Thursday, October 4</td>
<td>3:00 pm - 3:45 pm PechaKucha</td>
<td>The Evolution of Nonviolent Adult Education</td>
<td>Shelley Fritz</td>
<td>Atlantic 6</td>
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<tr>
<td>Friday, October 5</td>
<td>10:45 am - 11:30 am Concurrent</td>
<td>What about the extraction frackin’ activists?: Environmental activists stories of learning in the field</td>
<td>Ramo J Lord</td>
<td>Atlantic 6</td>
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### Undergraduate Adult Learners

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<tr>
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<tr>
<td>Wednesday, October 3</td>
<td>8:00 am - 8:45 am Concurrent</td>
<td>Andragogy and Transformative Excellence: Facilitating the Re-Integration and Persistence of Adult Learners in Academia</td>
<td>Patrick Guilbaud, Heather Tillberg-Webb</td>
<td>Atlantic 1</td>
</tr>
<tr>
<td>Wednesday, October 3</td>
<td>9:00 am - 9:45 am Concurrent</td>
<td>Adult Mentoring Advantage Program: A-MAP to Success for Adult Learners</td>
<td>Pamela O’Neal, Cindy K Arthurs</td>
<td>Atlantic 1</td>
</tr>
<tr>
<td>Wednesday, October 3</td>
<td>9:45 am - 10:30 am Concurrent</td>
<td>Considering the Limits and Implications of Diversity Discourse in Adult Higher Education</td>
<td>Danielle Gioia</td>
<td>Atlantic 4</td>
</tr>
<tr>
<td>Wednesday, October 3</td>
<td>2:30 pm - 3:15 pm Roundtable</td>
<td>Growing Critical Consumers of Information: Integrating Information Literacy Skills into the Learning Experience</td>
<td>Christina C. Wray</td>
<td>Oleander A</td>
</tr>
<tr>
<td>Wednesday, October 3</td>
<td>2:30 pm - 3:15 pm Roundtable</td>
<td>First-Generation College Students’ Success and Intergenerational Social Mobility in the Era of Rapid Global Technology</td>
<td>Elizabeth S. Balderas, Mejai Bola Avoseh</td>
<td>Oleander A</td>
</tr>
<tr>
<td>Wednesday, October 3</td>
<td>3:30 pm - 4:15 pm Roundtable</td>
<td>Utilization of Health Information Technology (HIT) Applications and Immunization Decision-Making Among Young Adult Caretakers</td>
<td>Arnie Mejias</td>
<td>Oleander A</td>
</tr>
<tr>
<td>Wednesday, October 3</td>
<td>4:30 pm - 6:00 pm Poster</td>
<td>Addressing the Effects of Food Insecurity on Adult Learners at an HBCU/MSI</td>
<td>Jerisha Farrer</td>
<td>Oleander Ballroom</td>
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Undergraduate Adult Learners

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<thead>
<tr>
<th>Date and Time</th>
<th>Session Title</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>Wednesday, October 3</td>
<td>Innovating Training and Development for Adults</td>
<td>Russell Wartalski, Sandra L. Williams</td>
<td>Oleander Ballroom</td>
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<tr>
<td>4:30 pm - 6:00 pm</td>
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<td>Poster</td>
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<td>Thursday, October 4</td>
<td>Translating Experiential Learning Into College Credit</td>
<td>Matt Bergman, Kevin Rose</td>
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<td>Thursday, October 4</td>
<td>Positivity and the Adult Learner</td>
<td>Nancy Rabidoux</td>
<td>Atlantic 2</td>
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<td>4:00 pm - 4:45 pm</td>
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<tr>
<td>Friday, October 5</td>
<td>A Qualitative Study of Adult Learners in Postsecondary Contexts and their Perceptions of Return-on-Investment Decisions</td>
<td>Susan J Barcinas, Tracy A. Kachur, Ana McClanahan</td>
<td>Atlantic 2</td>
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2018 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)
Canadian Association for the Study of Adult Education (CASAE)
Commission on Adult Basic Education (COABE)
European Association for the Education of Adults (EAEA)
European Society for Research on the Education of Adults (ESREIA)
Higher Education Lifelong Learning Ireland Network (HELLIN)
International Association for Continuing Education and Training (IACET)
Mountain Plains Adult Education Association (MPAEA)
Universities Association for Lifelong Learning (UALL)
### Women's Issues, Status, and Education

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<tr>
<td>Wednesday, October 3</td>
<td>9:00 am - 9:45 am</td>
<td>A Content Analysis: Workplace Bullying and Gender in the United States</td>
<td>Mitsunori Misawa, Josie L. Andrews</td>
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<tr>
<td>Wednesday, October 3</td>
<td>1:45 pm - 2:30 pm</td>
<td>Learning to Live with Loss: An Autoethnographic Journey using Transformative Learning Theory</td>
<td>Nancy Teresi Truett</td>
<td>Oleander A</td>
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<tr>
<td>Wednesday, October 3</td>
<td>1:45 pm - 2:30 pm</td>
<td>There’s an App for That: Using Technology to Combat Campus Sexual Assault</td>
<td>Amber Giffin, Mitsunori Misawa</td>
<td>Tides 1</td>
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<tr>
<td>Thursday, October 4</td>
<td>9:00 am - 9:45 am</td>
<td>Inspiring Disorienting Dilemmas: Underrepresented Voices at an Old West Historic Site</td>
<td>Shelli Henehan, Micki Voelkel</td>
<td>Atlantic 2</td>
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<tr>
<td>Thursday, October 4</td>
<td>2:15 pm- 3:00 pm</td>
<td>“I’m a Good Learner...I Need to Better my Education”: Female Adult Basic Education Learners’ Narratives</td>
<td>Sara Nasrollahian Mojarad</td>
<td>Oleander A</td>
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<td>Thursday, October 4</td>
<td>4:00 pm - 4:45 pm</td>
<td>Doing Feminist Pedagogy Online: Strategies for Creating Inclusive and Socially Just Spaces for Adult Students</td>
<td>Brigette Herron</td>
<td>Atlantic 5</td>
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<tr>
<td>Friday, October 5</td>
<td>9:45 am - 10:30 am</td>
<td>A Qualitative Content Analysis on Professional Identity: Knowing, Doing, and Becoming Beyond Tenure</td>
<td>Josie L. Andrews</td>
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### Workforce Development, Continuing Education, and Professional Development

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<tr>
<td>Wednesday, October 3</td>
<td>8:00 am- 8:45 am</td>
<td>Community College Department Chairs Professional Development; Determining skill needs and implementation of ongoing continuing education</td>
<td>Duane Akroyd, Susan J Barcinas, Kory Lane</td>
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<tr>
<td>Wednesday, October 3</td>
<td>8:00 am - 8:45 am</td>
<td>“Hope for the Best, Expect the Worst” Using Conceptual Change Theory to Improve Professional Development</td>
<td>Jonathan Taylor, Steven B Frye</td>
<td>Oleander A</td>
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<tr>
<td>Wednesday, October 3</td>
<td>8:00 am - 8:45 am</td>
<td>Design Faculty Development for the Unique Learner</td>
<td>Laura Maples</td>
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<td>Wednesday, October 3</td>
<td>8:00 am - 8:45 am</td>
<td>International Assignments and Developmental Networks; a South Korean case</td>
<td>Kyoungjin Jang</td>
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<tr>
<td>Wednesday, October 3</td>
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<td>Self-perceived Employability of Students in the Workforce Education and Development Program</td>
<td>Yuanlu Niu, Yvonne Hunter-Johnson</td>
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<tr>
<td>Wednesday, October 3</td>
<td>9:45 am - 10:30 am</td>
<td>Millennial Preferences in Professional Development</td>
<td>April Taylor</td>
<td>Oleander A</td>
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<td>Wednesday, October 3</td>
<td>1:45 pm - 2:30 pm</td>
<td>How to Evaluate Publications for Practice and Publishing? Technological Innovations in Scholarship Metrics</td>
<td>Catherine A. Cherrstrom, Jill Zarestky</td>
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<tr>
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<tr>
<td><strong>Wednesday, October 3</strong>&lt;br&gt;1:45 pm - 2:30 pm Concurrent</td>
<td>Advancing Nursing Professional Development through Innovative Technology and Simulation</td>
<td>Denise Hain, Michelle Fox</td>
<td>Oleander B</td>
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<tr>
<td><strong>Wednesday, October 3</strong>&lt;br&gt;2:30 pm - 3:15 pm Roundtable</td>
<td>General Conference Session</td>
<td>Mbara Kingsley Ugohukwu</td>
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<tr>
<td><strong>Wednesday, October 3</strong>&lt;br&gt;3:30 pm - 4:15 pm Roundtable</td>
<td>Encore Career Programs: Research, Trends, and Initiatives</td>
<td>Julie Galliart, Kenda S. Grover, Kit Kacirek</td>
<td>Oleander A</td>
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<td><strong>Wednesday, October 3</strong>&lt;br&gt;4:30 pm - 6:00 pm Poster</td>
<td>Organizational Culture</td>
<td>Christina Lochbaum</td>
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<td><strong>Wednesday, October 3</strong>&lt;br&gt;4:30 pm - 6:00 pm Concurrent</td>
<td>A Qualitative Case Study on the Work and Learning of Masters in Korean IT Company</td>
<td>Keunho Kim, Sungkee Kim, Hangyul Kang</td>
<td>Oleander Ballroom</td>
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<td><strong>Thursday, October 4</strong>&lt;br&gt;8:00 am - 8:45 am Concurrent</td>
<td>Exploring the Current and Future Landscape of Continuing Professional Education in North Carolina Law Enforcement</td>
<td>Kory Lane, Susan J. Barcinas, Duane Akroyd</td>
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<td><strong>Thursday, October 4</strong>&lt;br&gt;9:00 am - 9:45 am Roundtable</td>
<td>A Qualitative Critical Interpretation of Leadership and Learning Among Universal Primary Education</td>
<td>Mary Mtuy, Elice E. Rogers</td>
<td>Oleander A</td>
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<td><strong>Thursday, October 4</strong>&lt;br&gt;11:15 am - 12:00 pm Shared Concurrent</td>
<td>Applying Connectivism to instructional design in workforce education</td>
<td>James E. Witte, Kate Nelson</td>
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<td><strong>Thursday, October 4</strong>&lt;br&gt;3:00 pm - 3:45 pm Shared Concurrent</td>
<td>Business Intelligence in Workforce Development: Creating educational analytics in the workplace</td>
<td>Beth Martin</td>
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<td><strong>Thursday, October 4</strong>&lt;br&gt;4:00 pm - 4:45 pm Concurrent</td>
<td>Workforce Development in Virginia: An Analysis of Plugged-In VA</td>
<td>Robin R. Hurst, Beatrice Lele</td>
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<td><strong>Thursday, October 4</strong>&lt;br&gt;4:00 pm - 4:45 pm Concurrent</td>
<td>Workforce Development Employees’ Perceptions of Their Managers as Transformational Leaders</td>
<td>Ronald Wilkins</td>
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<td><strong>Thursday, October 4</strong>&lt;br&gt;4:00 pm - 4:45 pm Concurrent</td>
<td>Hiding in Plain Sight: Needs and Challenges of Working Class Scholars</td>
<td>Anne Benoit, Joann S. Olson, Carrie Johnson, Daryl Privott, Kayon Murray, Karin Sprow Forte</td>
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<tr>
<td><strong>Thursday, October 4</strong>&lt;br&gt;4:45 pm - 5:30 pm Concurrent</td>
<td>Bringing education to training: The spectrum of workforce development in healthcare</td>
<td>Beth Martin, Julie Jaksic, Jennifer Ballance</td>
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<tr>
<td><strong>Friday, October 5</strong>&lt;br&gt;9:00 am - 9:45 am Roundtable</td>
<td>“Low-Inference” Data: Using Technology to Make Qualitative Feedback Measurable</td>
<td>Brendan Corbett Csaposs</td>
<td>Oleander A</td>
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<td><strong>Friday, October 5</strong>&lt;br&gt;10:45 am - 11:30 am Concurrent</td>
<td>Leading Change in Educational Technologies</td>
<td>Edward Finn</td>
<td>Atlantic 4</td>
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Returning this year...

Poster Presentations

Wednesday, October 3rd from 5:00 pm – 6:30 pm
Oleander Ballroom

Posters will be featured during the Wednesday evening Wine & Cheese Reception at the 2018 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 passersby, 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 2018 AAACE conference poster presentation coincides with the Wednesday Wine and Cheese 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.
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What is PechaKucha?

PechaKucha are sessions that provide a concise and fast-paced presentation consisting of 20 slides shown for 20 seconds each. Presenters will address a variety of issues related to adult and continuing education in an informal and stimulating environment. Come and join us for a stimulating and diverse session!
Join the Adult Higher Education Alliance for our annual conference March 7th and 8th, 2019 at the University of Central Florida.

As a member of the AHEA you can participate in our Mentoring Program. See AHEA.org for details.

Finally, we are proud to announce the following books in the Adult Learning in Professional, Organizational, and Community Setting Book Series:

*Leaps of Faith: Stories from Working-Class Scholars* edited by Anne C Benoit, Joann S. Olsen, and Carrie Johnson*

*Quality of Life in Adult Learning* edited by Leodis Scott, Connie Watson, Maria Liu Wong, and Aimee Tui Wu*


*Adult Higher Education Alliance Book Series*
CIAE Mission Statement
The Commission on International Adult Education (CIAE) of the American Association for Adult and Continuing Education (AAACE) 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 meeting in conjunction with the AAACE Annual conference.

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

CIAE PRE-CONFERENCE AT-A-GLANCE

Monday, October 1
9:00 am - 6:00 pm  Commission for International Adult Education (CIAE)
Atlantic 3

Tuesday, October 2
9:00 am - 4:00 pm  Commission for International Adult Education (CIAE) continued
Atlantic 3

AUTHORS AND TOPICS FOR THE 2018 PRE-CONFERENCE

In keeping with its tradition, CIAE has again assembled an array of authors and topics bestriding the global and gigantic spread of adult and continuing education.

Our authors/topics are drawn from the following countries:

- Botswana
- Ghana
- Italy
- Saudi Arabia
- United Kingdom
- Canada
- Guinea-Bissau
- Nigeria
- South Africa
- United States
- China
- Guatemala
- Norway
- Sweden
THE ROLE OF ADULT EDUCATION IN SUSTAINING CITIES AND COMMUNITIES THROUGH INNOVATIVE TECHNOLOGY IN NIGERIA
M. O. Adedokun, Ph. D., C. W. Adeyemo, Ph.D., B. G. Agboola, Ph.D.

ABSTRACT: Every country of the world including Nigeria needs to imbibe the idea of innovative technology in a bid to sustain cities and communities with a view to raising the standards of living of the citizens and attending to the many challenges facing cities and communities. These challenges make it extremely difficult or impossible to fix socio-economic development and inhibiting improved standard of living of the people and outlook of cities and communities. Adults need to be carried along in sustainable development through all the laudable programmes of adult education, interjecting them with technological innovations. Technology stimulates creativity which brings along with it innovation. Lack of adequate training in technology robs adults of creativity. The paper thus looks at how introducing technological innovations into adult education would stimulate creativity in people thereby making them innovative in all areas of life so as to achieve sustainability. The paper recommends that adult education should be more funded by Nigerian government, that technological education should be introduced into all programmes of adult education, remove every hindrance to technological education from every adult learner and education should be made accessible to all so that sustainability would be achieved not only in cities and communities but in individuals and getting communities ready for future generations.

Keywords: education, adult education, cities and communities, innovation, Nigeria, technology.

CRITICAL CONSCIOUSNESS AND EMPOWERMENT ISSUES IN UNDERGRADUATE CLASSROOMS: A STUDY AT TAIF UNIVERSITY IN SAUDI ARABIA
Sarah M. Alajlan, Ph. D, Obaidalah H. Aljohani, Ph. D

ABSTRACT: This study aims to discover undergraduate students' perceptions about the practice of critical consciousness in the classroom at Taif University, Saudi Arabia. The research also determines if there is a difference, by gender, among the undergraduate students' perceptions of the practice of critical consciousness in the classroom. Paulo Freire's conceptualization of critical consciousness is used as the study's theoretical framework. That conceptualization is focused on critical thinking, dialogue, and problem-solving. In this study, empowerment issues relate to students who practice silence, marginalization, and dependence. A quantitative approach is utilized with a self-administered questionnaire in collecting data from the respondents. The results of this study indicated that Saudi undergraduate students' perspective was positive about the practice of the three elements of critical consciousness in the classroom. The problem-posing pedagogy was the highest practice. Furthermore, there were statistically significant differences at ($a = 0.05$) among undergraduate students' perspective on the practice of critical consciousness, including dialogue, critical thinking, and the total practice based on their gender. The direction of the differences was a benefit for females. However, in problem-posing pedagogy and the empowerment issues section, there were no statistically significant differences at $a = 0.05$ among undergraduate students' perspective based on their gender.

MOTIVATING ADULT LEARNERS TO LEARN AT ADULT-EDUCATION SCHOOLS IN SAUDI ARABIA
Obaidalah H Aljohani, Ph. D, Sarah M. Alajlan, Ph. D

ABSTRACT: This study’s main purpose was to identify adult learners’ motives to pursue learning at Saudi Arabia’ Yanbu adult-education schools. The study also investigates if there is a difference, by gender, by age, and among the learners’ perceptions, about both the internal and external motivation to learn. The study’s theoretical framework came from the adult learning theory. A survey, consisting of a self-
administered questionnaire was used to collect the data. The survey instrument has two parts. Section one requests demographic information (gender, and age). The second section asks participants about their reasons (motives) to learn. The study's population included all adult learners who study at the Yanbu adult-education schools in Saudi Arabia. Overall, the results of the study revealed the importance of the five motivators for the adult learners at Saudi Arabia’s Yanbu adult-education schools. However, this study indicated that adult learners are more motivated by internal, rather than external motivation. Religious stimulation and cognitive interest were the strongest motivators for learning, respectively. There is a statistically significant difference in family togetherness, social stimulation, and cognitive interest due to gender favoring females. Additionally, there is a statistically significant difference in cognitive interest due both the 30-40 and over 40 age groups.

AFRICA CULTURE AND THE CHALLENGES OF QUALITY EDUCATION FOR SUSTAINABLE DEVELOPMENT

Samuel Amponsah, Ph.D., Chris Olusola Omoregie, Mejai B.M. Avoseh, Ph. D, Owusu Ansah Boakye, Ph. D

ABSTRACT: In 2015, the world, through UNESCO adopted the 2030 agenda for sustainable development floated on 17 Sustainable Development Goals (SDGs) to “transform our world.” SDG 4 titled Quality Education seeks to “ensure that inclusive and quality education for all and promote lifelong learning.” An ordinary look at SDG 4 would make it appear as an extension of Education for All. However, there is a difference. The one difference is the undercurrent of the need to connect education to the key indicators of existence in its context especially through learning and equity. SDG 4 as indeed many policies and agenda at the global level often face challenges peculiar to the uniqueness of the continent. Most governments struggle to include such goals in their national plans. One major area of concern for us is the area of culture where most programs introduced into African schools are dressed in cultures foreign to the receiving communities. This paper argues that for SDG 4 and similar programs to fulfill their objective; they must be couched in authentic African culture. The paper theorizes in literature and uses specific African cultures to drive its analysis. We conclude that African culture is the most viable framework for quality education that causes and sustains development.

Keywords: African, Akan, culture, Ogu, quality education, Yoruba

ICT TOOLS FOR PROMOTING SELF-PACED LEARNING AMONG SANDWICH STUDENTS IN A NIGERIAN UNIVERSITY

Appolonia O. Anurugwo

ABSTRACT: Sandwich programmes are an innovation in teacher education geared towards the production of high quality manpower. They are organized during school vacations so that teachers working full-time would also have the opportunity to advance academically and improve professionally. However, the intensive nature of the programme jeopardizes the actualization of its objectives. Sandwich students, as adult learners, are self-directed and self-paced learners. Self-paced learning is any kind of instruction that progresses according to the speed of the learner. It is a “teach-yourself” method that does not require on-the-spot feedback from instructors. Sandwich students, therefore, need ICT tools to encourage their self-paced learning. This study involved twenty-seven final year Guidance and Counselling sandwich degree students at Alvan Ikoku Federal College of Education Owerri, who brainstormed in a round table setting and concluded that ICT tools such as audio tapes, smart phones, e-mail, video tape, internet, and other web-based learning should be applied to promote self-paced learning among sandwich students in Nigerian Universities. Based on the findings, recommendations were made and conclusions drawn.

Keywords: Information and Communication Technology (ICT) Tools, Nigeria, self-paced learning, sandwich students
ADULT AND CONTINUING EDUCATION STUDENTS’ SUCCESS AND INTERGENERATIONAL SOCIOECONOMIC MOBILITY IN ERA OF RAPID GLOBAL TECHNOLOGY

Elizabeth S. Balderas, M.Sc., Mejai B. M. Avoseh, Ph. D

ABSTRACT: Human Capital Theory (HCT) suggests that more educated individuals are more productive and will earn a higher income. Therefore, they will continue to increase their socioeconomic status and achieve intergenerational socioeconomic mobility through education. To support intergenerational socioeconomic mobility for the many, not just the few, universities must promote use of educational technology and avoid the adverse effects of globalization that may hinder the outcomes of HCT and intergenerational socioeconomic mobility of underrepresented and marginalized learners. While the theory of HCT has its roots in the U.S., the early human capital theorists saw its international potential with respect to less developed countries. We are now in a knowledge based age and economy. Seeing the effects of technology and globalization on postsecondary, adult and continuing education. As globalization and technology have revolutionized access to education, there are ever-growing disparities in wealth and social mobility across the globe. This paper examines adult students’ and intergenerational socioeconomic mobility in the era of global technology. It mostly theorizes in literature as a framework for a study that begins later fall 2018.

ADULT EDUCATION AND THE IMPORT OF CRITICAL THINKING IN A GLOBAL ERA OF ACCELERATED TECHNOLOGY

Michelle M. Bauer, Mejai B.M. Avoseh, Ph.D.

ABSTRACT: In the 21st century, globalization has ruled the drive behind adult education. While adult education historically has its roots in addressing social inequities and social justice, globalization has caused a shift into more economic driven approaches in years of late. An exploration of terms and approaches related and relevant to adult education and critical thinking provide a springboard for its continued role in today’s world. Adult education must continue to incorporate criticality and social awareness as a foundational function of its work. This paper explores the myriad of approaches that apply to the many various adult education settings. The paper offers insights that are of great import to today’s world and our future.

THE OPPRESSION OF ADULT LEARNERS: THE IMPACT OF TRADITIONAL PEDAGOGY, BANKING THEORY, AND UNIVERSITY BUDGET CONSTRAINTS ON INTERNATIONAL LEARNERS

Jared S Cook, Karen A. Card, Ph.D., Mejai B.M. Avoseh, Ph.D.

ABSTRACT: Current higher education practices do not sufficiently address the needs of international adult learners. With higher education’s emphasis on pedagogical assumptions, adult learners are both isolated and oppressed by higher education. This article focuses on the following: assumptions of pedagogy versus andragogy, oppression of adult learners through banking theory and hegemony, and budget constraints that create an inhospitable environment for international adult learners. The author offers suggestions to address current issues in higher education using experiential learning, an Andragogical model, intentional professional development for professors, and deliberate classroom experiences.

Keywords: andragogy, pedagogy, banking theory, hegemony, oppression, international
ADULT EDUCATION AND TRAINING PARTICIPATION TRENDS BY THE MIDDLE-AGED ADULTS IN THE U.S. AND SELECTED OECD COUNTRIES
Phyllis A. Cummins, Ph.D., Takashi Yamashita, Ph.D., Katherine Harrington, MS, MA

ABSTRACT: Participation in adult education and training (AET) programs is increasingly important for people of all ages and is necessary to remain competitive in a world experiencing rapid technological advances. Lifelong learning activities are especially important for middle-aged and older adults who intend to work at older ages to ensure they have the skills desired by employers. This study used data from three international surveys conducted between 1994 and 2015 to examine patterns of AET participation for ages 45 to 65 by employment status, comparing the U.S. with Canada, Italy, and Norway. To contextualize these data, we also compared AET participation with employment and unemployment rates in the survey years for each of the countries. In all countries, the 45 to 54 age group participated in AET at higher rates than did the 55 to 65 age group and the employed participated at higher rates than did the unemployed and those not in the labor force.

Keywords: Adult education, PIAAC, middle-aged adults

FREIRE’S CONSCIENTIZATION AND THE GLOBAL STUDENT: TOWARDS EMANCIPATORY TRANSFORMATION
Rahsaan Dawson, Mejai Bola Avoseh, Ph.D.

ABSTRACT: Globalization continues to influence the focus, method, and pace of education across different levels. The residual malconformational effect of globalization on society is the continued warping of global studentship. This paper theorizes in literature and it draws attention to the challenges globalization poses and its impact on the individual and learning. It is argued that for “new school structure” based on the logical relation between transformative emancipatory learning and critical pedagogy. The new structure uses problem-based classrooms to cultivate students as co-creators of useable knowledge. The paper draws extensively from Freire’s liberating pedagogy. It concludes that it is the task of educators to change the educational school structures and pedagogy to set students free from the ontological bondage of the neoliberal, market-dominated societal construct accentuated by globalization.

CONNECTING FACULTY DEVELOPMENT AND ORGANIZATIONAL DEVELOPMENT: TEACHING4LEARNING@UNIPD
Monica Fedeli, PhD, Edward W. Taylor, PhD

ABSTRACT: The University of Padova is promoting a faculty development program called Teaching4Learning@Unipd, which is theoretically grounded in learner-centered teaching and community of practice. 200 faculty have participated. This paper highlights the program’s goal of promoting organizational change and raises questions about how the university’s institutional and national contexts influence how teaching and learning are conceptualized and fostered, both inside and outside the classroom. In examining how the Teaching4Learning@UNIPD program links organization development and faculty development, we argue that implementing innovative faculty development and fostering a change in teaching and learning culture requires institutional buy-in and investment beyond financial resources. Keywords: faculty development, organizational development, organizational change.
EMERGING SUSTAINABILITY LEADERS: ASSESSING LONG-TERM IMPACTS OF SUSTAINABILITY EDUCATION

Wendy Griswold, Ph.D.

ABSTRACT: We live in an era in which it is increasingly apparent that climate change is a threat to humanity. Worldwide, we are in need of professionals with the values, knowledge, and skills to implement solutions to the threat of climate change and other serious environmental issues resulting from humanity’s current way of living on our planet. Efforts to create such professionals lack documentation of the long-term impacts of sustainability education. This presentation builds upon past research conducted with developing professionals during an undergraduate research experience (URE) focused on sustainable energy. Program participants from 2009-2014 were involved in a mixed methods study to explore impacts on their educational and career paths, involvement in sustainability careers, and evolving attitudes and perceptions of sustainability. Reporting on the qualitative portion of the study, key findings indicate that many past participants are working in sustainability-related careers and are all are actively engaged in sustainability roles that involve education and exemplify their leadership skills and dedication to the creation of sustainable societies. They are developing strategies to overcome the resistance they receive as sustainability-minded professionals.

GLOBAL LEARNERS – LOCAL ADJUSTMENTS: EXAMINING THE IMPACT OF CULTURE AND EDUCATION BACKGROUNDS ON ACADEMIC READINESS, ADAPTATION AND SUCCESS OF A COHORT OF CHINESE MBA STUDENTS

Patrick Guilbaud Ph.D., Duha Hamed, Ph.D.

ABSTRACT: In 2016, Winthrop University, a Master’s Comprehensive Public University in the Southeastern region of the US entered into an agreement with Liuzhou City, China to teach residential cohorts of 28 to 32 students to earn an MBA. As part of program requirements, the students must go through a competitive internal selection in China followed by a five-month intensive English and American culture training prior to coming to Winthrop. Students in the program maintain their employment status with various Liuzhou City government and commercial units while completing their MBA. This paper reports on the Liuzhou students’ adaptation to academic life in the US as adult learners and interventions used during the fall 2017 and spring 2018 semesters to help them better transition to academic life at the University. The interventions focused on academic, cultural, and social content with the goal of improving student success. Preliminary results show that numerous learning factors influence the academic performance, cultural adaptation, and educational experience of the Liuzhou students. Moreover, the data shows international students in general, and the Liuzhou students, in particular, benefit from targeted and cultural-sensitive intervention programs developed to help them gain the most out of their educational pursuits in the U.S.

Keywords: international graduate students, campus internationalization, adult learners, English language and culture

FUNDING INDIVIDUAL LEARNING ACCOUNTS IN THE LATTER HALF OF LIFE: A COMPARISON OF INITIATIVES IN FOUR COUNTRIES

A. Katherine Harrington, MS, MA, Phyllis A. Cummins, Ph.D., Takashi Yamashita, Ph.D.

ABSTRACT: For several decades, lifelong learning has been discussed both in terms of its ability to provide both individual and national economic benefits. However, while the importance of lifelong learning, particularly in lieu of occupational changes, has been emphasized, the creation or adaptation of funding methods for lifelong learning specifically in the latter half of life has stalled. However, model funding programs that support learning in midlife and beyond do exist internationally, comprising resources like
loans, scholarships, and workplace funding. One funding model that came to prominence over the last two decades is the Individual Learning Account (ILA), which has been implemented in multiple countries, albeit with limited success. Although ILAs have ultimately not been well-integrated into extant educational funding systems for lifelong learning, such as self- or employer-funded learning or student loans, the ILA model and its associated challenges suggest key lessons for informing more effective lifelong learning funding, particularly into older adulthood. This paper will discuss gaps in the following four countries’ attempts to implement ILAs and integrate common adult education funding methods: Sweden, Canada, the United Kingdom, and the United States.

WHERE IS THE EQUITY? DIFFERENT STATES, DIFFERENT HURDLES AND RULES FOR INTERNATIONAL STUDENTS: AFFORDABILITY OF AND ACCESS TO U.S. HIGHER EDUCATION FOR INTERNATIONAL STUDENTS

Masha Krsmanovic, M.S., Kathleen P. King, Ed.D., Lou L. Sabina, Ph.D.

ABSTRACT: Recent reports reveal that due to many factors, the U.S. has experienced an unprecedented decline in attracting new international students (IIE, 2017) in higher education. In addition to obvious changes in the political climate and competition, national and institutional barriers contribute to this phenomenon. Other countries, specifically Australia, Canada, and England are seeing their international student population increase while the United States continues to show a consistent decline over the last 10 years. Moreover, the cost of attendance, fees, and additional charges applied to foreign students, vary by dozens of thousands of dollars on institutional or state levels (SHEEO, 2008; US News, 2012). Examining international student residency classification issues from a critical race theory perspective, this study included an institutional survey and quantitative analysis of institutional, state, and federal policies. Our objectives were to (1) examine the costs associated with access to undergraduate and graduate education, (2) identify potential challenges to equal opportunity and access of international students, and (3) provide recommendations for increasing the affordability and enrollments of this student population.

Keywords: international students, higher education, affordability, residency classification, equity

TEACHER MOTIVATION AND JOB SATISFACTION: A CASE STUDY OF NORTH WEST NIGERIA

Candidus C. Nwakasi, MSPH., Phyllis A. Cummins, Ph.D.

ABSTRACT: The rate of educational development in Nigeria is constrained by social, economic, and political factors. This affects the adult literacy rate in the country, which is about 60% and lower for adults in rural areas. Teachers play pivotal roles in improving student enrolment, retention, and completion. Teachers’ motivation levels may determine how they effectively play such roles. This study addresses the relationship between teacher motivation and high productive performance by teachers. The study uses the context of Northern Nigeria whose struggles with literacy and education generally are more pronounced than the rest of the country. The study uses Baseline Survey data from the 2014 Teacher Development Program In-Service Training Component Impact Evaluation conducted in North West Nigeria. A binary multiple logistic regression model is used to evaluate the relationship between job satisfaction, some sociodemographic factors, and some perceptions relating to teaching. It is hoped that the findings will be beneficial to an international audience especially for comparative benefits in motivation and job satisfaction. In addition, the findings will be beneficial to educators in Nigeria in addressing the issue of teachers’ motivation, performance and job satisfaction.
ABSTRACT: The technology utilization gap experienced almost one decade ago in many African countries had by June 2017 become a thing of the past when different African governments began to repudiate investment in fixed-line infrastructure in favor of the mobile infrastructure. Many networks providers have since migrated from 3G to LTE-based services. Telecommunication technology has been changing the way Africans do business in commerce, agriculture, health management and, largely, education. Botswana, Nigeria and South Africa have been actively engaged in enforcing Internet penetration such that by June 2017, there were 923,528 (39.4%) Internet users reported for Botswana, 91,598,757 (47.7%) users for Nigeria, and 29,935,634 (54.0%) users for South Africa (Miniwatts Marketing Group, 2017). Whilst it might be correct to say that the improvement in Internet penetration in the three countries could imply major prospects for its integration to adult and distance learning, there are challenges related to energy supplies, availability of hardware, expertise, cybersecurity and many others that can impede success in effectively digitalising program offers. This paper briefly examines the major prospects of integrating technology to adult and distance learning, possible challenges, and how best these might be mitigated so as to enhance the prompt entry of all three countries into the era of technology enriched provision of adult learning programs for personal and national development.

ABSTRACT: This work-in progress research design focuses on the development process of a Training Perspectives Questionnaire to investigate how trainers and consultants conceive training and to promote awareness about themselves as trainers. The study was developed within the project “Soft Skills: Aware, Competent and Competitive”, led by an Italian training centre in cooperation with the University of Padova. Twenty-four professionals were involved in a 24-hour training program that proposed methods and techniques inspired by experiential learning and outdoor training to promote their professional development. This research connects the literature on and practice of professional development in the field of training and consultancy with Transformative Learning theory. A mixed method approach including a sequential exploratory strategy (QUAL-quant) was used to develop the instrument. The themes from the interviews have been integrated with dimensions identified through the literature review process and are presented here.

ABSTRACT: The purpose of this autoethnographic study is to share the power of writing as a transformative research method (Custer, 2014). This study draws from the life of a nontraditional adult learner doctoral student, who while traveling through Italy alone, embarked on a journey of self-discovery and transformation. Using a narrative voice, the researcher blogs her way through a month of travel in which “writing a way through” becomes a metaphor for life. Framed in a seven lens autoethnographic model (Custer, 2014), the researcher’s writing touches universal themes of loss, longing, and loneliness as the traveler anticipates personal challenges and changes along with academic coursework. Through critical reflection, meaning-making, engagement with self and the world, and in the context of a transformative learning theory disorienting dilemma (Mezirow, 1978, 1991), writing as a way to self
informs the researcher in both academic and personal ways. Implications for students and faculty in adult education programs, as well as for practitioners, include the benefits of intersecting arts-based approaches with adult learning and research methodology. Art is universal and crosses international boundaries. Autoethnography is about researcher vulnerability to aid not only individual suffering, but society’s (Custer, 2014).

Keywords: autoethnography, transformative learning theory, adult education, international, writing, arts-based

LIBERATING EDUCATION AND THE CHALLENGES OF GLOBALIZATION AND TECHNOLOGY

April A. Valdez, Mejai B.M. Avoseh, Ph.D.

ABSTRACT: Globalization and technology have brought tremendous benefits to humanity and have enhanced the idea of life more abundant. Enjoying the good life is the ultimate goal of existence. However, the good life means different things to different people. While the advantages of globalization and technology are evident in enhancing the good life, their challenges are equally evident. Education – especially adult education – is a sure way of checkmating these challenges. The underlying goal of education, within the context of globalization and technology, should be along the lines that allow people the opportunity to become fully human and to enjoy the “common Good.” This paper theorizes from adult education literature and identifies liberating adult education as a process of empowerment that allows individuals to function as “being in and with the world” (Freire, 2000). It draws from Freire’s idea of liberating education and critical pedagogy to argue for liberating education that revisits the student-teacher relationships. It highlights challenges and opportunities for individual and social transformation, and social justice in spite of the challenges of globalization and of rapid technological innovations originating in the United States.

Keywords: adult education, Freire, globalization, liberating education, social justice

POPULAR AND NON-FORMAL EDUCATION IN GUATEMALA AND GUINEA-BISSAU: THE LEGACIES OF FREIRE AND CABRAL

Daneshia N. Winfrey

ABSTRACT: This paper explores liberation movement theory from educational and historical standpoints. Liberation movement theory is defined as a theory in which the oppressed seek personal, political, and social development through freedom from domination. In this paper, liberation, non-formal education, and popular education are learning theories that are viewed from the lenses of Paulo Freire and Amilcar Cabral. The more specific focus is Latin American liberation movement theory with emphasis on Guatemala (Latin America) and Guinea-Bissau (Africa). Historically, both Guatemala and Guinea-Bissau have been heavily involved in the liberation movement using various strategies of non-formal learning and popular education. Paulo Freire and Amilcar Cabral operationalized these strategies in the 20th century. This paper further explores the Latin American liberation movement of the twentieth century as it relates to education for liberation in order to deeply engage in how and why marginalized groups learn what they value as an education, and what they constitute as an education that liberates. This paper concludes with a comparison of both Guatemala and Guinea-Bissau to analyze how these nation-states have contemporarily operationalized liberation movement theory, and to explore if the tenets of this theory have promoted contemporary education for democratic participation in Guatemala and Guinea-Bissau.

Keywords: Liberation movement, popular education, lifelong learning, democracy, Guatemala, Guinea-Bissau, Cabral, Freire, non-formal
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.

2018 CDLT Pre-Conference Symposium on Innovations in Distance Education and Technology for Adult Learners

8:30 a.m.  Check-in/Registration: Atlantic 1 (Main Level of resort)

9:00 a.m.  Welcome and Introductions: Atlantic 1  
Dr. J. Bernard Bradley, CDLT Director/Symposium Co-Chair  
Dr. Tricia Berry, Purdue University Global/Symposium Co-Chair


How understanding the way things really work in a higher education system, and the power of relationships and trust in that system, creates success.

Keynote Presenter: Dr. Keith L. Smith, Vice President and Dean of the School of Health Sciences and Community College Partnerships, Purdue University Global

10:30 a.m.  Break/Networking

10:45 a.m.  Individual/Team Presentations (5)

**Touchy Topics in the Technology Age: What Works for Online Course Design?**
Kayon Murray-Johnson, Ph.D., University of Rhode Island

**Developing an Online Community of Practice: Deepening Knowledge through Social Learning**
Leslie Cordie, Ph.D., Auburn University

**Generating Active Online Discussions**
Davin Carr-Chellman, Ph.D., University of Idaho  
Carie Saunders, University of Idaho

**Enhancing the Online Experience Using Personalized Videos**
Dr. Susan K. Dennett, Ph.D., Florida Atlantic University  
Dr. Valerie Bryan, Ph.D., Florida Atlantic University
Adult Education, Health Information Technology and the Apprenticeship Great Potentials in Today's Healthcare Workforce
Yandong Lena Liu, Ph.D., Rush University Medical Center, Department of Health Systems Management
Andy M. Garman, Ph.D., Rush University Medical Center
Angela C. Freeman, MPH, Rush University Medical Center
Steven Wightkin, Ph.D., Rush University Medical Center

12:45 p.m. Break/Networking

1:00 p.m. Onsite Box Lunch/An Interview with Dr. Keith L. Smith

Featured Interviewee: Dr. Keith L. Smith, Vice President and Dean of the School of Health Sciences and Community College Partnerships, Purdue University Global
Facilitator: Dr. Tricia Berry, Purdue University Global

1:45 p.m. Individual/Team Presentations (6)

Instructional Perspectives of Faculty Teaching ePortfolio Courses with and without Adult Education Training
Angela C. Davis

Breaking Down the Barriers of the Dissertation Process: Mediated Electronic Portfolio Learning System Conceptual Model
David Austin Willis, M.S.

Using Electronic Document Tracking and Mobile Technology to Improve Graduate Student’s Clinical/Practicum Experience
Tricia Berry, Ph.D., Purdue University Global
Madison Cox, MSN, BSN, Purdue University Global

Mobile Learning and Adult Literacy and Numeracy Education
Enes Gokce, Penn State University

Using Technology in Academic Support for Adult Learners
Cynthia Noblin Perry, M.Ed., M.S., Northeast State Community College; University of Tennessee

Visual Reflections: Retrieval Practice Analytics
Kelly McKenna, Colorado State University, Ph.D.
Beth Pouska, Colorado State University, M.S.

3:45 p.m. Closing Discussion/Opportunities for CDLT Members

4:00 p.m. Symposium Ends

5:00 p.m. Opening AAACE Reception & Cash Bar
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)

Wednesday, October 3
9:00 am - 4:15 pm Concurrent Sessions/Roundtables

Thursday, October 4
8:00 am – 12:00 pm Concurrent Sessions/Roundtables/Workshops
12:15 pm - 2:00 pm AAACE Awards Luncheon
2:15 pm - 3:45 pm CPAE Welcome Keynote Speaker Workshop
4:00 pm - 5:30 pm Concurrent Sessions/Roundtables/Workshops
5:30 pm - 6:30 pm Reception
6:30 pm - 7:30 pm Business Meeting

Friday, October 5
9:00 am - 11:30 am Concurrent Sessions/Roundtables/Workshops
### Wednesday, October 3

*Wednesday sessions are open to all AAACE attendees*

<table>
<thead>
<tr>
<th>Time</th>
<th>Concurrent/Roundtables (Open to all AAACE Registrants)</th>
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</thead>
<tbody>
<tr>
<td>9:00 am - 9:45 am</td>
<td><em>A Story of Faculty Development, Course Innovation, and Student Success (Workshop)</em>&lt;br&gt;Atlantic 5</td>
</tr>
<tr>
<td>1:45 pm - 2:30 pm</td>
<td>Stand and Deliver: Successfully Defend Your Dissertation (Concurrent)&lt;br&gt;<em>Tides 2</em></td>
</tr>
<tr>
<td>2:30 pm - 3:15 pm</td>
<td>Serving the World or Building a Profession: The Confounding Dilemmas of Mid-Twentieth Adult Educators (Concurrent)&lt;br&gt;<em>Atlantic 1</em></td>
</tr>
<tr>
<td>3:30 pm - 4:15 pm</td>
<td>Careers for Doctoral Graduates in Adult Education: A Panel Discussion (Concurrent)&lt;br&gt;<em>Atlantic 2</em>&lt;br&gt;Going Beyond Links and Videos: Creating Interactive Syllabi Using Free Resources (Concurrent)&lt;br&gt;<em>Atlantic 1</em>&lt;br&gt;Learning to Adapt to the Needs of Returning Adult Students: Does Race Matter? (Roundtable)&lt;br&gt;<em>Oleander A</em></td>
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### Thursday, October

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshops (Open Only to CPAE Registrants)</th>
<th>Concurrent/Roundtables (Open to all AAACE Registrants)</th>
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</thead>
<tbody>
<tr>
<td>8:00 am - 8:45 am</td>
<td>Researching Adult Education: Mixing Archival and Interview Data (Concurrent)&lt;br&gt;<em>Tides 1</em></td>
<td></td>
</tr>
<tr>
<td>9:00 am - 9:45 am</td>
<td>Women’s Work in Higher Education: Innovative Ways, Including Technological Advancements, Facilitating Work-Life Balance (Roundtable)&lt;br&gt;<em>Oleander A</em></td>
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</tr>
<tr>
<td>Time</td>
<td>Workshops (Open Only to CPAE Registrants)</td>
<td>Concurrent/Roundtables (Open to all AAACE Registrants)</td>
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</table>
| 9:00 am - 9:45 am | Beyond the Black-White Binary: Race in Memphis (Concurrent)  
Atlantic 1                                                                 |                                                                                                               |
| 9:00 am - 10:30 am | Using Multilevel Modeling in SPSS to Research Nested Data Structures in Adult Education Policy and Practice (Workshop)  
*Tides 1*                                                                 |                                                                                                               |
| 9:45 am - 10:30 am | Career Pathways and Waves of Policy: Implications of WIOA policy for the Adult Learning (Concurrent)  
Atlantic 3                                                                 |                                                                                                               |
| 11:15 am - 12:00 pm | Evolution of Informal and Incidental Learning Theory: Seeing Through a Prism of Fresh Perspectives (Concurrent)  
Atlantic 1                                                                 |                                                                                                               |
| 12:15 pm - 2:00 pm | AAACE Awards Luncheon                                                                                                                                  |                                                                                                               |
| 2:15 pm - 3:45 pm  | Formal Welcome to CPAE/Keynote Speaker Workshop  
*Tides 1 and 2*                                                                 |                                                                                                               |
### CPAE Schedule of Events

#### Thursday, October 4

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshops (Open Only to CPAE Registrants)</th>
<th>Concurrent/Roundtables (Open to all AAACE Registrants)</th>
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</thead>
<tbody>
<tr>
<td>4:00 pm - 4:45 pm</td>
<td></td>
<td>200 Years Young: The growing relevance of Marx’s Political Economy for Adult Educators (Concurrent) Olaender B</td>
</tr>
<tr>
<td>4:00 pm - 5:30 pm</td>
<td>Framework for Online Design, Instruction, and Evaluation: A Workshop to Improve Online Courses (Workshop) Tides 1</td>
<td>Life After #MeToo: The Impact of Trauma on Adult Learning (Workshop) Tides 2</td>
</tr>
<tr>
<td>5:30 pm - 6:30 pm</td>
<td>CPAE Reception Oceanfront Courtyard</td>
<td></td>
</tr>
<tr>
<td>6:30 pm - 7:30 pm</td>
<td>CPAE Business Meeting Tides 1 &amp; 2</td>
<td></td>
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#### Friday, October 5

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshops (Open Only to CPAE Registrants)</th>
<th>Concurrent/Roundtables (Open to all AAACE Registrants)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am - 9:45 am</td>
<td>Experiences with Publishing and Adult Education Journals (Concurrent) Olaender B</td>
<td>Practical and Critical Perspectives on Assessment and Evaluation in Adult Education (Roundtable) Olaender A</td>
</tr>
<tr>
<td></td>
<td>Authentic Exchange via Appreciative Learning Transformative Journey Towards Understanding Knowledge Flow between East and West (Concurrent) Atlantic 1</td>
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### CPAE Schedule of Events

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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<tbody>
<tr>
<td><strong>Friday, October 5</strong></td>
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</tr>
<tr>
<td><strong>Workshops (Open Only to CPAE Registrants)</strong></td>
<td><strong>Concurrent/Roundtables (Open to all AAACE Registrants)</strong></td>
</tr>
<tr>
<td>9:00 am - 10:30 am</td>
<td>Implementing Video Tools to Engage Adult Learners in Online Courses (Workshop) Tides 1</td>
</tr>
<tr>
<td>11:30 am - 1:00 pm</td>
<td>AAACE Business Meeting and Luncheon</td>
</tr>
</tbody>
</table>

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**Improve your professional and scholarly skills in a non-traditional, learner-centered, entrepreneurial, and operationally diverse environment.**

**Ed.D. Degree**
Adult, Higher, and Community Education

**Contact**
Dr. Michelle Glowacki-Dudka
Associate Professor, Adult & Community Education
Program Director
765-285-5348
mdudka@bsu.edu
2000 W. University Ave TC 805
Muncie, IN 47306

**M.A. Degrees**
Adult and Community Education Executive Development for Public Service

**Graduate Certificates**
Adult Education and Community Education

**Contact**
Dr. Ruby Cain
Assistant Professor, Adult & Community Education
Program Director
765-285-9126
rcain@bsu.edu
Thank You to Our 2018 Exhibitors!

We appreciate your support in AAACE!

Adult Literacy XPrize
Alpha Sigma Lambda
Ball State University
Certiport, a Pearson VUE business
Coalition on Adult Basic Education (COABE)
Continuing Education SD 43
East Carolina University
Grand Canyon University
Measurement, Inc.
Purdue University Global
Stylus Publishing, LLC
University of Arkansas - Global Campus
Adult Higher Education Alliance (AHEA)
Monday, October 1, 2018

8:30 am - 9:30 am  CIAE Registration
                  Atlantic 3 Prefunction

9:00 am - 4:00 pm  CIAE Pre-Conference (please see pages 53 - 61 for more information)
                  Atlantic 3

Tuesday, October 2, 2018

8:30 am - 9:30 am  CDLT Registration
                   Atlantic 1 Prefunction

9:00 am - 4:00 pm  CIAE Pre-Conference
                   Atlantic 3

9:00 am - 4:00 pm  CDLT Pre-Conference (please see pages 62 - 63 for more information)
                   Atlantic 1

1:00 pm - 6:30 pm  Registration Desk Open
                   North Prefunction Lobby

5:00 pm - 6:30 pm  Grand Opening Cocktail Party (cash bar)
                   Oleander Ballroom

6:30 pm - 9:00 pm  AAACE Board of Directors’ Meeting
                   Heron
Wednesday Detailed Schedule

7:30 am - 8:00 am  Continental Breakfast  North Prefunction Lobby

7:30 am - 4:00 pm  Registration Desk Open  North Prefunction Lobby

Exhibits Open  North Prefunction Lobby

8:00 am - 8:45 am  CONCURRENT SESSIONS:
Andragogy and Transformative Excellence: Facilitating the Re-Integration and Persistence of Adult Learners in Academia
Guilbaud, Tillberg-Webb  Atlantic 1

A cross-cultural exploration of academic stress and achievement goal orientations of American and international Students
Lin, Su, McElwain  Atlantic 2

Money Management for Adult Learners
Schultz  Atlantic 3

Application of Self-Directing Advising: Use of an Advising Portal for Online Learners
Kaiser  Atlantic 4

Self-Directing Advising: A Working Framework
Gupta, Kaiser  Atlantic 4

Motivation, Academic Stress, and Satisfaction of Graduate Students with Dependent Children
Yoo  Atlantic 5

Community College Department Chairs Professional Development; Determining skill needs and implementation of ongoing continuing education
Akroyd, Barcinas, Lane  Atlantic 5

Innovative Instructional Methods for Adult Learners: Getting Your Students to Actually Read Your Syllabus
Bublitz, Peterson  Atlantic 6

The Perceptions of Education Doctoral Students and Graduates Concerning Their Experiences of Thriving During Dissertation Research
Edosomwan  Atlantic 6

Full Funnel Feedback: Using Data Intelligence to Optimize Your Adult Enrollment Operations
Benson  Atlantic 7

Understanding fandom as participatory culture and informal learning; focusing on the case of BTS fandom
Shin, Dong  Atlantic 8

Adult Learning at Biological Field Stations: Exploring Non-Formal and Informal Outreach Programming and Educator Credentialing
Vilen, Zarestky  Atlantic 8

8:00 am - 8:45 am  ROUNDTABLES:
All roundtables will be located in Oleander A

Examining and Challenging Our Biases About Adults in Higher Education
Gioia
Wednesday Detailed Schedule (continued)

8:00 am - 8:45 am  
Technology, Teaching, and Transformation: Developing Faculty Holistically
Myers

Faculty Transition from the Classroom to Online Teaching
Sullivan, Biedermann

Academic Incivility at Historically Black Colleges and Universities
Taylor

Prior Learning Assessment in Religious Education: A Case Study
Barnett

“Hope for the Best, Expect the Worst” Using Conceptual Change Theory to Improve Professional Development
Taylor, Frye

8:00 am - 8:45 am  
A new adult learning perspective “impact of boundaries in our life”
Hirmina
Oleander B

8:00 am - 8:45 am  
PECHA KUCHA: Tides 1

Lifelong Learners and Personal Narrative Andragogy in a Ecological Learning System
Cotman

Inclusivity in Online Education: Curriculum Design, Teaching and Reflection.
Ahumada, Kling

Media, M.D. - Current Adult Perceptions of Mental Illness
Riggs, Bruun, Biedermann, Young

8:00 am - 8:45 am  
PECHA KUCHA: Tides 2

My Why
Morrison

HyperAmerica: hyperreality in adult education programs for immigrants
Li

Design Faculty Development for the Unique Learner
Maple

International Assignments and Developmental Networks; a South Korean case
Jang

9:00 am - 9:45 am  
Adult Mentoring Advantage Program: A-MAP to Success for Adult Learners
O’Neal, Arthurs
Atlantic 1

The creative adult classroom
Irvin
Atlantic 2

Teaching, Learning, and Collaborating: Insights from Instructional Designers when Preparing Graduate Faculty for Online Instruction
Stephens
Atlantic 3

Innovative practice in Prior Learning Assessment: Perspectives and insights on using Portfolium™
Gleiman, Morrison
Atlantic 4

A Story of Faculty Development, Course Innovation, and Student Success Through Historical Reflection
Carpenter
Atlantic 5
9:00 am - 9:45 am  
**Self-perceived Employability of Students in the Workforce Education and Development Program**  
Niu, Hunter-Johnson  
*Atlantic 6*

**What in the World is Going On? A View of Adult Education around the World**  
McLendon, Boucouvalas, Waite, Morris  
*Atlantic 7*

**A Content Analysis: Workplace Bullying and Gender in the United States**  
Misawa, Andrews  
*Atlantic 8*

9:00 am - 9:45 am  
**ROUNDTABLES:**  
*All roundtables will be located in Oleander A*

- **Examining Psychological Contract Violations and Informal Learning: Where Do You Turn When You Need Help?**  
  Bublitz

- **Student to Content Interaction in Higher Education: Modalities and Corresponding Pedagogies**  
  McAtee, Hansman, Amolsch, Hampton

- **If Someone Had Told Me: Things to Consider When Pursuing Doctoral Studies**  
  Jones, Boakye, Harvey

- **Highlander Folk School: Reclaiming Agency and Identity**  
  Reynolds

- **An Exploration of Technology in the Teaching and Learning Development Activities of**  
  Conceição, Martin  
  *Atlantic 1*

9:00 am - 9:45 am  
**Universal Primary Education Tanzanian Teachers**  
Rogers, Mtuy

**Adult Education Interview Series (AEIS): Emerging Themes**  
Bogner, King,  
*Oleander B*

**Scaffolding in an Accelerated Nursing Program**  
Bailey, Beeler  
*Tides 1*

9:45 am - 10:30 am  
**Using Two Concept Mapping Tools to Identify Themes and Relationships In Large Publications**  
Samuel, Conceição, Martin  
*Atlantic 1*
Wednesday Detailed Schedule (continued)

9:45 am - 10:30 am  Planning Community
Air Monitoring: Blending Local and Technical Knowledge
Griswold
Atlantic 2

Informal Online Learning:
How Mothers of Children with Disabilities Find Support
Rogers-Shaw, Park
Atlantic 3

Considering the Limits and Implications of Diversity Discourse in Adult Higher Education
Gioia
Atlantic 4

Lifelong Learning: Challenges, Strategies, and Priorities
Morris, Morrison, Klunk
Atlantic 6

9:45 am - 10:30 am  Veterans in Transition: Ready or Not, Here they Come!
Hunter-Johnson
Atlantic 7

The Intersection of Skill Development and Online instruction: How to make the road less bumpy.
Northup, Peno
Atlantic 8

9:45 am - 10:30 am  ROUNDTABLES:
All roundtables will be located in Oleander A

Effective classroom practices that help Adult Learners achieve a HS Diploma and build self-efficacy
Akinyela

9:45 am - 10:30 am  **ROUNDTABLES:**
All roundtables will be located in Oleander A

- Searching for Credible Information: Non-Science Experts Navigate Controversial Science-based Resources in Online Learning Episodes
  Bliss

- A Narrative Inquiry Into The Lived Experiences of People With Lyme Disease
  Baize-Ward, Glowacki-Dudka

- The intersection of adult learning and entrepreneurship education: A content analysis
  Linkous, Misawa

- How responsive is Africa to the waves of technological approaches to adult and continuing education?
  Oduaran

- Faculty Lived Experience Receiving Online Professional Development
  McIntyre

- Millennial Preferences in Professional Development
  Taylor

- Adult Development and Misogynoir in Social Media and Popular Culture Learning Spaces
  Brown

9:45 am - 10:30 am  Meeting the needs of Adult Non-Traditional Learners at Traditional Universities through Innovation and Partnerships
Frye, Elkins

10:30 am - 11:15 am  Networking Break with Exhibitors and Author Chats
North Prefunction Lobby

11:15 am - 12:30 pm  General Keynote Session with Jeff Borden

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Brain science shows us that how we typically use PowerPoint stinks. It suggests that for some, learning should not be attempted before 10am while for others, learning should conclude by noon. Cognitive research proves that listening to a lecture is the brain-equivalent of watching televised fishing. Education technologists have produced social learning assets that not only cross over the walls of classrooms, but even the borders of countries for deeper, more engaging learning.

Never before has a catch phrase been interjected into educational mission statements around the world with so little understanding of what it means as, “21st Century Learning.” Dr. Jeff Borden will showcase what 21st Century teaching and learning means in a practical way, through the lens of what he calls “Education 3.0.” Jeff will unpack what neo-millennial learning can and should be, as well as a few old policies and procedures, embedded deeply in the educational DNA that need to go. From game changers based on cognitive science to meaningful uses of data leading to personalization to best practices found in education psychology and support for it all through technology platforms and frameworks, attendees will have a better understanding of how to make tomorrow’s learning start happening today as we build Education 3.0.
12:30 pm - 1:45 pm
Lunch on Your Own

Past President’s Luncheon
(by invitation only)
Heron

1:45 pm - 2:30 pm
Abraham Lincoln: Lessons from a Self-Directed Learner
Brockett, Brockett
Atlantic 1

Value Added by Advanced Career Doctoral Students: Opportunities Missed?
Park, Rogers-Shaw, Kisare-Ressler
Atlantic 2

Writers Under Construction and More: Perspective Transformation During the Journey from Writer to Author
King, Maroon
Atlantic 3

Where to Publish?
Technological Innovations in Choosing Publishing Venues
Zarestky, Cherrstrom
Atlantic 4

How to Evaluate Publications for Practice and Publishing?
Technological Innovations in Scholarship Metrics
Cherrstrom, Zarestky
Atlantic 4

Experiences of African Parents Navigating Doctoral Programs in Selected Universities in Ghana and United States.
Boakye, Amponsah, Omorogie, Avoseh
Atlantic 5

Learning to be Racialized: The South Asian American Experience in the US
Gnanadass
Atlantic 5

They Just Want to See Us as ‘Human’
Privott
Atlantic 6

A 2018 Update of Malcolm S. Knowles 1989 Autobiographical Journey, Making of an Adult Educator
Henschke, Boucouvalas
Atlantic 7

Revelations and Findings: Adult Learners’ Preference with Emerging Technologies
Kangas
Atlantic 8

ROUNDTABLES:
All roundtables will be located in Oleander A

PTSD - From Surviving to Thriving: My Story and Lessons Learned for Educators and Leaders.
McGlenen

White or Wrong: Teaching Diversity in the Online Environment
Lasker-Scott, Schwehm

Messaging Online: Learner Communication
McKenna, Gebhardt

Barriers to and effectiveness of training in a Combatant Command of the Department of Defense
Pierce

A Conversation on Using Interview Transcription Technologies in Qualitative Research – Pros, Cons, and Tips
Livingston
Wednesday Detailed Schedule (continued)

1:45 pm - 2:30 pm  **ROUNDTABLES:**  
Continued

Learning to Live with Loss: An Autoethnographic Journey using Transformative Learning Theory  
Truett

1:45 pm - 2:30 pm  **Advancing Nursing Professional Development through Innovative Technology and Simulation**  
Hain, Fox  
*Oleander B*

There's an App for That: Using Technology to Combat Campus Sexual Assault  
Giffin, Misawa  
*Tides 1*

Stand and Deliver: Successfully Defend Your Dissertation  
Robinson, Williams  
*Tides 2*

2:30 pm - 3:15 pm  **Serving the World or Building a Profession: The Confounding Dilemmas of Mid-Twentieth Century Adult Educators**  
Rose, Hansman  
*Atlantic 1*

America: The Land of educational Opportunity Explored Through the Ages  
Nash-Utterback, Utterback  
*Atlantic 2*

1:45 pm - 2:30 pm  **Publishing a book with AHEA: The nuts and bolts.**  
Peno, Olson, Boden  
*Atlantic 3*

2:30 pm - 3:15 pm  **“Grit” in Online Learning: Time for a Restart**  
McCadden, Pemberton  
*Atlantic 4*

2:30 pm - 3:15 pm  **Women's Coping Strategies for Workplace Bullying Based on a Meta-Analysis Since 2000**  
Jenkins, Misawa  
*Atlantic 5*

Meeting Learners Where They Are: A Model to Prepare Adults for Success from a Distance  
Moore, Gehring, Smith, Nuss, Beeson  
*Atlantic 5*

Tech Tips and Tricks for Adult Education - Making Technology Work for Instruction and Assessment  
Danner-Kuhn, Messer  
*Atlantic 6*

Systems Thinking for the Educator  
Smith, Berry  
*Atlantic 7*

Group Therapy: Where Substance Abuse Treatment and Adult Education Merge  
May  
*Atlantic 8*

2:30 pm - 3:15 pm  **ROUNDTABLES:**  
All roundtables will be located in Oleander A

Women Literacy or Illiteracy in Igbo-Ora: Challenges and Opportunities for Sustainable Development in the Agrarian Community  
Aderogba

Diversity and Social Justice Education: Is What We Do What Students Really Need?  
Fuggs, Young, Reardon

Community Films and Conversations  
Bishop, Ahmed
2:30 pm - 3:15 pm  **ROUNDTABLES:**  
Continued

Growing Critical Consumers of Information: Integrating Information Literacy Skills into the Learning Experience  
Wray

First-Generation College Students’ Success and Intergenerational Social Mobility in the Era of Rapid Global Technology  
Balderas, Avoseh

General Conference Session  
Ugochukwu

2:30 pm - 3:15 pm  **Hybrid Learning:** Balancing the Best of Both Worlds  
Lopes, McKenna, Kaiser, Gupta, Zarestky  
Oleander B

Technology Skills and Older Students: Challenges and Opportunities at Ohio’s Community Colleges  
Cummins, Arbogast, McGrew  
Tides 1

Catering to Learning Connoisseurs: A Menu for Seasoned and Unseasoned Instructors  
Kacirek, Grover, Walters, Miller  
Tides 2

3:30 pm - 4:15 pm  **Going Beyond Links and Videos:** Creating Interactive Syllabi Using Free Resources  
Samuel  
Atlantic 1

Careers for Doctoral Graduates in Adult Education: A Panel Discussion  
Gupta, Kaiser, Zarestky  
Atlantic 2

3:30 pm - 4:15 pm  **An Investigation of Technology Usage, Cybermobbullying, and Cybermobbullycide Among Students in Higher Education:**  
An Overview  
Misawa  
Atlantic 3

**Dance and Diversity**  
Lancaster  
Atlantic 4

Motivation, Andragogy and the Online, Adult Learner  
Boozang, Parsons  
Atlantic 5

Curriculum Change for Grown-ups: Stimulating Campus-wide Input, Engagement, and Participation in Adult-focused Program Development  
Guilbaud, Oakes, Bollinger  
Atlantic 6

Adult Education in an Era of Accelerated Technological Innovation: The Costs of Leaving Others Behind?  
Bryan, Dennett  
Atlantic 7

Branding U: Creating Your Public Persona  
Chase  
Atlantic 8

3:30 pm - 4:15 pm  **ROUNDTABLES:**  
All roundtables will be located in Oleander A

Technological Innovations and Adult Literacy in Rural Areas of Ogun State, Nigeria  
Adeniyi

Distance Adult Learners and the Challenges of Technology in Oyo State, Nigeria  
Omoregie, Avoseh
**Wednesday Detailed Schedule (continued)**

### 3:30 pm - 4:15 pm

#### ROUNDTABLES: Continued

- **Recruiting and Retaining English Language Learners: Learning from Best Practices**
  - Dorn

- **Social Learning in a Community-Based Enterprise in Myanmar**
  - Crocco, Cseh

- **Staying current in patient care: How physicians in Medically Underserved Areas gain knowledge for health care decision-making**
  - Lubker

- **What College Presidents Need to Know About Adult Students: Priorities for the Next Decade**
  - Miller, Grover, Gearhart

- **Fostering Faculty Engagement with Doctoral Students: The Five Cs Model**
  - Haight, Rutten cutter, Mojarad

- **The Age of Dual Enrollment: Benefits, Challenges, and a Path for Improvement**
  - Thompson

- **Learning to Adapt to the Needs of Returning Adult Students: Does Race Matter?**
  - Allen

- **Exploring Competency Attainment in a Federal Masters in Health and Business Administration Program**
  - Bailey

- **Utilization of Health Information Technology (HIT) Applications and Immunization Decision-Making Among Young Adult Caretakers**
  - Mejias

- **Encore Career Programs: Research, Trends, and Initiatives**
  - Galliart, Grover, Kacirek

- **Critical Advising: Operationalizing the Data Gleaned from Academic Analytics**
  - Winfrey
  - *Oleander B*

- **Minority Women Stories in Online Graduate Programs: Persistence to Completion**
  - Conceição, Mina, Arafeh
  - *Tides 1*

- **Let Me Tell You a Story about Voting with Your Feet: Student Engagement and Motivation**
  - Utterback, Nash-Utterback
  - *Tides 2*

- **She’s a little bit academic, he’s a little bit corporate!**
  - Ramírez, Rhodes
  - *Atlantic 1*

- **Using Mobile Technology for Learners in Adult Literacy Programme: Evidence from a Randomized Field Experiment.**
  - Akintolu
  - *Atlantic 2*

  - Willis
  - *Atlantic 3*

- **An Integrated Conceptual Model of Learner-Oriented Online Learning**
  - Majeski
  - *Atlantic 4*
4:15 pm - 5:00 pm

Leaps of Faith: Working-Class Scholars Making Their Way as Higher Education Professionals
Olson, Benoit, Johnson, Claflin, Flynn, Holtz, Sedivy-Benton
Atlantic 5

Organizational Culture
Lochbaum
Atlantic 6

A Case Study in Chaos: Reflections on hiring tenure track faculty during a budget crisis
Risley
Atlantic 7

Quality of Life in Adult Learning: Index Development in Learning Cities Research
Watson, Scott
Atlantic 8

Education on the Inside: Incarcerated Students’ Perception of Correctional Education
Cage
Tides 1

Expanding Health Professions Education Programs by Integrating Adult and Continuing Education Ideas
Daley, Schmidt, Hansman, Tisdell
Tides 2

5:00 pm - 6:30 pm

AAACE Poster Presentations and Wine and Cheese Reception
All poster presentations will be located in the Oleander Ballroom

Student Perceptions of Academic Motivators: Attributes of Academic Achievement and Transfer of Skills from the Soccer Field to the Classroom
Carr

The Bored and Uninvolved Learner
Snellgrove

Rethinking Social Media in Education Post-Cambridge Analytica
Peters, Samuel

Motivations that Create Adult Educators
Azzano

Designing Online Education Environments for Adult Learners: Lessons from Diffusion of Innovations
Reardon, Lapina, Quintero

Characteristics Impacting the Diffusion of Active Engaged Student Learning (EASL) among Alabama Instructors
Benbaba, Riley, Roodsari

Examination of Learning Styles and Student-Life Stressors among Student Veterans
Westbrook, Witte, Witte, Stewart

Leading from the classroom: The interconnectedness between leadership and adult education
Vaught, Mckiever, Wallington, Elmore

Improving Health Literacy among Rural English Language Learners in Alabama
Bazo

Cracking the Code, Future Alternatives to QR Codes in Adult Education
Morgan
Wednesday Detailed Schedule (continued)

“The Invisible Divide”:
Administering Support for
First Generation Students
Williams, Clemmons

What They’re Doing While
You Sleep: Overnight Students
and the University Library
Sexton

Exploring community building
and engagement in non-formal
education in Kuala Lumpur,
Malaysia
Fong

Effectively Utilizing Digital
Multimedia Tools to Create
Interactive Learning
Opportunities in Distance
Education Courses
Divido

Learning Styles and the Online
Classroom: A Review of
Current Literature
Lohr

An Interprofessional
Examination of Students
Attitudes Toward
E-Professionalism Behaviors
Christensen, Obucina

Graduate Students’
Perspectives of a Mentoring
Learning Community
Stewart, Lin, Stewart

“The Link”: The significance
of experiential learning.
Reflections from a recent
graduate adult learner
McNeill-Cook 6:00 pm - 7:00 pm

Career Development through
Technology, Networking, and
Mentoring
Brauss, Lin 7:00 pm - 10:00 pm

Integrating Technology into
Healthcare Curricula to
Facilitate High Quality
Documentation Skills
Ballard

Medical Students’ Time On
Task In Performance-Based
Assessment
Cashion, Rhodes

The boundaries of knowledge
transfer: Difference in
technological knowledge and
skill by generation
Kim, Kim

Strategies of Marketing an
Adult Education Program
Chang

Prior Learning Assessment
(PLA) Research and Practice:
Accelerating Adult Learning
Sherron, Sherron

Use of learning analytics from
the students’ perspective
Pouska, McKenna, Kaiser

Peer mentor programs:
Benefits of implementation
Loudermilk, Risley

Addressing the Effects of
Food Insecurity on Adult
Learners at an HBCU/MSI
Farrer

Innovating Training and
Development for Adults
Wartalski, Williams

A Qualitative Case Study on
the Work and Learning of
Masters in Korean IT
Company
Kim, Kim, Kang

Junior Faculty Networking
Event
Oleander Ballroom

AAACE Beach Party
(cash bar)

Oceanfront Courtyard (main level)
Come and network with the
ocean breeze on one side and
sounds from a local DJ on the
other. Dress casual and plan on
having a great time!
7:00 am - 7:45 am  Graduate Student Breakfast  
(Reservations and tickets required)  
(Past Presidents Invited)  
Oleander A

7:30 am - 8:00 am  Continental Breakfast  
North Prefunction Lobby

8:00 am - 4:00 pm  Registration Desk Open  
North Prefunction Lobby  
Exhibits Open  
North Prefunction Lobby

8:00 am - 8:45 am  Embracing your inner class clown: Through humor, cultivate communication immediacy in your classes  
Kays, Hayes  
Atlantic 1

From the Desk to the Field: Emotional Labor of Qualitative Research  
Choi, Rogers-Shaw, Carr-Chellman  
Atlantic 2

Technological Advances in Online Higher Education Learning- Are Adult Learners Being Prepared for This Opportunity?  
Viar  
Atlantic 3

Use of strategies for instructors how to transfer learning with an adjustable curriculum for adult learners who take algebra online.  
Louden  
Atlantic 4

Impact Study of Blended Asynchronous and Synchronous Online Tuberculosis Nurse Case Management Course  
Lopez, Quintero  
Atlantic 5

8:00 am - 8:45 am  Instructional Design, Virtual Learning and the Quality Assurance Imperative: Achieving Quality, Learner-Centered Online Educational Experiences  
Guilbaud, Whetstone, Guilbaud  
Atlantic 6

Voices of Intersecting Identities: Black Male adult learners’ classroom experiences within a PWI  
Jackson  
Atlantic 7

Exploring the Current and Future Landscape of Continuing Professional Education in North Carolina Law Enforcement  
Lane, Barcinas, Akroyd  
Atlantic 8

Adult Education Programs and Dental Schools: The Development and Maintenance of Successful Partnerships  
Rhodes, Murray  
Oleander A

Technology as a Tool for College Students’ Transition to the Workforce  
Liu, Hunter-Johnson, Niu  
Oleander B

Researching Adult Education: Mixing Archival and Interview Data  
English  
Tides 1

Journal of Transformative Education Editors’ Meeting  
Heron

9:00 am - 9:45 am  Beyond the Black-White Binary: Race in Memphis  
Gnanadass  
Atlantic 1
Thursday Detailed Schedule (continued)

9:00 am - 9:45 am  
**Inspiring Disorienting Dilemmas: Underrepresented Voices at an Old West Historic Site**  
Henehan, Voelkel  
*Atlantic 2*

**Conceptualizing the Profound Learner**  
Carr-Chellman, Kroth  
*Atlantic 3*

**The Future of Adult Learning Communities: How Exponential Change and Technology are Reimagining Our World**  
Barcinas, Fleener  
*Atlantic 4*

**Curation in Education: Strategies for Adult Educators to Enhance Practice, Teaching, and Scholarship**  
Boden, Cherrstrom  
*Atlantic 5*

**Fostering Connection for Adult Learners in Online Programs: A Faculty Mentor Approach**  
Saxton, Schwehm  
*Atlantic 6*

**At the Crossroads: Progress through Vexations and Ventures**  
Peterson, Bublitz, Wood, Peterson  
*Atlantic 7*

**Abracadabra – Technology Makes Things Happen**  
Lomax, Whitson  
*Atlantic 8*

9:00 am - 10:30 am  
**Using multilevel modeling in SPSS to research nested data structures in adult education policy and practice**  
Roessger, Parker, Weese  
*Tides 1*

**The Dynamic of a Living Lecture for Academics and Practitioners**  
Henschke, Risley  
*Tides 2*

9:00 am - 9:45 am  
**ROUNDTABLES:**  
All roundtables will be located in Oleander A

**Education for the Female Offender: Existing Programs, Expressed Needs**  
Grover, Deggs, Grover, Galliart

**Women's Work in Higher Education: Innovative Ways, Including Technological Advancements, Facilitating Work-Life Balance.**  
Wlodarsky, Hansman

**Exploring Best Practices: Facing the Challenges of Building Community in the Online Learning Environment**  
Elufiede, Olson

**Transformational/Experiential Learning through International Study Tours for Adult Learners**  
Hanny, Risley

**A Qualitative Critical Interpretation of Leadership and Learning Among Universal Primary Education**  
Mtuy, Rogers

**Using Technology to Target A Journal and Track the Impact of Your Scholarship**  
Baumgartner  
*Oleander B*

*Must be registered for CPAE to attend this session.*
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
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<tbody>
<tr>
<td>9:00 am - 9:45 am</td>
<td>Adult Learning Editors’ Meeting</td>
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<td>Heron</td>
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<td>9:45 am - 10:30 am</td>
<td>Beware of bananas: Creating stories, games, and resources using an open-source tool for the purpose of enhancing student learning</td>
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<td>Rummings, Jokelova</td>
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<td>Atlantic 5</td>
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<td>9:45 am - 10:30 am</td>
<td>What’s going on? How adult learning theory supports social justice in community engagement.</td>
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<td>Using Popular Film to Teach About Adult Learning and Development</td>
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<td>Brockett, McClain</td>
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<td>Career Pathways and Waves of Policy: Implications of WIOA policy for the Adult Learning</td>
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<td>CDLT Best Practices Forum featuring the CDLT Award Recipients</td>
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**It’s About Solutions...**

Good writing skills can change the path of a person’s life. Whether bridging the gap between high school and college, entering the workforce, returning from the military, or learning English as a second language, **PEG Writing Scholar creates the pathway for writing success.**

The path to better writing is practice coupled with timely and helpful feedback. PEG, one of the industry’s most accomplished automated scoring engines, reviews essays within seconds and returns targeted feedback students can use to improve their skills. Combining this powerful feedback with custom prompts, interactive lessons, prewriting exercises, and actionable reports, **PEG Writing Scholar** provides the tools needed to chart a path to writing success — all in one place.

Visit us in the Exhibition Hall for a demo and find out more about how PEG Writing Scholar is the perfect solution for you and your adult education students.
Thursday Detailed Schedule (continued)

9:45 am - 10:30 am  Using Reflection Sessions to Promote Engagement in Online and Blended Learning Programs
Houston, Ingerick
Atlantic 8

9:45 am - 10:30 am  ROUNDTABLES:
All roundtables will be located in Oleander A

- Educational Attainment for Adult Basic Education participants: Does more schooling mean better reading skills?
  Miller

- Becoming Christians in the USA: Chinese Women Professionals’ Cross-Cultural Development -- A Transformative Journey
  Sun

- Counteracting Imposter Phenomenon in the Adult Classroom
  Coberly-Holt, Gernatt

- Executive Functioning, Attention Deficit, and Online Learning: Strategies for Success
  Friesen, Kim

- Adult & Higher Education Students’ Preferences for Course Formats and Offerings
  Johnson, Risley, Reyes-Pena

- Open Educational Resources (OER): Best Practices for Implementation
  Karpel, Allen

- Student perceptions and reactions to difficult classroom dialogues
  Dobbs, Johnson, Reyes-Pena

9:45 am - 10:30 am  National Call for Greater Accountability and Transparency in Higher Education: Implications for University Adult Education
Alfred, French
Oleander B

9:45 am - 10:30 am  How to Write for AEQ, AL, JTED
Heron

10:30 am - 11:15 am Networking Break with Exhibitors and Author Chats
North Prefunction Lobby

11:15 am - 12:00 pm Evolution of informal and incidental learning theory: Seeing through a prism of fresh perspectives
Nicolaides, Scully-Russ, Nicolaides, Marsick
Atlantic 1

Talking Race: How to Facilitate the Discussion
Cain, Perez-Arche, Lancaster, Glaspie, McGuire, Ballard
Atlantic 2

Army University – Educating 21st Century Leaders for a Complex Environment
Van Der Werff, Hawley, Kuchinski, Martin
Atlantic 3

From Doing Digital to Being Digital: Exploring Workplace Adoption of Technology in the Age of Digital Disruption
Murdoch
Atlantic 4

Instructors’ use of Learning Analytics in online higher education courses
Anagiotos, Asino
Atlantic 5
Mentoring Adult Learners as a Novelized Approach  
Todoran, Peterson, Wood  
_Atlantic 6_

Extension Education Certificate (EEC)  
Witte, Presley  
_Atlantic 7_

Applying Connectivism to instructional design in workforce education  
Witte, Nelson  
_Atlantic 7_

Make Diversity Visible: Promoting Diversity and Multicultural Education in Online Classes  
Tan, Nabb  
_Atlantic 8_

Facilitating Inclusion: Developing a New Approach to Diversity Training  
Hatch  
_Atlantic 8_

AEQ Editors’ Meeting  
_Heron_

Advancing Philosophy from Teaching Perspectives: A Foundation for Adult Continuing Education  
Scott  
_Tides 2_

12:15 pm - 2:00 pm  
AAACE Awards Luncheon  
_Oleander Ballroom_

2:15 pm - 3:00 pm  
African American Women: The Role of Education, Spirituality, and Resilience in their Transition from Poverty  
Scott  
_Atlantic 1_

Catcalling as Ritual in a White Masculinized Workplace: Linguistic Marginalization on the Axis of Gender, Sexuality, and Race  
Bohonos  
_Atlantic 1_

Investigation of Self-Directed Learning Readiness among Doctoral Candidates  
Kirk, Courtner  
_Atlantic 2_

TGROWER Best Practices  
Allsep, Kripchak  
_Atlantic 3_

Redefining Education for Adult Learners  
Smith  
_Atlantic 3_

Transformational Writing Development: Research-to-Practice Innovations in Adult Graduate Education  
Collins, Silberman  
_Atlantic 4_

Learning by Going: Transformation through participation at the International Congress of Qualitative Inquiry (ICQI)  
Zhang, Campbell  
_Atlantic 4_

The Current Landscape of Non-Western Entrepreneurs in a Western Context  
Ray  
_Atlantic 5_

Aging Workers in the 4th Industrial Revolution  
Yang  
_Atlantic 5_

Using Technology during Professional Development in a Military Environment
to Support Adult Learning in Immunization Healthcare
Williams
Atlantic 6

Xennials Constructing Worldviews Through Social Media
Castañeda, Sullivan, Thornton, Davis, Elliott
Atlantic 6

Microlearning for Talent Development
Marlier
Atlantic 6

From Last Name to First Name: Regaining Identity Through Resilience After Life in the Military
Williams
Atlantic 6

An Exploration of Bullying and Incivility Research in Higher Education
Pfeiffer, Misawa
Atlantic 7

"I'm a Good Learner...I Need to Better my Education": Female Adult Basic Education Learners’ Narratives
Mojarad

Exploring the learning activities and motivational factors under the informal learning context.
Shi, , LIN, Witte
Oleander B

Communities of Practice in Information Technology: Sharing Knowledge within a Managed Service Provider Organization
Davis, Young, Elliot
Atlantic 1

CPAE (see pages 64-68 for specific details)
Tides 1 and Tides 2

Translating Experiential Learning Into College Credit
Matt Bergman, Rose
Atlantic 1

Employment Status and Its Connection to Learning: A PIAAC Study
Ray, Lee, Zarestky
Atlantic 2

Academia in the private sector: a model for continued learning
Jaksic, McClelland
Atlantic 2

Best Understanding the Needs of the Nontraditional First Year College Student: A beginning research
Collman
Atlantic 3

2:15 pm - 3:45 pm
CPAE (see pages 64-68 for specific details)
Tides 1 and Tides 2

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Collman
Atlantic 3
Case Study of the Organizational Dynamics of Community College’s Industry Advisory Board
DiMattina-Ryan, Alagaraja, *Atlantic 3*

Outdoor Education based Transformational Learning as a tool to support Adult Education affective domain.
Zaky
*Atlantic 4*

Business Intelligence in Workforce Development: Creating educational analytics in the workplace
Martin
*Atlantic 4*

“Webtoon” as an Intersection between Informal Learning and Education
su Kuk
*Atlantic 5*

Industrialization, colonization, and resistance in Appalachia (1880-1940)
Reynolds
*Atlantic 6*

Two Feet of Lifelong Learning: Daily Practice and a Robust Vision of Learning Cities
Raymer
*Atlantic 6*

Fostering Innovative Career Pathways for Military Veteran Adult Learners: An Exploration of Employers’ Recruitment Strategies
Kirchner, Yelich Biniecki
*Atlantic 6*

Challenges Faced by Transitioning Adult Military Service Members: Voices of

Military Transition Counselors
Herd, Kirchner
*Atlantic 6*

The Evolution of Nonviolent Adult Education
Fritz
*Atlantic 6*

Effective Use of Technology with Adult Learners to Enhance Learning and Promote Digital Literacy
McGinty, Morgan
*Atlantic 7*

OER for adult ed: Making open source resources work for you
Ward, Safford-Ramus
*Oleander B*

“Developing and Migrating Courses: Best Practices for Online/Hybrid Adult Learning Courses”
Foote
*Atlantic 1*

Positivity and the Adult Learner
Rabidoux
*Atlantic 2*

Online Education for Contemporary Adults: Examining Experiences of the Synchronous Delivery Methods
Willis, Misawa
*Atlantic 3*

Workforce Development in Virginia: An Analysis of Plugged-In VA
Hurst, Lele
*Atlantic 4*
Thursday Detailed Schedule (continued)

Doing Feminist Pedagogy Online: Strategies for Creating Inclusive and Socially-Just Spaces for Adult Students
Herron
*Atlantic 5*

Workforce Development Employees’ Perceptions of Their Managers as Transformational Leaders
Wilkins
*Atlantic 6*

The Value of (Adult Ed) Theories to our Discipline
Hoggan
*Atlantic 7*

Technological Guidelines for Professors in U.S. Universities for Improving Teaching of International Students
Kheang, Henschke
*Atlantic 8*

Framework for Online Design, Instruction, and Evaluation: A Workshop to Improve Online Courses
Kaiser, McKenna, Gupta
*Tides 1*

Hiding in Plain Sight: Needs and Challenges of Working Class Scholars
Benoit, Olson, Johnson, Privott, Murray, Forte
*Tides 2*

Understanding the relationship between education, health behaviors, and economic status in Kasese District, Uganda.
Green, Muhindo, Messener, Jong
*Atlantic 4*

Bringing education to training: The spectrum of workforce development in healthcare
Martin, Jaksic, Ballance
*Atlantic 5*

Andragogy: The effects of technology and innovation on the future of continuing education
Herron
*Atlantic 7*

Cultural Factors That Influence Learning among Chinese Students in Higher Education
Berger, Berger
*Atlantic 8*

200 Years Young: The growing relevance of Marx’s Political Economy for Adult Educators
Holst
*Tides 2*

5:00 pm - 6:00 pm CPAE Reception
Oceanfront Courtyard

6:00 pm - 8:00 pm CPAE Business Meeting
*Tides 1 & 2*

*Atlantic 1*

Standing at the Intersection of College Choice & Competency-based Education
Morrison

4:45 pm - 5:30 pm
Alexander N. Charters (1916-2018) was an internationally-recognized American expert in the field of adult and continuing education.

Dr. Charters was born on August 22, 1916 in Verdant Valley, Alberta, Canada. He earned a B.A. in history and English from the University of British Colombia (1938) and a PhD in adult education from the University of Chicago (1948). At the University of Chicago he studied under Cyril O. Houle. His interest in adult education was encouraged by his aunt and uncle, Jessie and W.W. (Werrett Wallace) Charters, both of whom were active in the field. Dr. Charters began his career in the field of adult education in 1948 when he was appointed Assistant to the Dean of University College at Syracuse University, and over the next four decades he served Syracuse University in both administrative and faculty roles.

During his tenure at Syracuse University, Dr. Charters actively encouraged his fellow professionals and organizations with which he was involved to donate their personal papers and organizational records to the Special Collections Research Center at Syracuse University. As a result, the library has more than a hundred manuscript collections on the subject, as well as thousands of adult education-related books, pamphlets, photographs, dissertations, audiovisual items, and journals. The collection is considered the largest English-language adult and continuing education archives in the world and is collectively known as the Alexander Charters Library of Resources for Educators of Adults.

Professionally, Dr. Charters participated in and provided leadership to many national and international adult education organizations, and attended and provided leadership for numerous international conferences including the International Conference on Adult Education (Tanzania, 1976; Buenos Aires, 1985; Bangkok, 1990), International Congress of University Adult Education (Denmark, 1965; Montreal, 1970; Ghana, 1976), and UNESCO’s CONFINTEA (Sydney, 1964; Geneva, 1972; Tokyo, 1972; Paris, 1985). National:

Dr. Charters served as a consultant to the Middle States Association of Colleges and Secondary Schools (MSA), Universidad Simon Rodriguez (Caracas, Venezuela), Kingsborough Community College (New York) and Zimbabwe Distance Education College. He authored numerous articles on adult education including many dealing particularly with comparative adult education. He was honored with, among others, the Bittner Award (NUEA), the Pioneer Award (AEA/USA), and the William Pearson Tolley Award for Distinguished Leadership in Adult Education (Syracuse University). Upon his retirement from Syracuse University in 1983 he was honored with the title Professor Emeritus. In 1996 he was inducted into the International Adult and Continuing Education Hall of Fame.

Following his retirement in 1983, Dr. Charters maintained a leadership role in adult education organizations, including lectures, presentations, consultations, and other contributions. He continued his long-standing interest in the documentation of the history of adult education, working with Syracuse University Libraries to collect, preserve, and make accessible monographs, journals, and important personal and organizational papers.

Outside of his professional interests, Dr. Charters was involved in numerous community activities including the Council on Aging, the Metropolitan Syracuse Committee on Adult and Continuing Education, Urban League, and the Thursday Morning Roundtable. He was a long-standing member of Rotary and an active member of Park Central Presbyterian Church in Syracuse, New York.

Excerpted from https://library.syr.edu/digital/guides/c/charters_an.htm#d2e97
Elaine Kanter Shelton was born in St. Louis, Missouri to Katherine Mayer Kanter and Roy Kanter on June 21, 1943 and passed away on January 4, 2018. She grew up in Dallas, Texas, graduating from Thomas Jefferson High School. She left Dallas to attend The University of Texas and made Austin her home for the rest of her life. She married Gary Frank Shelton on August 8, 1964. They were married for 51 years until his death on December 17, 2015.

Elaine was a Phi Beta Kappa graduate of The University of Texas with a degree in Psychology and earned a Master’s Degree in Educational Administration from Antioch College. She enjoyed a long career in adult education, serving as project director of several national projects, including a competency-based high school diploma program for adults for which she was the primary developer. She also was invited to Germany three times to read adult basic education proposals for the U.S. Army personnel and their dependents. In 1988, she was elected President of the American Association for Adult and Continuing Education and in 1997 was inducted as a charter member into the International Adult and Continuing Education Hall of Fame.

Prior to their retirement, Elaine and Gary traveled most of the countries in Western Europe and Scandinavia, where they made some cherished friends. After their retirement, they pursued their passion for travel and cruised to many locales, including through the Panama Canal, Alaska, Hawaii, Australia, New Zealand, Japan and China. Elaine also volunteered as a member of the Curriculum Committee of UT’s LAMP (Learning Activities for Mature People) for 12 years.

Arthur L. “Butch” Wilson, 67, passed away away with family around him on Thursday, May 10, 2018. A retired professor and blues bassist, Butch and wife of 33 years, Barbara Bryant, lived at Cedar Knoll Farm near Lexington, Va. Butch is survived by Barbara; his daughter, Kaitlin and her husband, Christopher Botts, of Winston Salem, N.C.; his “favorite and only” granddaughter, Mia; and his beloved hiking buddy, Tally, the border collie. He is also survived by his sisters, Linda McGowan of Leavenworth, Kans., Susie Bennett of Tacoma, Wash., and Debi Brown of Dale City, Fla.; and brother, Fred Wilson of New York City, N.Y. He was preceded in death by his mother, Marian Coughlin Wilson; his father, Dr. Arthur L. Wilson; and his sister, Gale Wilson-Bennett. After graduating from the University of Virginia with a BA in Sociology, Butch was an early member of the Charlottesville Blues Allstars band and he proudly recounted his opportunity to “sit in” with the legendary Muddy Waters at the Mineshaft. He was also a band member in the Killer Bs, Broken English, and Purple Valley (Ithaca, NY). Butch’s time as a student assistant in Alderman Library reinforced the passion for reading that his mother had instilled in him at an early age.

His work with youth at the Charlottesville Boy’s Attention Home in the 1970s led to a distinguished academic career focusing on adult education. After receiving his M.S.Ed at Virginia Tech and EdD at the University of Georgia, he taught at Ball State University and North Carolina State University before joining the Department of Education at Cornell University where he served as Professor and Chair. He was author, coauthor or editor of five books, and he was the major advisor and mentor to numerous master and doctoral students. Butch had a wicked sense of humor, a keen eye for art, and a passion to improve the world.
8:00 am - 11:00 am  AAACE Registration Desk Open
North Prefunction Lobby

8:00 am - 8:45 am  Continental Breakfast / Coffee and Conversation about Advocating for Adult Literacy
Oleander Ballroom

Successful adult educational programs are able to raise awareness of their mission and the role they play in affecting positive change in their learners’ lives. Come and converse with three of adult literacy’s most influential and effective advocates, Sharon Bonney, (COABE), Rebecca Dyer, (Barbara Bush Foundation for Family Literacy), and Deborah Kennedy (National Coalition for Literacy). Learn about the latest initiatives and join in the conversation about how we can advocate on the local, state, and national levels for our adult learning programs.

9:00 am - 9:45 am  Authentic Exchange via Appreciative Learning Transformative Journey Towards Understanding Knowledge Flow between East and West
Sun, Kang
Atlantic 1

A Qualitative Study of Adult Learners in Postsecondary Contexts and their Perceptions of Return-on-Investment Decisions
Barcinas, Kachur, McClanahan
Atlantic 2

Online courses: Student and faculty perspectives at a Community College
Gerber
Atlantic 3

Friday Detailed Sessions

Grit and Self-Directed Learning: Intersections, Connections, and Implications for Practice with Adult Learners
Ruttencutter, Brockett
Atlantic 4

Eight Factors that Influence the Teachers’ Instructional Decisions in a Correctional Facility
Messemer
Atlantic 5

What’s Love Got to do with it? When Intimate Partner Violence Comes to Higher Education
Hamlin
Atlantic 6

No Discipline Is an Island: The Importance of Interdisciplinary Research in a Diverse Technological Landscape
Teal, Ambrose, Ambrose
Atlantic 7

ROUNDTABLES:
All roundtables will be located in Oleander A

Peer Learning Experiences Among Older Adults in an Aquatic Exercise Class in a Community Center
Jin, Baumgartner

Heads Up: Teaching Language in Public Speaking
Marsh

Charismatic Teachers and Non-Formal Religious Education in the Community: An Instrumental Case Study
Bryant
Practical and Critical Perspectives on Assessment and Evaluation in Adult Education
Hill, Martin, Conceição, Ross-Gordon, Green, Roessger

Putting Theory to Work: Using Affect Theory to Think Emotional Labor Differently
Brenes-Dawsey

Utilizing health information seeking behavior on Internet: Assessing impact of E-learning tools for workplace wellness Pattath

9:00 am - 9:45 am “Low-Inference” Data: Using Technology to Make Qualitative Feedback Measurable Csaposs

9:00 am - 9:45 am Experiences with Publishing and Adult Education Journals Alston, Kamisli, Brooks

Implementing Video Tools to Engage Adult Learners in Online Courses
McGinty

Life After #MeToo: The Impact of Trauma on Adult Learning Nikischer

9:45 am - 10:30 am Finding and Analyzing Resources That Can Support Your Programs! Maynard

Witnessing the Resurgence of Apprenticeship Training Programs: A NC Case Study
Witchger, Bowles

Integrating Technology to Support Military/Veteran Students in Transition to Higher Education Niu, Hunter-Johnson, Liu

Applying a Mentoring Approach in Transformative Learning in Higher Education McClain, Misawa

A Qualitative Content Analysis on Professional Identity: Knowing, Doing, and Becoming Beyond Tenure Andrews

The Slow Tech Journey: Educating Students on Good, Clean and Fair Technology Hammons

Ubuntu: An Africentric Exploration of the Role of HBCU Graduate Students in Community Enrichment Taylor

What is the Relationship between Organizational Culture and Strategic Leadership? TuckerLloyd

Leading Change in Educational Technologies Finn

Developing an Inclusive Academic Environment for International and Refugee Students in Higher Education Higgins, Misawa
Friday Detailed Sessions (Continued)

10:45 am – 11:30 am

What about the extraction frackin' activists?:
Environmental activists stories of learning in the field
Lord
Atlantic 6

Barbara Bush Foundation Adult Literacy XPRIZE Communities Competition
Groves
Atlantic 7

The Role of Intergenerational Learning and Mentoring in STEM Outreach Programs
Bowles
Atlantic 8

The Challenges and Benefits Adult ESL Learners Face with Online Learning
Peña, Carter, Reardon,
Tides 1

10:45 am – 11:30 am

Master and Masterity
Kang, Kim, Kim
Tides 2

Using Digital Technology in Higher Education Classrooms: Does It Really Work or Not?
Jackson
Tides 2

Literacy, gender, race and the transforming landscape of Sweden: The case of Somali female immigrants
Ntiri
Tides 2

Engaging Students in Peer Review: Feedback as a Best Practice in Adult Learning
Cordie
Tides 2

The Evolving Dynamic of the Intergenerational Classroom
Thompson
Tides 2

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global.k-state.edu/education/adult-education
10:45 am - 11:30 am  Workforce Education and The Relevance of Career Pathways
Cook
Tides 2

11:30 am - 1:00 pm  Business Meeting / Luncheon
Oleander Ballroom

Join us as we gather together one last time during the 2018 Conference for a luncheon where we will hold our annual business meeting and the Installation of Dr. Larry Martin and the 2019 Officers.

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Hyatt Regency St. Louis at the Arch
St. Louis, MO

OCTOBER 8 - 11, 2019