68th Annual Conference

“Adult Education for Human Rights, Economic Empowerment, and Environmental Sustainability”

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Message from AAACE President

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In Remembrance

#AAACE

Hashtag

Help promote the AAACE Conference. When posting photos on social media, make sure you use our hashtag #AAACE.
Located on this floor:
AAACE Registration Desk
Keynote Presentations
Roundtables
Breakout Sessions
Exhibit Area
Located on this floor:
Breakout Sessions
FedEx Office Print and Ship Center
Welcome to the 2019 AAACE Conference!

For new and novice attendees, the 2019 AAACE Conference offers opportunities for professional development and interactive experiences that are unique among professional conferences for adult educators. Drs. Susan Biniecki and Petra A. Robinson served as Co-Chairs of the Conference this year and worked together with President-Elect Dr. Mary Alfred and the conference planning committee members to provide informative and engaging experiences for attendees in St. Louis. While these individuals represent the tip of the spear, a conference of this size and magnitude is a collective effort with many more contributing actors. Please take a moment to review their names on the Conference Program and show your appreciation to them when you meet them this week.

Experiencing an AAACE Conference is more like going to a general store (e.g., Amazon, or Walmart as opposed to a more specialized venue. We draw on the talents of national and international scholars, scholarly practitioners, and graduate students, to design a conference experience that provides participants a unique mix of depth, breadth, variety, and quality of formal presentations on cutting edge developments in the field. To enhance your conference experience, consider participating in the Scavenger Hunt to increase your social interactions with other attendees; and/or stop by Connection Central located in the prefunction area on Level 4 to get a quick tutorial on how to use digital platforms (e.g., Twitter, LinkedIn, Facebook, etc.) to access AAACE communications and web-based content.

The theme of this year’s conference is “Adult Education for Human Rights, Economic Empowerment, and Environmental Sustainability.” These are pillars of our collective global human habitation on this planet. Our keynote speakers (Drs. Laura Bierema, Wendy Griswold, and Vanessa Sheared) for our opening plenary session will share their insights on the intersectionality of adult and continuing education and these important human rights issues/concerns.

We will also feature two unique plenary sessions: an Open Door Collective (ODC) meeting, and an Adult and Continuing Education National Policy Forum. The ODC meeting provides a unique opportunity for participants to get involved with a national effort to increase adult education research and funding. Focusing on the development and funding of an Evidence-Based Adult Education System (E-BAES), ODC advocates for effective policies and program designs that will reduce poverty, narrow income inequality, and provide free basic skills education for all adults in the United States. Join this critical conversation by attending the meeting and providing your perspectives on the potential for E-BAES.

The 2019 AAACE conference will host the very first Adult and Continuing Education National Policy Forum. This forum seeks to identify policy synergies among divergent national adult and continuing education associations. It joins representatives (panelists) from four national associations: Academy for Human Resource Development, Commission on Adult Basic Education, Association for Continuing Higher Education, and AAACE. Each panelist will delineate the top national policy priorities for the members of their respective associations and make the case for the national policy priorities of interest to the membership of their associations and the adult learners they serve. Interacting with the presentations via their smartphones, Forum attendees will be able to provide live feedback and insights regarding the current and potential policy initiatives presented by the panelists.

Enjoy your conference experiences, and the hospitality of St. Louis!
Thank you to our Sponsors of the 67th Annual 2019 AAACE Conference. We are fortunate to have their support and appreciate their contributions to AAACE, the annual conference, and the field of adult, community, and continuing education.

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

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

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Special Thanks from the Conference Chair

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 2019, please tell any one of this incredible team of volunteers what a great job they have done!

2019 Conference Planning Volunteers

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Connection Central

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 Prefunction area near the AAACE 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 Connection Central after registration - or anytime - and get CONNECTED!

Mobile App / WiFi Information

To log on to the Hotel WiFi. Follow the instructions below:

1. Turn on your device’s wireless internet switch.
2. Confirm your device has connected to the “@Hyatt_Meetings” network.
3. Open your web browser.
4. Select “Passcode” and enter the code provided on the login page. The Passcode is AAACE2019.

Once you are logged on, download the App if you haven’t already done so. Then navigate the event like a pro with the AAACE 2019 mobile app, powered by Core-apps.com.

With the AAACE 2019 mobile app, you can:
- Stay organized with up-to-the-minute Exhibitor, Speaker, and Event information.
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- Receive important real-time communications from AAACE.
- Build a personalized schedule and bookmark exhibitors.
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Downloading the App is easy! Search the App Store or Google Play for AAACE Conferences.
Restaurants on Property

RED Kitchen
Enjoy locally sourced farm-to-table cuisine served in seasonal menus. Start the day with a breakfast buffet featuring made-to-order favorites or choose from an a la carte menu that highlights ingredients from St. Louis-area farms and food purveyors. Only open for breakfast from 6:00 am - 11:00 am (Buffet from 7:00 am - 11:00 am). Dress Code: Casual

RED Bar
Savor seasonally-inspired menu selections while sipping on drinks featuring the freshest ingredients, including hand-squeezed juices and home-grown mint leaves. Sip on glasses from an extensive wine selection or indulge in a late-night bite and local brew.

Ruth’s Chris Steak House
Serving sizzling steaks and chic drinks in a rich, sophisticated setting, this iconic restaurant makes for a delightful dining experience in downtown St. Louis. Choose from an elegant dinner and inventive happy hour menus or catch up over cocktails at the 100-seat bar. Open for dinner from 4:00 pm - 10:00 pm. Dress Code: Dressy Casual

Starbucks ®
Grab your favorite coffee drinks, teas, and beverages, plus a wide selection of pastries, paninis, and wraps. Pick up breakfast sandwiches, snacks, and coffee to-go at this one-stop coffee shop located in the hotel lobby. Open 6:00 am - 7:00 pm daily.

Brewhouse Historical Sports Bar
The go-to sports bar in downtown St. Louis, steps from Busch Stadium and the Enterprise Center, this restaurant serves local craft beers and homemade barbecue. Catch regional, national, and international games on the big screens throughout in a vibrant setting boasting St. Louis sports pride. Open 11:00 am - 12:00 am daily. Dress Code: Casual

Restaurant Delivery
Get fresh, seasonal meals delivered to your hotel room door in eco-friendly packaging. Choose from breakfast selections and a dinner menu served to-go, for in-room or on-the-go enjoyment. Breakfast Menu: 6:00–11:00 a.m., daily
Dinner Menu: 5:00 p.m.—midnight, daily
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**

Julie Trott

Julie Trott is the Director of Intraoperative Neurophysiologic Monitoring (IONM) Education for SpecialtyCare. She develops, coordinates, and facilitates formal academic and clinical training for SpecialtyCare’s Surgical Neurophysiologist I Training Program, which includes classroom lecture, laboratory simulation, and operating room training. Julie also serves as hiring manager, educational instructor, and supervisor for the program, which received formal recognition from ABRET in 2017 and has graduated over 100 students since its initial launch in 2013.

Julie has 12 years of experience in IONM, achieving board certification in 2008. She received her Bachelor’s in Psychology from Loyola University New Orleans and went on to earn a M.S. in Biology and Certificate in Emerging Diseases from the University of St Joseph, West Hartford, CT. In 2018, she received her Graduate Certificate in Adult Education from Western Kentucky University. Julie is an active member of ASET, The Neurodiagnostic Society, American Association for Adult and Continuing Education (AAACE), and American Society of Neurophysiological Monitoring (ASNM). She is part of the Education Committee for the ASNM and serves on the Advisory Board for Vanderbilt University’s Electroneurodiagnostists Education Program.
Laura Formenti, PhD, is a Full Professor of General and Social Pedagogy at the University of Milano Bicocca, Italy, where she directs the PhD program “Education in the Contemporary Society”. She is also the Chair of ESREA, the European Society for Research on the Education of Adults, the President of the Italian Universities’ Network for Lifelong Learning (RUIAP) and joint convenor of ESREA’s Life History and Biography Network.

Her learning biography is diverse: after a degree in psychology, she specialized in Systemic Family Therapy (she is a teacher of the Milan Approach to Family Therapy and Counselling). She focused too on the epistemology of learning and theories of complexity; so, while she practiced as a family therapist for 17 years, she was also doing research on adult learning and education at the University of Geneva, Switzerland on the theme of constructing identities. In 1996, she gained a PhD on using autobiographical methods in adult education. She refined her theory and practice as a facilitator of self-directed, reflexive learning, of self-care and self-transformation, working with diverse adults. She continued to develop her own “compositional” approach to adult education, aimed at social justice and mixing participatory and arts-based methods with biographical writing, embodied experience, critical reflection, and Socratic dialogue. In 2006, she founded with other colleagues Philo, in Milano, a free academy for philosophical and existential self-development and soul work, with a strong interdisciplinary approach.

Besides a number of books, papers and chapters in Italian, she collaborated as an Editorial Adviser, Guest Editor and Author with international journals such as the Journal of Transformative Education, the European Journal for Research on the Education and Learning of Adults (RELA), Le Sujet et la Cité (Paris) and the journal Culture, Biography and Society (South Korea). She co-edited books on Stories that Make a Difference (2016), Embodied Narratives (2014) and recently wrote Transforming Perspectives in Lifelong Learning and Adult Education: A dialogue, with Linden West (2018).

She is presently involved in diverse funded projects and grants on sensobiographic methods in qualitative inquiry (Finland), on feminist methodologies in museums and exhibition sites (British Columbia), on migrants’ trajectories of inclusion (Italy), and on empowering professionals of education working in Residential Child Care (Finland). In 2018, she was a Visiting Professor at the University of Eastern Finland at Joensuu, in the framework of the European ERC project SENSOTRA (P.I. Helmi Järvišuo).
Honors & Awards (continued)

Cyril O. Houle Award
for Outstanding Literature in Adult Education

Linden West

Dr Linden West is Professor of Education at Canterbury Christ Church University in the United Kingdom and a Fellow of the Royal Society for the encouragement of Arts, Manufacture and Commerce (RSA). Linden has worked in a number of British Universities, and has been Visiting Professor at the University of Milano-Bicocca and at the Université de Paris Nanterre. He was a Visiting Scholar at Michigan State University in 2019. He has worked for the British Workers Educational Association (WEA), as well as being an historian of popular and workers’ education. His main contemporary interest is in applying auto/biographical and narrative enquiry, and interdisciplinary psychosocial perspectives, to diverse educational, social, cultural, political and psychological phenomena. These include family learning projects in marginalised communities, careers counselling, professionals and their learning, the rise of racism and fundamentalism in ‘post-industrial’ communities and struggles to create forms of participative democracy in civil society. He is a psychoanalytic psychotherapist and brings insights from this work and training into understanding processes of learning and education, and vice-versa. He is currently working on a study of active citizenship in Israel and Georgia, and is planning, with a colleague, an auto/biographical, action-research project in building dialogue and peace between groups of Israeli and Palestinian educators.

He co-ordinates the European Society for Research on the Education of Adults’ Life History and Biography Network as well as the Network devoted to transformative processes in learning and education. He is a Steward of the Transformative Learning Conference and an Editorial Adviser for the Journal of Transformative Education, and the European Journal, Research in the Education and Learning of Adults (RELA) and Culture, Biography and Society.

His new book, written with Laura Formenti, Transforming perspectives in lifelong learning and adult education, a dialogue focuses on building dialogue across difference as well as on the conditions which nurture or constrain profounder forms of learning. His other books include Distress in the city, racism, fundamentalism and a democratic education; Beyond Fragments, adults, motivation and higher education; Doctors on the Edge, learning and healing in the inner city; and, with Barbara Merrill, Using biographical methods in social research. There are various edited collections, including Psychoanalysis and Education: minding the gap, Narratives of Continuity and Change, Using biographical methods in researching lifelong learning and adult education. Linden is widely published in diverse academic and popular journals and his work is translated into French, Polish, Italian, Spanish, Chinese and Korean.
Dr. Ramon B. Goings is an assistant professor of educational leadership at Loyola University Maryland. His research interests are centered on exploring the academic and social experiences of gifted/high-achieving Black males PK-PhD, nontraditional student success, diversifying the teacher and school leader workforce, and investigating the contributions of historically Black colleges and universities. Dr. Goings is the author of over 40 scholarly publications and has received funding for his work from entities such as the National Science Foundation and African American Success Foundation. Along with his scholarship Dr. Goings serves as the Editor-In-Chief of the Journal of African American Males in Education. Dr. Goings was named a 2017 Emerging Scholar by Diverse: Issues in Higher Education and received the 2016 College Board Professional Fellowship.

Prior to working in higher education, Dr. Goings was a music education and special education teacher in several urban school districts including Baltimore City Public Schools and was a foster care and youth probation counselor/advocate in New Haven, Connecticut. In 2013 he served as a fellow with the White House Initiative on Educational Excellence for African Americans. He earned his Doctor of Education degree in urban educational leadership from Morgan State University, Master of Science in human services from Post University, and Bachelor of Arts in music education from Lynchburg College (now University of Lynchburg).
Honors & Awards (continued)

Outstanding Service Medallion

Mejai Avoseh

Dr. Mejai Bola Mike (MBM) Avoseh is a Professor of adult and higher education in the Division of Educational Leadership at the University of South Dakota School of Education.

Mejai Avoseh received a Bachelor and Master degrees in Philosophy, a Postgraduate Diploma in Teacher Education, and a Doctor of Philosophy (Ph.D.) in adult education all from the University of Ibadan, Ibadan, Nigeria. His 1991 doctoral dissertation was entitled: *Literacy as political empowerment in Paulo Freire’s philosophy of education.* Dr. Avoseh is a certified K-12 teacher and administrator with the State of New York. He earned the SAS & SDA (School & District Administration) certifications of the State of New York. Furthermore, he is a *Certified Quality Assurance Review Chair* for the AdvancED Commission on Accreditation and School Improvement and a recipient of the *Fulbright Storytelling Certificate* awarded by the U.S. Department of State’s Bureau of Educational and Cultural Affairs through the Poynter Institute’s News University.

His service, especially to rural clients of adult and continuing education, dates back to the early 1990s. A result of his early efforts he received UNESCO’s Special mention for Literacy Research in 1992 (joint research). Furthermore, he was one of the founding faculty who developed the Programme of Studies for the then Department of Adult and Nonformal Education (now Department of Lifelong Learning and Community Education) at the University of Namibia in 1989. Mejai Avoseh was one of the international delegates that produced the *The Cape Town Statement on Lifelong Learning* in 2001. His presentation at the conference which was later published by the *International Journal of Lifelong Education* has been described as “groundbreaking” in the role of indigenous methodologies in lifelong learning. Avoseh considers that publication – “Learning to be active citizens: Lessons of traditional Africa for lifelong learning” – to be his *magnum opus.*

Mejai Avoseh has taught and researched adult and continuing education in Nigeria, Namibia, United States, and in Botswana (as a Fulbright scholar). He is a double recipient of the J. William Fulbright Core Award for U.S. Scholars for teaching and research. His latest Fulbright Award is March 2019. He will proceed to Nigeria in November to teach adult education at the Obafemi Awolowo University, Ile-Ife. He will also conduct research in Southwest Nigeria on his Fulbright project, titled: *MẸDAGBE: Ogu Indigenous Philosophy as Framework for Diaspora and Global Citizenship.*

Mejai has presented and published widely in different areas of adult and continuing education, international and comparative education, diaspora and global active citizenship, rural development, literacy, indigenous and cultural education as well as in gender and policy issues in education. He has presented papers across the globe on areas of his expertise including keynote papers at the 2016 World Conference on adult education (University of Ibadan) and the 2017 Diaspora Festival (Badagry, Nigeria. He is a consultant for UNESCO Institute for Lifelong Learning. He also consults for several universities in Sub-Saharan Africa. His current work is on the place of ALE in Global Citizenship Education (GCED) including Diaspora citizenship.

Prof. Avoseh is an active member of major World and U.S. organizations that represent the finest and cutting edge in research and knowledge in the profession of adult and continuing education and especially international education. These include, International Society for Comparative Adult Education (ISCAE) and the Nigerian National Council for Adult Education (NNCAE), among others. He stands out as one of the leaders on indigenous/ non-western knowledge systems. He is also a reviewer for many conferences and journals. He is the Director of the Commission for International Adult Education (CIAE) of AAACE and Board member of the American Association for Adult and Continuing Education (AAACE).

Prof. Avoseh believes strongly in the pursuit of excellence in adult and continuing education and the imperative of indigenous epistemologies as compliments of the mainstream methodologies of our field. He believes in the urgency of this inclusion especially given the topicality of this year’s AAACE theme “Adult Education for Human Rights, Economic Empowerment, and Environmental Sustainability.” Human Rights, Economic Empowerment, and Environmental Sustainability are global issues that require all citizens of the globe to be actively involved.

AAACE 2019
Honors & Awards (continued)

Presidential Award

for Exceptional and Innovative Leadership in Adult and Continuing Education

Susan Norton

Dr. Susan Norton is the Director of the Office of Adult Learning at Wichita State University. Since 2008 she has held various positions at Wichita State University including Director of Satellite Campuses and Workforce Development. Her current position is charged with the recruitment and retention of the post-traditional population returning to WSU to finish baccalaureate degrees.

In 1995, Susan returned to school to receive her bachelor’s degree in Business from Kansas Newman College (now Newman University). Susan went on to receive her MEd from Newman in Adult and Continuing Education. In 2006 she acquired the American Society of Training and Development’s certification as a Certified Professional in Learning and Performance (CPLP). In 2011 Susan became a graduate of the Harvard graduate school of education Institute for Management and Leadership in Education.

As a true adult learner, Susan pursued her bachelor’s and master’s degrees as a returning adult student and continued her educational pursuits in 2007 when she received her PhD in Adult and Continuing Education at Kansas State University, Manhattan. Her continued research interests include participation in continuing education, returning adult students in higher education, and barriers to participation in continuing education.

Susan has collaborated on various programs and opportunities to open options for adult students. These options range from Shocker Pathway, a collaboration for bachelor degree completion between Wichita State and Wichita’s technical college, to working with Kansas institutions to increase opportunities for military and veterans to attain credit for prior learning.

Susan has presented at conferences and training in the state of Kansas on elected officials needs for training and engagement in NIMS and ICS training. In 2007 she was asked to participate as a panelist at the Heartland Centers Cross Borders Strategic Workforce Development Retreat in St. Louis and as a co-presenter at the Governor’s public health conference in Hutchinson, KS. She is a Kansas Public Health Leadership Initiative scholar and has served as a mentor for two years for other program scholars.

Susan currently serves on numerous community and institutional committees while pursuing her true passion, helping adults achieve their academic dreams.
Clarence Ware has served adult learners and their communities for nearly three decades. He began his career as a GED Preparation instructor. After seven years in the classroom, Mr. Ware transitioned to the role of AEL Program Coordinator; the first African-American to hold that position.

As Coordinator of University City Adult Education and Literacy Program, Mr. Ware has built partnerships and created pathways to allow adult learners to achieve their goals, both in the classroom and in the workforce. Mr. Ware holds a B.A. from Webster University in St. Louis, MO and is looking forward to completing a Master’s Degree centered around the non-for-profit development and Christian media services for churches.

Mr. Ware’s community involvement includes serving on the Workforce Development Board for 16 years and partnerships with St. Louis Community College, St. Louis County Out of School Youth Program, Washington University/BJC, and Mercy Hospital. Mr. Ware has been instrumental in the attainment and implementation of various grants to support AEL learners and programs, including the Doors to Success Grant with St. Louis County. He spearheaded an EL Civics Grant that resulted in the development of a Citizenship curriculum that was shared with other programs across the state. In service to his professional community, Mr. Ware chaired the MAACCE conference in 2007 and served as the President for the Association; the second African-American to fill the role. During his tenure as MAACCE president, Mr. Ware hosted the first national conference in St. Louis of the Commission on Adult Basic Education (COABE). During that same year, 2008, Mr. Ware served the Missouri Adult Education and Literacy Administrator’s Association MAELAA as the first African-American president of the organization.

Looking towards the future, Mr. Ware is striving to utilize the WIOA legislation to ensure that AEL programs are meeting the needs of diverse learners as they transition to the workforce. In 2018, Mr. Ware created the Transition to Work Academy in partnership with St. Louis County Out of School Youth to prepare recent high school graduates for the workforce by utilizing WIOA funding to provide Job Readiness Training, summer work experiences, and funding for job training programs. The program continues to grow yearly to meet the needs of youth. Mr. Ware is currently developing the University City Career Advancement Network Center (UCAN Center) which will provide an avenue for year round apprenticeship and internship opportunities with University City businesses/corporations, as well as other surrounding businesses for young adults with the development of a job training program. This job training program will focus on preparing students for the workplace and beyond, providing young adults with the skills to navigate through a combination of hands-on skill development workshops, coursework eligible for college credit, corporate internships, with wraparound supports.

Clarence is honored to be recognized with the first Outstanding Adult Educator Award! Adult Education and service to the community is truly his passion and he is inspired by the work being done with the Commission for Community, Minority, and Non Formal Education (CCMNFE) and the American Association for Adult and Continuing Education (AAACE).
NEW RESOURCES FOR ADULT EDUCATORS

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AAACE 2019
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<tr>
<th>Date</th>
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<th>Presenters</th>
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<tbody>
<tr>
<td>10/9/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Shared Concurrent</td>
<td>Equipping Adult Learners with Basic Literacy Skills for Cognitive Sustainability</td>
<td>Anyikwa Blessing Egbichi, Yinusa Oyekunle</td>
<td>Grand A</td>
</tr>
<tr>
<td></td>
<td>8:00 am - 8:45 am</td>
<td>Concurrent Session</td>
<td>Teaching Adult Students with “Ed-ergy” and Synergy in the Classroom</td>
<td>Robert Shindler</td>
<td>Grand B</td>
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<tr>
<td></td>
<td>8:55 am - 9:35 am</td>
<td>Concurrent Session</td>
<td>Learning to Fight: Adults Can Learn Conflict Management in Non-Profits</td>
<td>David Fields</td>
<td>Grand G</td>
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<td></td>
<td>9:45 am - 10:30 am</td>
<td>Concurrent Session</td>
<td>“Education is the Key to Every Door”: Narratives of Immigrant Adult Basic Education Learners</td>
<td>Sara Nasrollahian Mojarad, Ralph Brockett</td>
<td>Grand DE</td>
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<tr>
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<td>9:45 am - 10:30 am</td>
<td>Concurrent Session</td>
<td>The Community Pathways Program: Taking College to the Community</td>
<td>Sierra Sullivan, Donald J Tracy, Robert F. Reardon</td>
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<tr>
<td></td>
<td>9:45 am - 10:30 am</td>
<td>Roundtable</td>
<td>Leading Non-Traditional Students to Academic Success</td>
<td>Elmore D. Lowery</td>
<td>Park View</td>
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<tr>
<td></td>
<td>9:45 am - 10:30 am</td>
<td>Roundtable</td>
<td>Caring and Trust Matter Within the Adult Classroom Learning Settings</td>
<td>Pamela L. Grant</td>
<td>Park View</td>
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<tr>
<td></td>
<td>1:45 pm - 2:30 pm</td>
<td>Shared Concurrent</td>
<td>Understanding the Impact of WIOA on Educational Services for Adults with Difficulty Reading</td>
<td>Amy Pickard, Alisa Belzer</td>
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<td>1:45 pm - 2:30 pm</td>
<td>Shared Concurrent</td>
<td>“Save the Last Word for Me” An Online Remedial Vocabulary Course for Adult Literacy Learners</td>
<td>Mary Margaret Kraut</td>
<td>Grand F</td>
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<td>1:45 pm - 2:30 pm</td>
<td>Roundtable</td>
<td>Re-framing Adult Student Success: Understanding and Identifying Successful Outcomes for Students in Adult Education Program</td>
<td>Chelsea Krik</td>
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<td>2:40 pm - 3:25 pm</td>
<td>Roundtable</td>
<td>Experiential Learning of Adult Literacy Educators</td>
<td>Hye-Su Kuk</td>
<td>Park View</td>
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<td>Poster</td>
<td>Joyful Learning for Every Level of Intellectual Functioning</td>
<td>Nancy Hiliard</td>
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<td>10/10/2019</td>
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<td>Adult Basic Education Teachers’ Experiences with Professional Development: A Hermeneutic Phenomenological Study</td>
<td>Steven Roth, Joel Floyd</td>
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<td>10/11/2019</td>
<td>9:00 am - 9:45 am</td>
<td>Shared Concurrent</td>
<td>The limits and possibilities of “access” for adult literacy learners</td>
<td>Paula Elias</td>
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<td>10/11/2019</td>
<td>9:00 am - 9:45 am</td>
<td>Shared Concurrent</td>
<td>Adult Basic Education for English Language Learners</td>
<td>Stephen Rodgers &amp; Katie Callahan Neginskiy</td>
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<td>Shared Concurrent</td>
<td>The Role of Technology in Military/Veteran Students Transition to Higher Education</td>
<td>Aynur Charkasova, Yvonne Hunter-Johnson, &amp; Yuanlu Niu</td>
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<td>10/9/2019</td>
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<td>Roundtable</td>
<td>MOOCs and Adult Education: A Near Perfect Fit?</td>
<td>Robert Southard, Sheena Stewart, &amp; Kate Nelson</td>
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<td>Motivation to Learn, Basic Skills, and Participation in Adult Education and Training</td>
<td>Candidus Nwakasi, Phyllis Cummins, &amp; A. Katherine Harrington</td>
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<td>Designing a framework for faculty development to foster faculty learning and professional development</td>
<td>Catherine Nameth</td>
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<td>Julia Tucker-Lloyd</td>
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<td>Human Flourishing in Adult Education</td>
<td>Davin Jules Carr-Chellman, Carol Rogers-Shaw, &amp; Michael Kroth</td>
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<td>Technology Acceptance Model (TAM): Understanding teachers' behavioral Intention to manipulate technology in classrooms in developing countries</td>
<td>Amira G. Kaldas, &amp; Hany Y. Zaky</td>
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<td>The intelligence of emotions: An oxymoron or a best kept secret?</td>
<td>Steven Schlegel &amp; John Dirkx</td>
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<td>Building Interactions, Using Resources and Creating a Context for Learning in O Grows Community Garden</td>
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<td>Mobile device use by rural older adults: attitudes, perceived benefits, and barriers</td>
<td>Hyeonjean Yoo</td>
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<td>Sedighe Zamani Roodsari</td>
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<td>Determined to Graduate: Nontraditional Students Define Persistence and Success in an Accelerated Degree Completion Program</td>
<td>Nereida Quiles-Wasserman</td>
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<td>Embracing the Dark Side: Using Second Wave Positive Psychology to Navigate Emotions Throughout Transformative Learning</td>
<td>Adam McClain</td>
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<td>Reflecting teaching: Utilizing Self and Peer Assessment in college classrooms</td>
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<td>Roundtable</td>
<td>The Intersection of Emotional Intelligence, Spiritual Intelligence and Transformative Learning</td>
<td>Carl W. Prioleau</td>
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<tr>
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<td>Stacey Sinwald, Rachel Wlodarsky</td>
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<td>Collaborative Human Inquiry: An Experiential Journey of Vulnerability in a Cross-Racial Context</td>
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<td>Gender, Literacy and Africana Womanism: Theoretical discourse in the discipline</td>
<td>Daphne Ntiri</td>
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<td>Shared Concurrent Session</td>
<td>Learning and the transformative potential of volunteering</td>
<td>Beixi Li</td>
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## Adult Psychology and Counseling

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<td>The Role of Adult Education in Ensuring Sustainable Environment for Middle Old Citizens in Nigeria</td>
<td>Temilola Apena</td>
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## Colleges and Universities

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<tr>
<td>10/9/2019</td>
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<td>Shared Concurrent Session</td>
<td>Unfinished Business: Compelling Stories of Persistence</td>
<td>Matt Bergman, Joann S. Olson</td>
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<td>Grey's Anatomy: Legitimacy Narratives in Popular Culture</td>
<td>Patrice French, Sarah Ray</td>
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<td>The Entrepreneurial Conundrum of Building Graduate Programs</td>
<td>Jeff Zacharakis, Royce Ann Collins</td>
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<td>Shared Concurrent Session</td>
<td>Learning Spaces in the 21st Century</td>
<td>Kelly McKenna</td>
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<td>10/9/2019</td>
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<td>Concurrent Session</td>
<td>Collectivism Within the Mainstream Individualist Culture: Implications for Teaching Appalachian Adult Learners</td>
<td>Fujuan Tan, Lee Nabb</td>
<td>Mills 6</td>
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<td>Roundtable</td>
<td>Life Experience and Teaching Philosophy in Non-Native English Speaking TESOL Instructors</td>
<td>Misty Rae Lassiter</td>
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<tr>
<td>10/9/2019</td>
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<td>Concurrent Session</td>
<td>An Exploration of a Cross-Cultural Mentorship in Graduate School from a Transformative Learning Perspective</td>
<td>Mitsunori Misawa, Adam McClain</td>
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<td>Roundtable</td>
<td>Remembering and Exploring Emeritus Colleges: Where are we now?</td>
<td>Michael Miller</td>
<td>Parkview</td>
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<td>10/9/2019</td>
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<td>Roundtable</td>
<td>Gender, Social Construction Assessment: Analyzing Bias within Portfolio Assessments of a Graduate Level Program</td>
<td>Royce Ann Collins, Ms Constance Carpenter</td>
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<td>The Emotionally Intelligent Leader</td>
<td>Karen Liebhaber</td>
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<td>Roundtable</td>
<td>Through the lens of MBE science: Is learning different for introverts and extroverts?</td>
<td>Cheryl Zelle</td>
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<td>Roundtable</td>
<td>Scrutinizing Standardized Testing: Traditional Faculty Perspectives of CLEP</td>
<td>Cynthia Stevens, Anne Rapp</td>
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<td>Human Rights and Higher Education: The History of College Tuition in the United States</td>
<td>Gianina S. Hayes, Waynne B. James</td>
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<td>Inclusive from Day One: Promoting A Positive Class Climate For All</td>
<td>Anna Santucci, Kayon Murray</td>
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<td>An Investigation of the Relationships between Self-directedness in Learning and Resilience Among Undergraduate Nursing Students</td>
<td>Lynn Beeler, Carrie Bailey</td>
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<td>Aspiring Allies: Exploring Leadership Approaches to Building Solidarity in Student Affairs Administration</td>
<td>Michael Garamoni</td>
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<td>The ERASMUS+ Programme and Exchange: International Opportunities for Faculty Teaching and Research</td>
<td>Susan M. Yelich Biniecki, Ewelina Niemczyk, Anna Czyż</td>
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<td>Quick Assessment Techniques: Ways to Monitor and Adjust to Maximize Student Learning</td>
<td>Dr. Jennifer Warnner</td>
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<td>Leadership in a VUCA World (Volatile, Complex, Uncertain, Ambiguous)</td>
<td>Keith L. Smith</td>
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<td>10/9/2019</td>
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<td>Roundtable</td>
<td>The Good, The Bad &amp; The Ugly: Lessons learned leading international experiential learning experiences</td>
<td>Lori Risley</td>
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<td>Using Research on Standard’s Implementation in Goal Setting</td>
<td>Angela Messer, Donna Augustine-Shaw, Jia Liang</td>
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<td>Practicing Culturally Responsive Advising: The Intersectionality of Sexual Orientation, Gender, Race, and Student-Athletes</td>
<td>Meghan Pfeiffer, Mitsunori Misawa</td>
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<td>A Framework for Student Reflection on Online Group Projects: Individualistic Versus Collectivist Leadership Beliefs.</td>
<td>Cheryl Baldwin</td>
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<td>Moving Forward with Adult Education Policy Development</td>
<td>Lee W. Nabb, Elizabeth Roumell, Fujuan Tan, Leamn Kaiser, Kalpana Gupta, Daryl Privott</td>
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<td>Where’s the engagement: Reflections on creating space for nontraditional learners</td>
<td>Liz Tabak, Lori Risley</td>
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<td>Is Studying Abroad For You: Inventory for Potential Education Abroad Program Participants</td>
<td>Maren West, Lori Risley</td>
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<td>No Adult Left Behind: Improving Critical Thinking in the Undergraduate Classroom</td>
<td>Steven D. Koether</td>
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<td>Shared Concurrent Session</td>
<td>Economic Empowerment Through Prior Learning Assessment (PLA): Credentialing College-Level Learning and Accelerating Time to Degree</td>
<td>Todd Sherron, Catherine A. Cherrstrom, Carrie J. Boden, Lindsey T. Wilson</td>
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<td>Concurrent Session</td>
<td>Integrating Social Responsibility in Two Courses: Critical Thinking and Environmental Communication</td>
<td>Sarah Strom Kays, Teresa Hayes</td>
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<td>Shared Concurrent Session</td>
<td>Transforming Colleges and Universities to become Age-Friendly Institutions</td>
<td>Rob Mark</td>
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<td>Shared Concurrent Session</td>
<td>Effects of Prior Learning Assessment on Graduation Rates of Adult Students in Online Degree Programs</td>
<td>W. Lee Barnett</td>
<td>Grand H</td>
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<tr>
<td>10/10/2019</td>
<td>11:00 am - 11:45 am</td>
<td>Concurrent Session</td>
<td>Hanging on by a Single Thread: Disengaged Adult Education Faculty</td>
<td>Lilian H Hill, Paulette Isaac-Savage</td>
<td>Sterling 1</td>
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### Colleges and Universities

<table>
<thead>
<tr>
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<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Speakers</th>
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<tr>
<td>10/10/2019</td>
<td>3:10 pm - 3:55 pm</td>
<td>Concurrent Session</td>
<td>Expectations of student writing in higher education: Are they equitable? Do they build useful skills?</td>
<td>Tara Thompson, Christy M. Rhodes, Kathy Lohr</td>
<td>Grand DE</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>3:10 pm - 3:55 pm</td>
<td>Concurrent Session</td>
<td>Fulbright Opportunities for Adult Education Scholars and Students: The Program, Proposals, International Research, and Teaching</td>
<td>Joellen Coryell, Laura Bierema, Ann Brooks</td>
<td>Mills 6</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>4:05 pm - 4:50 pm</td>
<td>Roundtable</td>
<td>La Doctora Chingona: Decolonizing and (Re) Envisioning the Latina Scholar</td>
<td>Elizabeth Castañeda, Amy Biedermann</td>
<td>Grand DE</td>
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<tr>
<td>10/10/2019</td>
<td>4:05 pm - 4:50 pm</td>
<td>Roundtable</td>
<td>Extending the Boundaries: STEM Faculty Rework Their Ideas of Mentoring</td>
<td>Joann S. Olson, Yun Wan, Beverly C. Tomek</td>
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<tr>
<td>10/11/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Shared Concurrent Session</td>
<td>Simulation and it's impact on newly licensed registered nurses</td>
<td>Carrie Bailey, Lynn Beeler</td>
<td>Grand G</td>
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<tr>
<td>10/11/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Shared Concurrent Session</td>
<td>Making Work &quot;Great&quot; Again: Analyzing Turn of the Century ACE Policy through Discursive Institutionalism</td>
<td>Elizabeth A. Roumell</td>
<td>Grand H</td>
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<tr>
<td>10/11/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Concurrent Session</td>
<td>Academic Tenure for Black Female Faculty is as Clear as Mud: A Policy Analysis</td>
<td>Josie L. Andrews</td>
<td>Sterling 1</td>
</tr>
<tr>
<td>10/11/2019</td>
<td>9:00 am - 9:45 am</td>
<td>Shared Concurrent Session</td>
<td>A Study of Adult Learner Perceptions of Their Futures And Roles Within Rapidly Changing Communities.</td>
<td>M. Jayne Fleener, Susan J. Barcinas</td>
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### Community, Minority, and Non-Formal Education

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Speakers</th>
<th>Location</th>
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<tbody>
<tr>
<td>10/9/2019</td>
<td>8:55 am - 9:35 am</td>
<td>Roundtable</td>
<td>“We are going to keep the American Dream going:” A Refugee’s Journey through Self-Directed Learning</td>
<td>Patricia Higgins, Holley Marie Linkous</td>
<td>Park View</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>9:45 am - 10:30 am</td>
<td>Fast Format</td>
<td>The role of charisma in socio-cultural movements</td>
<td>Sherry Bryant, Bo Chang</td>
<td>Grand C</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>1:45 pm - 2:30 pm</td>
<td>Concurrent Session</td>
<td>Experiencing History Through Microlearning: The Face-to-Face with Black History Tour</td>
<td>Vincent Lindemeyer, Preston Love</td>
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</table>
### Community, Minority, and Non-Formal Education

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session Description</th>
<th>Presenter(s)</th>
<th>Location</th>
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<tbody>
<tr>
<td>10/9/2019</td>
<td>3:55 pm - 4:35 pm</td>
<td>Concurrent Session: Hear My Voice and the Voices of Those I Teach: Migrant Students and Postsecondary Options</td>
<td>Ingrid N. Bynes</td>
<td>Grand H</td>
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<tr>
<td>10/9/2019</td>
<td>4:45 pm - 5:30 pm</td>
<td>Concurrent Session: History of Patriotic Women's League of Iran</td>
<td>Parandoosh Sadeghinia</td>
<td>Grand A</td>
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<tr>
<td>10/9/2019</td>
<td>5:00 pm - 6:30 pm</td>
<td>Poster: Making Opportunities: Lessons from Makerspaces as Sites of Adult Education</td>
<td>Jess Oest</td>
<td>Grand DE</td>
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<tr>
<td>10/10/2019</td>
<td>2:15 pm - 3:00 pm</td>
<td>Concurrent Session: Talking Race: Human Library</td>
<td>Ruby Cain, Byron Ballard, Vashon Broadnax, Kara DuQuette, Lamaiya Lancaster, Molly McGuire, Jeru Qadar</td>
<td>Grand A</td>
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<tr>
<td>10/10/2019</td>
<td>2:15 pm - 3:00 pm</td>
<td>Concurrent Session: Ageism in the Fitness and Health Field: A Review of the Literature</td>
<td>Bora Jin, Lisa M. Baumgartner</td>
<td>Mills 6</td>
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### Community, Vocational, and Technical Colleges

<table>
<thead>
<tr>
<th>Date</th>
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<th>Presenter(s)</th>
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<tbody>
<tr>
<td>10/9/2019</td>
<td>4:45 pm - 5:30 pm</td>
<td>Concurrent Session: Guided Pathways Implementation: A Holistic Approach to Supporting Student Success at Community College</td>
<td>Somanita Kheang</td>
<td>Mills 6</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>5:00 pm - 6:30 pm</td>
<td>Poster: Generational diversity: Using technology for learning and teaching</td>
<td>Phyllis J. Broughton, Xi Lin, Kathy Lohr</td>
<td>Grand DE</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Fast Format: There’s No Better Time Than Now to Address Adult Learners’ 50 Year Dilemma - Careers</td>
<td>Angelo Marade</td>
<td>Grand C</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Shared Concurrent Session: Experiences and Barriers to Success for Mid- and Later-Life College Students</td>
<td>Phyllis Cummins</td>
<td>Mills 6</td>
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### Correctional Education

<table>
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<tr>
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<th>Session Description</th>
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<tbody>
<tr>
<td>10/9/2019</td>
<td>1:45 pm - 2:30 pm</td>
<td>Concurrent Session: Correctional Education</td>
<td>Bryan C. Hardman</td>
<td>Mills 3</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Session Type</td>
<td>Title</td>
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<tr>
<td>10/9/2019</td>
<td>2:40 pm - 3:25 pm</td>
<td>Concurrent</td>
<td>Incorporating Design Thinking into Online Course Development</td>
<td>Les Howles, Simone C Conceição</td>
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<td></td>
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<td>Session</td>
<td>Cultivating Culture: Fostering a Spirit of Community and Transformation through Contemplative Readings and Reflections</td>
<td>Crystal Voegele, Wendy Griswold</td>
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<td>Roundtable</td>
<td>Group messaging for doctoral learning cohorts: Building community through informal e-conversations</td>
<td>Robin R. Freeman, Julie Galliart, Elaine Thornton, Kathleen W Dorn, Brendan Corbett Csapos, Susan Bradley, James Eller</td>
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<tr>
<td>10/9/2019</td>
<td>2:40 pm - 3:25 pm</td>
<td>Concurrent</td>
<td>Creating a Highly Participatory Online Learning Environment Through Inclusion of a Variety of Immediacy Behaviors</td>
<td>Jane Teel</td>
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<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Roundtable</td>
<td>Is &quot;Good Job&quot; Good Enough? Offering Cogent and Timely Feedback in the Online Learning Environment.</td>
<td>Bonnie Flynn</td>
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<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Roundtable</td>
<td>Maximizing Adult Learners' Success in Online Programs</td>
<td>Corina Todoran</td>
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<tr>
<td>10/10/2019</td>
<td>3:10 pm - 3:55 pm</td>
<td>Shared Concurrent</td>
<td>Enrollment Trends among Post-Traditional Students: Academic Retention and Success in a Distance Learning Program</td>
<td>Lisa Young, Sandra Perkins, Shanikia N. Young, Nichelle McMullen</td>
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<tr>
<td></td>
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<td>Concurrent</td>
<td>Breaking Down Barriers: Creating Digital Content with Accessibility in Mind</td>
<td>Steph Rogers, Michelle A. Johnson</td>
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<tr>
<td>10/11/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Shared Concurrent</td>
<td>Master's Capstone: Millennial Preferences of Online Training from Professional Associations</td>
<td>April Taylor</td>
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### Conference Sessions by Strand (continued)

**Graduate Student Education**

<table>
<thead>
<tr>
<th>Date</th>
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<th>Type</th>
<th>Title</th>
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<tbody>
<tr>
<td>10/9/2019</td>
<td>8:55 am - 9:35 am</td>
<td>Shared Concurrent Session</td>
<td>The Socio-Cultural Challenges of International Graduate Parenting Students and Spouses</td>
<td>Xiaoying Jiang</td>
<td>Grand A</td>
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<tr>
<td>10/9/2019</td>
<td>8:55 am - 9:35 am</td>
<td>Shared Concurrent Session</td>
<td>Vlogging as Reflexive Professional Development: Lessons Learned, Practical Application, and Qualitative Research Use</td>
<td>David Austin Willis</td>
<td>Grand F</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>1:45 pm - 2:30 pm</td>
<td>Roundtable</td>
<td>&quot;Graduate Writing Partners&quot;: Examining the Outcomes of a Pilot Program to Support Graduate Research Writing</td>
<td>Nighet Ahmed</td>
<td>Park View</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>1:45 pm - 2:30 pm</td>
<td>Roundtable</td>
<td>Making the Most of Your Doctoral Study Experience</td>
<td>Ralph Brockett</td>
<td>Park View</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>5:00 pm - 6:30 pm</td>
<td>Poster</td>
<td>Financial Shame among Adult Graduate Students: Possibilities for Transformative Learning and Social Change</td>
<td>Jessica Williams</td>
<td>Grand DE</td>
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<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Shared Concurrent Session</td>
<td>Getting to the Finish Line: Fostering Self-Directed Learning and Grit for Doctoral Student Degree Completion</td>
<td>Gwen Scott Ruttencutter and Ralph Brockett</td>
<td>Grand B</td>
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<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Roundtable</td>
<td>Action Learning in Graduate Adult Learning Programs: Students can really help!</td>
<td>Robin R. Hurst</td>
<td>Grand DE</td>
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<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Roundtable</td>
<td>Navigating Online Doctoral Programs: Sharing Success Stories</td>
<td>Owusu Boakye, S. Renée Jones, Samuel Amponsah</td>
<td>Grand DE</td>
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<tr>
<td>10/10/2019</td>
<td>3:10 pm - 3:55 pm</td>
<td>Concurrent Session</td>
<td>Roots of Change: An Arts-Based Approach</td>
<td>M. Sharon Herbers, Brooke Vasquez, Steven Linley, Terry Burden, Monica Hernandez</td>
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<tr>
<td>10/10/2019</td>
<td>4:05 pm - 4:50 pm</td>
<td>Roundtable</td>
<td>Mediated Experiences of Graduate Students Self-Directed Learning</td>
<td>Kristen L Vandergriff, David Austin Willis</td>
<td>Grand DE</td>
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<tr>
<td>10/11/2019</td>
<td>9:00 am - 9:45 am</td>
<td>Concurrent Session</td>
<td>Faculty Advisors' Lived Experiences with Advising Graduate Adult Learners at Historically Black Colleges and Universities</td>
<td>Geleana Drew Alston, Shirliene Augustine</td>
<td>Sterling 1</td>
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<tr>
<td>10/11/2019</td>
<td>10:15 am - 11:00 am</td>
<td>Shared Concurrent Session</td>
<td>Developing a Course to Meet Teaching Competencies of the Council on Education for Public Health</td>
<td>Johnny Michael Wilkerson, Melissa F. Peskin</td>
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### Health Professionals

<table>
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<tr>
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<th>Time</th>
<th>Session Type</th>
<th>Title</th>
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<tr>
<td>10/9/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Concurrent Session</td>
<td>Understanding ethical decision making and lifelong learning in paramedic practice</td>
<td>Susan J Barcinas, Susan Smith Braithwaite, Kory Lane</td>
<td>Grand H</td>
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<tr>
<td>10/9/2019</td>
<td>1:45 pm - 2:30 pm</td>
<td>Concurrent Session</td>
<td>From Clinician to Academician: The Development of Professional Identity in Healthcare Professions Education</td>
<td>Steve Schmidt, JoAnne Wray Murray, Christy M. Rhodes</td>
<td>Mills 1</td>
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<tr>
<td>10/9/2019</td>
<td>1:45 pm - 2:30 pm</td>
<td>Concurrent Session</td>
<td>When Minnie Comes to Class: Case Study of a Therapy Dog and Nursing Student Stress</td>
<td>Lois Bellflowers, Gwen Scott Ruttencutter</td>
<td>Mills 6</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>5:00 pm - 6:30 pm</td>
<td>Poster</td>
<td>Mentoring the Experienced Practitioner</td>
<td>Leann Laubach, Lori Risley</td>
<td>Grand DE</td>
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<tr>
<td>10/10/2019</td>
<td>3:10 pm - 3:55 pm</td>
<td>Concurrent Session</td>
<td>The Landscape of Mindfulness and Meditation in Adult education for Wellbeing: Research and Practice</td>
<td>Elizabeth Tisdell</td>
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<tr>
<td>10/10/2019</td>
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<td>Concurrent Session</td>
<td>Evaluation of an Advanced Degree Health Professions Education Program: Achievements and Challenges</td>
<td>Catherine A Hansman, Wendy M Green, Cecile M. Foshee</td>
<td>Sterling 6</td>
</tr>
<tr>
<td>10/11/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Shared Concurrent Session</td>
<td>Clinical Grading in Health Professional Programs</td>
<td>Marc Taub</td>
<td>Grand G</td>
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### History and Philosophy of Adult Education

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<tbody>
<tr>
<td>10/9/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Shared Concurrent Session</td>
<td>Frank Laubach’s Literacy Campaigns: A Pedagogy for ...?</td>
<td>Alexis Taylor Cherewka</td>
<td>Grand A</td>
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<tr>
<td>10/9/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Concurrent Session</td>
<td>2019 published update of Malcolm S. Knowles 1989 ‘Making of an Adult Educator’s Autobiographical Journey’</td>
<td>John Henschke, Marcie Boucouvalas</td>
<td>Mills 3</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Concurrent Session</td>
<td>Wikipedia Hackathon for Adult Learning</td>
<td>Caitlin Bergendahl</td>
<td>Sterling 6</td>
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<tr>
<td>10/10/2019</td>
<td>4:05 pm - 4:50 pm</td>
<td>Concurrent Session</td>
<td>The Professionalization of Adult Education: An Empirically-Based Consideration of Our Professional Status</td>
<td>Craig M McGill, Gwen Scott Ruttencutter, Ralph G. Brockett</td>
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## Conference Sessions by Strand (continued)

### Human Resource Development and Training

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<th>Title</th>
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<tr>
<td>10/9/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Concurrent Session</td>
<td>Mentoring in Education: Quality Practices for New School Leaders</td>
<td>Donna Augustine-Shaw, Jia Liang, Angela Messer</td>
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<tr>
<td>10/9/2019</td>
<td>8:55 am - 9:35 am</td>
<td>Concurrent Session</td>
<td>HRD and Sustainability in Healthcare: Who Will Care for the Care Providers?</td>
<td>Kathleen M Crowley, Ellen Mary Scully-Russ</td>
<td>Mills 1</td>
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<tr>
<td>10/9/2019</td>
<td>9:45 am - 10:30 am</td>
<td>Concurrent Session</td>
<td>Civilians have a role: Veterans/Military personnel transitioning to the civilian workforce</td>
<td>Yvonne Hunter-Johnson</td>
<td>Grand C</td>
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<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Shared Concurrent Session</td>
<td>Intergroup dialogues as a method of addressing organizational injustice</td>
<td>Chaddrick Gallaway, Jeremy Bohonos</td>
<td>Grand G</td>
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<tr>
<td>10/10/2019</td>
<td>11:00 am - 11:45 am</td>
<td>Shared Concurrent Session</td>
<td>Work-life experiences of scholar-practitioner-parents</td>
<td>Tonette S. Rocco, Sunny L Munn, Joceylyn James, Debaro Huyler, Gus Roque, Patricia Delgado</td>
<td>Grand B</td>
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<tr>
<td>10/10/2019</td>
<td>2:15 pm - 3:00 pm</td>
<td>Shared Concurrent Session</td>
<td>Phenomenology, Autoethnography, and Masculinity: Methodological Considerations for Exploring Gender, Race, and Sexuality</td>
<td>Jeremy William Bohonos, Joshua C. Collins</td>
<td>Grand H</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>4:05 pm - 4:50 pm</td>
<td>Concurrent Session</td>
<td>Creating a Just Culture: Learning, Trust, and Accountability in Workplace Safety and Beyond</td>
<td>Jillian Moore, Jill Zarestky</td>
<td>Grand H</td>
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<tr>
<td>10/11/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Shared Concurrent Session</td>
<td>A study on the effects of the millennial generation’s traits and organizational communication on turnover intention of millennial employees.</td>
<td>Jiyea Park</td>
<td>Grand B</td>
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### Informal Learning

<table>
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<th>Title</th>
<th>Speaker</th>
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<tr>
<td>10/9/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Concurrent Session</td>
<td>Branding U: Creating Your Public Persona</td>
<td>Charlotte Anne Chase</td>
<td>Grand G</td>
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<tr>
<td>10/9/2019</td>
<td>8:55 am - 9:35 am</td>
<td>Concurrent Session</td>
<td>I’m Becoming My Mother!</td>
<td>Deanne Grier Yates</td>
<td>Sterling 6</td>
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<tr>
<td>10/11/2019</td>
<td>9:00 am - 9:45 am</td>
<td>Shared Concurrent Session</td>
<td>Preparation of college and workforce access advisors: Gaps, Issues, and Future work</td>
<td>Sunny L Munn, Tonette S. Rocco</td>
<td>Grand B</td>
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### International Adult Education

<table>
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<th>Session Type</th>
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<td>10/9/2019</td>
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<td>Concurrent Session</td>
<td>International Saudi Students Challenges in the United States</td>
<td>Yassir G. Alzahrani</td>
<td>Sterling 1</td>
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<tr>
<td>10/9/2019</td>
<td>8:55 am - 9:35 am</td>
<td>Shared Concurrent Session</td>
<td>Brain Gain: Why Do Non-Native English-Speaking Students Decide to Enroll at a US Graduate School?</td>
<td>Petra A. Robinson, Maja Stojanovic</td>
<td>Grand A</td>
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<tr>
<td>10/9/2019</td>
<td>8:55 am - 9:35 am</td>
<td>Roundtable</td>
<td>Fulbright Awards: International Opportunities for Adult Education Scholars</td>
<td>Mejai Bola Mike Aroseh</td>
<td>Park View</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>1:45 pm - 2:30 pm</td>
<td>Shared Concurrent Session</td>
<td>Professionalizing the Professionals: Professionalization and Globalization of Adult Learning and Education in the United States</td>
<td>Claire Garner</td>
<td>Grand G</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>1:45 pm - 2:30 pm</td>
<td>Shared Concurrent Session</td>
<td>Adult Education in Saudi Arabia and Iran</td>
<td>Yassir G. Alzahrani, Parandoosh Sadeghinia</td>
<td>Grand G</td>
</tr>
</tbody>
</table>

### Learners with Disabilities and Special Needs

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/9/2019</td>
<td>2:45 pm - 5:30 pm</td>
<td>Concurrent Session</td>
<td>Empowerment, Self-Direction, Inclusion and Self-Esteem for Adults with Intellectual Disabilities</td>
<td>Jody C. Davidson</td>
<td>Grand F</td>
</tr>
</tbody>
</table>

### Military Education

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>10/9/2019</td>
<td>9:45 am - 10:30 am</td>
<td>Shared Concurrent Session</td>
<td>A Web-Based Content Analysis on Resources for Military Veterans within SEC Institutions</td>
<td>Thomas R. Cruise, Mitsunori Misawa</td>
<td>Grand A</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>9:45 am - 10:30 am</td>
<td>Shared Concurrent Session</td>
<td>Successes and Challenges in Educating Active Duty Military Students and Dependents</td>
<td>Vicki Root</td>
<td>Grand A</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>2:40 pm - 3:25 pm</td>
<td>Shared Concurrent Session</td>
<td>Why Are African American Women Veterans Succeeding in the Civilian Workplace?</td>
<td>Kenya (Ken) M. Harrison</td>
<td>Grand C</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>3:55 pm - 4:35 pm</td>
<td>Concurrent Session</td>
<td>CHAT-ing with Women: Contradictions to Women Learning in a Male-Dominated Military</td>
<td>Kyle G. Bellue</td>
<td>Grand G</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>11:00 am - 11:45 am</td>
<td>Shared Concurrent Session</td>
<td>An Exploratory Study of Stress Factors among Student Veterans</td>
<td>Robyn Westbrook, Sheena Copus Stewart, James E. Witte, Maria Martinez Witte</td>
<td>Grand G</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>2:15 pm - 3:00 pm</td>
<td>Shared Concurrent Session</td>
<td>Voices of the military speak on their military experience of learning and civilian careers</td>
<td>William Carpenter, Ben Pierce</td>
<td>Mills 3</td>
</tr>
<tr>
<td>10/11/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Shared Concurrent Session</td>
<td>US Army Black Officer Education and Training at Fort Des Moines for World War I</td>
<td>Bernard Harris</td>
<td>Grand H</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Session Type</td>
<td>Title</td>
<td>Presenter(s)</td>
<td>Room</td>
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<tr>
<td>10/9/2019</td>
<td>9:45 am - 10:30 am</td>
<td>Concurrent Session</td>
<td>Setting Policy Standards for Prior Learning Assessment: Discussion and Feedback</td>
<td>Patricia Brewer</td>
<td>Sterling 1</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>5:00 pm - 6:30 pm</td>
<td>Poster</td>
<td>Establishing educational continuity for students displaced by natural disasters</td>
<td>Brad James</td>
<td>Grand DE</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>10:45 am - 11:30 am</td>
<td>Shared Concurrent Session</td>
<td>Empowering Individuals through Positive Psychology: Character Strengths and Self-Directed Learning</td>
<td>Cynthia Noblin Perry</td>
<td>Grand DE</td>
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<tr>
<td>10/9/2019</td>
<td>10:45 am - 11:30 am</td>
<td>Shared Concurrent Session</td>
<td>Civil and Uncivil Discourse on Twitter: A Content Analysis</td>
<td>Crystal Vinal, Sarah Ray</td>
<td>Grand F</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>10:45 am - 11:30 am</td>
<td>Concurrent Session</td>
<td>Motivational Immediacy: Facilitating Engagement in Adult Learners</td>
<td>Jonathan Taylor, Steven B. Frye</td>
<td>Mills 1</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>10:45 am - 11:30 am</td>
<td>Shared Concurrent Session</td>
<td>Expanding Applications of Sociocultural Theory and Transnational Feminist Theory in Adult Education Research and Practice</td>
<td>Sarah Ray</td>
<td>Mills 3</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>10:45 am - 11:30 am</td>
<td>Concurrent Session</td>
<td>Proving New Ideas through Creating a Stimulating Learning Environment</td>
<td>Bo Chang</td>
<td>Grand C</td>
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<tr>
<td>10/9/2019</td>
<td>10:45 am - 11:30 am</td>
<td>Shared Concurrent Session</td>
<td>Capturing Voices and Evoking Emotions: Communicating Qualitative Research Results</td>
<td>Carol Rogers-Shaw</td>
<td>Mills 6</td>
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<tr>
<td>10/9/2019</td>
<td>10:45 am - 11:30 am</td>
<td>Concurrent Session</td>
<td>The Mind’s Design: Habit your way to Excellence</td>
<td>Ellen Beattie</td>
<td>Grand DE</td>
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<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Shared Concurrent Session</td>
<td>“Duh…of course Context Matters”- A Re-Imagining of the Grit Narrative in an Adult Education Context</td>
<td>Ted McCadden, Jennifer L. Pemberton</td>
<td>Grand H</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Shared Concurrent Session</td>
<td>Saved by bell: Using hooks as a Curriculum Intervention in Southern Higher Education</td>
<td>Edith Gnanadass, Lavonda Clay</td>
<td>Grand H</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>3:10 pm - 3:55 pm</td>
<td>Roundtable</td>
<td>Persistence to Degree Completion: Undergraduate Women over 40</td>
<td>Ann Kolasa Zastrow</td>
<td>Park View</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>3:10 pm - 3:55 pm</td>
<td>Concurrent Session</td>
<td>Organizational and Evaluation Cultures: Keys to Evaluating Adult Education Programs</td>
<td>Jan A. Flack, Claudette M. Peterson</td>
<td>Sterling 1</td>
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</table>
## Conference Sessions by Strand (continued)

### Research to Practice

<table>
<thead>
<tr>
<th>Date</th>
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<th>Session Type</th>
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<tbody>
<tr>
<td>10/10/2019</td>
<td>4:05 pm - 4:50 pm</td>
<td>Roundtable</td>
<td>The Role of Feedback in Adult Learning: A Literature Review with Instructor Recommendations</td>
<td>M. Cecil Smith</td>
<td>Grand DE</td>
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<tr>
<td>10/11/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Shared Concurrent Session</td>
<td>Microlearning: Bite-Size Learning, Super-Size Results!</td>
<td>Lisa Stock</td>
<td>Grand C</td>
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### Sustainability and Environmental Adult Education

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>10/9/2019</td>
<td>9:45 am - 10:30 am</td>
<td>Concurrent Session</td>
<td>What Does Japanese Playgrounds Have To Do With Environmental Sustainability and Adult and Community Education</td>
<td>Valerie C. Bryan</td>
<td>Grand H</td>
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<tr>
<td>10/9/2019</td>
<td>9:45 am - 10:30 am</td>
<td>Concurrent Session</td>
<td>Adult Education for Collective Action: Fighting the Subjugation of Rural Communities</td>
<td>Ramo J. Lord Colleen Unroe</td>
<td>Mills 1</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>9:45 am - 10:30 am</td>
<td>Concurrent Session</td>
<td>Increasing Environmental Awareness through Place-based Education and Community Partnerships.</td>
<td>Christina C. Wray Sandy Avila</td>
<td>Sterling 8</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>1:45 pm - 2:30 pm</td>
<td>Roundtable</td>
<td>Education for Adaptation and Mitigation in Communities Impacted by Climate Change</td>
<td>Renee Ness</td>
<td>Park View</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>5:00 pm - 6:30 pm</td>
<td>Poster</td>
<td>Necessity of Counting Flood Education in Higher Education Curricula: Report from Kerala, India</td>
<td>Remmia Radhakrishnan Sukapurath</td>
<td>Grand DE</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Shared Concurrent Session</td>
<td>Facilitating Difficult Environmental Conversations: What's Social Justice got to do with it?</td>
<td>Stan Goto</td>
<td>Grand G</td>
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</table>

### Undergraduate Student Education

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Room</th>
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<tbody>
<tr>
<td>10/9/2019</td>
<td>8:55 am - 9:35 am</td>
<td>Shared Concurrent Session</td>
<td>Applying the Transtheoretical Model to Recruit and Retain Adult Learners</td>
<td>Pamela O'Neal Chad Steinkamp</td>
<td>Grand H</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>8:55 am - 9:35 am</td>
<td>Roundtable</td>
<td>The Use of Infographics as a Classroom Learning Activity</td>
<td>Patricia Blevins</td>
<td>Park View</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>9:45 am - 10:30 am</td>
<td>Shared Concurrent Session</td>
<td>Can Programs be too Flexible? Balancing Flexibility and Strength to Improve Outcomes and Increase Success</td>
<td>April Paschall Christine Billings</td>
<td>Grand F</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>2:40 pm - 3:25 pm</td>
<td>Concurrent Session</td>
<td>Economic Empowerment and Sustainability through Interdisciplinary Career Preparation</td>
<td>Autumn Guel Erika K. Nielson</td>
<td>Mills 3</td>
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</table>
### Conference Sessions by Strand (continued)

#### Undergraduate Student Education

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Presenters</th>
<th>Room</th>
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<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Concurrent Session</td>
<td>Community Engagement in Beginning Design Education: Purpose and Process</td>
<td>Jennifer Barker Wendy Griswold</td>
<td>Grand B</td>
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<tr>
<td>10/10/2019</td>
<td>3:10 pm - 3:55 pm</td>
<td>Shared Concurrent Session</td>
<td>Undergraduate Adult Learner Experiences and Informed Decision-Making within a Student Success-Rich Environment</td>
<td>Tracy A. Kachur Susan J. Barcinas</td>
<td>Grand H</td>
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#### Women's Issues, Status, and Education

<table>
<thead>
<tr>
<th>Date</th>
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<th>Session Type</th>
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<tbody>
<tr>
<td>10/9/2019</td>
<td>1:45 pm - 2:30 pm</td>
<td>Shared Concurrent Session</td>
<td>Women’s Empowerment in ESL and ABE/ASE Classrooms</td>
<td>Katie Callahan Neginskiy Hai Minh Nguyen</td>
<td>Grand B</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>5:00 pm - 6:30 pm</td>
<td>Poster</td>
<td>Embedding a Chicana Feminist Epistemology into Adult and Continuing Educational Research</td>
<td>Cindy Pena Rey Lopez</td>
<td>Grand DE</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Concurrent Session</td>
<td>Beauty, Bandits and Barbie: Critically Questioning Female Depictions Using the Museum Hack</td>
<td>Shelli Henehan Micki Voelkel</td>
<td>Sterling B</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>3:10 pm - 3:55 pm</td>
<td>Roundtable</td>
<td>Same path, different stages</td>
<td>Antricia Bray Smith</td>
<td>Park View</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>3:10 pm - 3:55 pm</td>
<td>Roundtable</td>
<td>She can see success from here but I can’t: Glass Ceiling and Concrete Ceiling barriers</td>
<td>Chelsea Lewellen</td>
<td>Park View</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>3:10 pm - 3:55 pm</td>
<td>Roundtable</td>
<td>Enquiry into Adult Learning Theory and Aspects of Employability for Women of One Addiction Recovery Center</td>
<td>Christine Privott Daryl Privott</td>
<td>Park View</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>3:10 pm - 3:55 pm</td>
<td>Roundtable</td>
<td>Sustaining Women’s Work in Higher Education: Fostering Interdependency, Growth and Development.</td>
<td>Rachel Wlodarsky Catherine A Hansman</td>
<td>Park View</td>
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<tr>
<td>10/11/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Shared Concurrent Session</td>
<td>Learning to Transition: Higher Education, Integration and Identity of Asian Refugee Youth in the US</td>
<td>Rey Lopez Yidan Zhu Cindy Peña</td>
<td>Grand B</td>
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<tr>
<td>10/11/2019</td>
<td>10:15 am - 11:00 am</td>
<td>Concurrent Session</td>
<td>When the System Believes Mothers Matter: Valuing Mothers in the Academic Workplace</td>
<td>Anna CohenMiller Denise Demers Heidi Schnackenberg</td>
<td>Grand C</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Session Type</td>
<td>Title</td>
<td>Presenters</td>
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<tr>
<td>10/9/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Concurrent Session</td>
<td>Investigating Military/Veteran Students’ Perceived Employability</td>
<td>Yuanlu Niu, Yvonne Hunter-Johnson, Xu Xu</td>
<td>Grand C</td>
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<tr>
<td>10/9/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Concurrent Session</td>
<td>A Nelsonian Approach to Socratic Discussion in Adult Learning Contexts</td>
<td>Dr. Francesco Giuseffi</td>
<td>Sterling 8</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>8:55 am - 9:35 am</td>
<td>Fast Format</td>
<td>Courses in biology for career advancement at The Jackson Laboratory</td>
<td>Kelly Brackett, Andrew Schile</td>
<td>Grand C</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>8:55 am - 9:35 am</td>
<td>Concurrent Session</td>
<td>Urban-serving, Public Research University: Continuing Education Capacity Building and Developing Learning Networks within Communities</td>
<td>Nancy Pratt, Marius Boboc, Wendy M. Green, Catherine A. Hansman</td>
<td>Park View</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>9:45 am - 10:30 am</td>
<td>Roundtable</td>
<td>Disseminating Research and Practice: Using Social Media for Pathways and Promotion</td>
<td>Catherine A. Cherrstrom, Jill Zarestsky</td>
<td>Grand B</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>9:45 am - 10:30 am</td>
<td>Concurrent Session</td>
<td>Virtual Reality for Workforce &amp; Professional Development</td>
<td>Charles E. Baukal, Jr.</td>
<td>Sterling 6</td>
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<tr>
<td>10/9/2019</td>
<td>1:45 pm - 2:30 pm</td>
<td>Concurrent Session</td>
<td>MOOC’s and Workforce Development: Challenges and Successes</td>
<td>Kate Nelson, Sheena Copus Stewart, Robert Dale Southard</td>
<td>Sterling 8</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>5:00 pm - 6:30 pm</td>
<td>Poster</td>
<td>Implementing a Self-Assessment Plan to Reduce Teacher Talking Time in the Adult Classroom</td>
<td>Cesar Bazo</td>
<td>Grand DE</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>5:00 pm - 6:30 pm</td>
<td>Poster</td>
<td>Social Justice In Action: Training K-12 Teachers</td>
<td>Courtney J. Hoffhines</td>
<td>Grand DE</td>
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<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Fast Format</td>
<td>Creating an Army of OER Advocates: Open Education Professional Development for Academic Librarians</td>
<td>Elaine Thornton</td>
<td>Grand C</td>
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<tr>
<td>10/10/2019</td>
<td>11:00 am - 11:45 am</td>
<td>Shared Concurrent Session</td>
<td>Participant experiences in university-based encore fellowship programs: Results of a qualitative study</td>
<td>Julie Galliart, Kit Kacirek, Kenda S. Grover</td>
<td>Grand H</td>
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<tr>
<td>10/10/2019</td>
<td>11:00 am - 10/10/2019 11:45</td>
<td>Concurrent Session</td>
<td>Emotional Labor: Misconceptions, Impacts, and Pedagogical Approaches for Women’s Self-understanding</td>
<td>Makena Riley Neal, Benjamin D. Espinoza</td>
<td>Mills 6</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>2:15 pm - 3:00 pm</td>
<td>Concurrent Session</td>
<td>Navigating Respectability Politics for Practitioners and Researchers</td>
<td>Florence Davies, Patrice French</td>
<td>Sterling 6</td>
</tr>
<tr>
<td>10/11/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Roundtable</td>
<td>Using Education to Drive Economic Mobility</td>
<td>Sydney Richardson</td>
<td>Grand DE</td>
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<tr>
<td>10/11/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Roundtable</td>
<td>The ABCs of LGBTQIA+: All You Need to Know</td>
<td>Rana Zeidan, Yvonne De La Rosa</td>
<td>Grand DE</td>
</tr>
<tr>
<td>10/11/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Roundtable</td>
<td>Smart Cities: The Impact of Artificial Intelligence and Automation on the Workforce</td>
<td>Rebecca Lee Hammons</td>
<td>Grand DE</td>
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</table>
### Conference Sessions by Strand (continued)

**Workforce Development, Continuing Education and Professional Development**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Concurrent Session</th>
<th>Title</th>
<th>Speakers</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>10/11/2019</td>
<td>9:00 am- 9:45 am</td>
<td></td>
<td>Student motivations, successes, and outcomes from WIOA funded workforce training</td>
<td>Aaron J. Reyna, Kerri Rhodes</td>
<td>Grand C</td>
</tr>
<tr>
<td>10/11/2019</td>
<td>10:15 am - 11:00 am</td>
<td></td>
<td>The Industrial Myth of Safety Culture</td>
<td>Robert F. Reardon, Sierra Sullivan</td>
<td>Sterling 1</td>
</tr>
</tbody>
</table>

*For CDLT and CPAE Strands, please see their pre and co-conference sections starting on page 57.*
2019 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)

eLearn Magazine

European Association for the Education of Adults (EAEA)

European Society for Research on the Education of Adults (ESREA)

European Continuing Education Network (EUCEN)

Higher Education Lifelong Learning Ireland Network (HELLIN)

International Association for Continuing Education and Training (IACET)

ProLiteracy

Universities Association for Lifelong Learning (UALL)
Social media is a great way to network and meet new colleagues at the AAACE conference. This year we’re launching a SOCIAL MEDIA CONTEST to:

- help you engage with each other
- make new connections
- share your experience of the conference with others

The contest is optional, but don’t you want to win some cool prizes?

**PRIZES INCLUDE**

- AAACE annual membership
- Books
- Gift cards

**How do I participate?**

*It’s easy...*

**Create a Twitter account.** It all happens on Twitter so be sure to create your account.

- @ Follow @aaacetweet. Join our community.
- # Use the competition hashtag #AAACE2019Hunt. Make sure your photos are counted!
- 📸 Take all 12 pictures. Post them to Twitter by **7:30 PM on October 10, 2019** to be in the drawing for prizes.
- 🎁 3 winners will be drawn during the breakfast on **Friday, October 11**. Be sure you’re there!

Each photo can only count for one item

All 12 photos must be submitted

**Post the following . . .**

1. A wide-angle picture of the grand opening cocktail party.
2. An element of the Keynote Session.
3. Selfie at a St. Louis landmark.
4. Photo of the exhibitor floor.
5. A selfie with someone you’ve just met at the conference.
6. A picture of your conference badge.
7. A picture of the Policy forum with a quote or a slide that was meaningful to you.
8. A photo of your favorite element of the Hyatt Regency St. Louis at the Arch
9. Your favorite photo from the conference.
10. A picture of a speaker or a workshop leader and tag them in it!
11. A picture of one of your favorite workshops/sessions. Take a selfie in front of the workshop/session sign.
12. Take a picture of a poster and the author at the poster session. Remember to tag them in your post!

*Be creative . . . Have fun . . . Connect*
The Higher Education Lifelong Learning Ireland Network (HELLIN) is a national body that advocates for the interests of the adult and mature student populations in universities and institutes of technology in Ireland, North and South. Its aim is to inform policy relating to all aspects of adult education and lifelong learning.

HELLIN is formally associated with AAACE through a memorandum of understanding outlining both organisations’ interests in lifelong learning and adult education.

This year HELLIN is collaborating with AAACE to offer AAACE members an opportunity to link into the national conference in Ireland. The conference will be live streamed and AAACE members will participate in a live webinar as part of the conference.

AAACE members interested in the conference are invited to register at: https://hellin.ie/2019-annual-conference

Full details of the conference programme and call for papers are available at www.hellin.ie

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Returning this year...

Poster Presentations

Wednesday, October 9th from 5:00 pm - 6:30 pm

Grand DE

Posters will be featured during the Wednesday evening Wine & Cheese Reception at the 2019 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 2019 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, October 10: (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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In Memoriam...

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

Please see page 85 - 87 for more information.
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 7
9:00 am - 6:00 pm  Welcome by AAACE Leadership, Community building, and paper presentations
Grand A

Tuesday, October 8
9:00 am - 4:00 pm  Paper presentations and Annual Business Meeting
Grand A

AUTHORS AND TOPICS FOR THE 2019 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
AUTHORS AND TOPICS FOR THE 2019 INTERNATIONAL PRE-CONFERENCE
QUALITY ASSURANCE AND THE OPERATIONS OF DISTANCE LEARNING CENTRE OF UNIVERSITY OF IBADAN
Rashid Adewumi Aderinoye

ABSTRACT: Over the years, the discipline of open Distance Learning (ODL) has transformed from one name to another. In Nigeria, many people had used their involvement in it as a stepping stone to stardom. In spite of this people still cast doubt on the quality of the products of ODL. This study, therefore focuses among others, on the emergence of the Distance Learning Centre of the University of Ibadan. In the process, a brief of its emergence, its management and existing entities to allow for qualitative performance were examined. This is in a view to identifying quality assurance mechanism, its strength and those areas that deserve improvement. It was revealed that the centre has in place both academic and administrative structures that will enhance quality performance. After establishing those that add value, a further interaction with the institution revealed those areas that needed to be improved upon with a view to improving the quality of performance. The paper concludes with the recommendation that will add value to the activities of the centre.
Keywords: distance learning, quality assurance, University of Ibadan

POLITICS, LITERACY AND SUSTAINABLE DEMOCRATIC ETHOS IN NIGERIA: CHALLENGES AND OPPORTUNITIES
Kofo A. Aderogba
Henry O. Majaro-Majesty
A. E. Alabi

ABSTRACT: Even though there has been continuous democratic rule for about twenty years, there were no sustainable democratic ethos in Nigeria. The paper examined the literacy status of the electorates and the players vis-à-vis the democratic ethos; and made suggestions for literacy education that will engender sustainable democratic culture. The work is descriptive. Secondary and primary sources of data and information were used. Records of elections from Independent National Electoral Commission (INEC), Abuja, were perused. Newspaper cuttings were used. Sixty electorates responded to a questionnaire that contains 34 question items; and ten political stalwarts/chieftains were interviewed. 12 traditional rulers also responded to the same interview schedule. Content analyses, tables of percentiles and Likert Scales were used for data analysis and presentation. This paper presents the findings and makes recommendations. The findings established that there must be massive literacy education on democracy and democratic practices; Civics; and Citizenship Educations to all the stakeholders. The key stakeholders include politicians, electoral officers and umpires, security operatives and the electorates - to engender sustainable democratic ethos. It is recommended that politics and politicking should be made to be least lucrative at all levels of governance.
Keywords: citizenship, democratic culture, INEC, literacy, education, sustainable development

THE SCHOOL LEADER AS AN INTERNATIONAL ENTREPRENEUR: CASE STUDY OF SANCTUM STARTUP COLLEGE
Mojoin Akintola
Bukola Adekanmi

ABSTRACT: The evidence available in literature indicates that in an effective school running, leadership is important. The leadership style is particularly important for fulfilling the Mission of the school. The key dimension of a successful leader is seen by the ability to define the vision and values of the school. Redesigning the school system from the traditional methods to a more perfect one that defines what is expected in the 21st century requires a 21st century mindset. A school with a focus of raising innovative
leaders as well as developing entrepreneurial skills in every child will be best achieved by a leader who subscribes to and understands entrepreneurship beyond boarders. A unique entrepreneur as a school leader has the potential to unify activities in a real world to the various subjects being taught in the classroom. This work has been able to examine the main vision of a school leader as an international entrepreneur as well as outline the roles a school leader needs to play a successful school business. The paper mostly theorizes in literature. The paper uses Sanctum Startup College (SSC), Lagos, Nigeria as a case study. The paper is guided especially by the Mission of the College: “to provide academic, professional and entrepreneurial education to students at all levels” (SSC 2019)

Keywords: entrepreneur, holistic, international, leadership, Sanctum Startup

THE ROLE OF MARKET FORCES IN SHAPING PERCEPTIONS OF ADULT LEARNING AMONG CHINESE VISITING SCHOLARS

Sara Bano
Prof. John Dirkx

ABSTRACT: Over the past decade, the number of Chinese students and scholars abroad and in the United States in particular, has more than doubled (Open Doors, 2015). While there have been numerous studies of the experiences of Chinese students abroad, this scholarship is largely dominated by neo-liberal perspectives (Knight, 2004, Li, 2005; Trice, 2001, Bavis & Lucas, & Ebersole, 1999). Using transformative learning theory (Mezirow, 1991, 2012), and interpretive methodology (Charmaz, 2006), this study challenges neo-liberal approaches to the framing of international educational experiences. We used a multi-case study method, including in-depth interviews (Josselson, 2013), a focus group, on-site observations, and analysis of reflection essays. Our findings suggest that the participants negotiated an emerging sense of self as a visiting scholar that a) reflects and retains Chinese traditional values and Confucian teachings, b) demonstrates the influence of and commitment to the neo-liberal context in which the exchange program is embedded, and c) expresses a growing awareness of their sense of agency and personal development. In contrast to stereotypical characterizations of Chinese students as dependent and other-directed (Zhao, 2008; Yan & Berliner, 2011; Huang, 2012; Yan, 2017), these visiting scholars gave voice to a sense of agency and personal development, challenging a neoliberal and adjustment paradigm of learning in intercultural contexts.

Keywords: Chinese visiting scholars, international exchange programs, globalization, market forces

VISUALIZING THINKING: DEVELOPING A CRITICAL SELF THROUGH CONNECTION MAPPING

Jennifer Barker
Wendy Griswold

ABSTRACT: A connection map is a visual note that combines writing and graphics in an organized structure to convey meaning. When supported by reflective process, the meaning extends beyond the physical description to make connections, which serve learners in developing a critical stance towards their work. This paper describes the use of connection maps in a graduate architecture course to help learners understand their beliefs about contemporary global views in architecture, and simultaneously, to understand their fit within the profession as they clarify their research interests. Delineating the process of the coursework through an adult education lens offers the potential to see connection maps as a successful tool for visualizing thinking. This can be very meaningful for professional education like architecture, as it assists in making sense and meaning out of newly learned material, advancing the meaning of previous learning, to affectively transform learning for personal and professional growth. This has applicability across disciplines and across contexts; perhaps this is even more applicable in international or global contexts, where graphics may be able to convey more information than words alone.

ENGLISH LANGUAGE PROGRAMS ENROLLMENT IN UNCERTAIN TIMES

Valeriana Colón

ABSTRACT: International student enrollment in U.S. postsecondary English language programs comprises approximately 1% of higher education enrollment yet contributes billions of dollars to the U.S. economy. The current political climate makes the growth of these
programs uncertain. The purpose of the study was to apply existing theories and data analysis to understand postsecondary English language program participation in the current context and create a foundation for future studies. The researcher investigated the relationship between U.S. English language program participation with U.S. higher education enrollment and participation by country of origin. Data from 2004-2018 were collected from the Student and Exchange Visitor Information System and the Institute of International Education’s Open Doors Report and analyzed using quantitative methods. The results of this exploration were used in a theoretical discussion relating the findings to industry reports and additional literature.

Keywords: international student mobility, ESL, English language programs, enrollment, globalization, politics

DESIRABLE ENVIRONMENTAL SUSTAINABILITY EDUCATION PROGRAMMES FOR OIL AND GAS INDUSTRIAL WORKERS IN RIVERS STATE: A FOLLOW UP TO AN EVALUATIVE STUDY IN NIGERIA

Caroline Lewechi Eheazu

ABSTRACT: In 2016, the author of this paper published the result of her study titled, “Evaluation of Environmental Sustainability Education Provisions for Effective Management of Wastes in Oil and Gas based Industries in Rivers State of Nigeria”. Twenty-five (25) of the existing oil and gas industries in Rivers State were selected for the study. Required data were obtained from the twenty-five (25) superintending Environmental Officers and seven hundred and seventy-six (776) base (in-plant) workers through a questionnaire. Following results from statistical analysis of the research questions and hypotheses that guided the study, it was established that the oil and gas industries involved in the study had inadequate provisions (with special reference to programmes and delivery methods/techniques) for the environmental sustainability education of their workers. The purpose of this follow up paper is to articulate and discuss requisite career and lifelong Environmental Sustainability Education Programmes for the oil and gas industrial workers in Rivers State. This articulation and discussion are based on the findings and recommendations of the Evaluative Study. They are also informed by the dictates of Nigeria’s National Policy on the Environment and Federal Government’s Guidelines and Standards for Environmental Pollution Control in Nigeria.

Keywords: environmental sustainability education, Nigeria, oil and gas industrial workers, Rivers State.

ANDRAGOGY: A LABELED CONCEPT, BACKGROUND AND FUTURE

John A. Henschke

ABSTRACT: Andragogy, a labeled concept, has been present for 186 years, coined in 1833 by Germany’s Alexander Kapp in 1833. Dusan Savicevic of Belgrade, Serbia, claimed Czech Republic’s Comenius in the 1700s as the father of andragogy, with its roots into ancient biblical times. Eduard C. Lindeman brought andragogy to the USA in 1926, with Malcolm S. Knowles fostering its popular growth in USA adult education beginning in 1968. In 2019 Marcie Boucouvalas and John A. Henschke edited and published a 367 page update of Malcolm’s 211 page 1989 “The making of an adult educator: An autobiographical journey.” In the recent half-century since 1968, andragogy has been subject to the ‘ups-and-downs’ of controversy within adult education. Some have contributed to its substantive advancement and others continue to desire and work for its demise. Henschke has: identified six major themes on andragogy around the globe; articulated 17 historical eras of its existence; developed an andragogical Modified Instructional Perspectives Inventory (MIPI), with its being validated for reliability three times and used in 30 completed doctoral dissertations within five universities. An overview will be presented in the session with seeking to involve participants in addressing the question: What is andragogy’s future?
GOLDEN, GENDERED AND KNOTTY: EARLY AND MID-CAREER PERSONS’ LEARNING THROUGH THE NEW MEDIA IN SOUTHWESTERN NIGERIA

Mejiuni, O
Oyedeji

ABSTRACT: Through a multi-case study that was conducted from the interpretive and critical paradigms, the authors sought to map and understand 22 female and male millennial professionals’ critical engagement with and learning through the new media in Southwest Nigeria. The results show that all the millennials engaged the new media for informal virtual continuing professional development (VCPD) and their learning was, in the main, more deliberate than incidental. Adults’ deliberate learning were usually associated with seeking knowledge from authorities in their fields, online. In addition to engaging the new media for VCPD, women engaged the new media: to meet their practical gender needs; for self-care; and for their strategic gender interests. When compared with women, men were reluctant to acknowledge that they learn unconsciously on the new media, but they asserted their roles as informal facilitators of learning on the new media. Whereas this paper documents golden opportunities the new media presents for learning to improve professional competencies and for advancing human rights and social justice, the capacity of some new media users to deploy the new media as instruments for violating the rights of others, especially vulnerable people is unsettling. Authors suggest that adult educators and human resource development practitioners need to develop assessment tools for recognizing/reckoning informal VCPD in workplaces. They then posited that adult education provisioning alone will not remedy the issues raised about violation of rights, because the issues also beckon philosophical and legal attention.

Key concepts: gender, informal learning informal teaching, millennials, Nigeria, the new media, power

EXPLORING CHINESE UNIVERSITY STUDENTS’ PERSPECTIVE ON EMPLOYABILITY

Yuanlu Niu
Xu Xu
Yvonne Hunter-Johnson
Lei Xie

ABSTRACT: The purposes of this paper are threefold: 1) to explore the self-perceived employability among university students in China, 2) to investigate the relationship between self-perceived employability and other demographic variables, 3) to examine the validity of the self-perceived employability scale in the Chinese context and population. The demographic variables include age, gender, university reputation, and program level (undergraduate or graduate). The study utilized Rothwell et al.’s (2008) self-perceived employability instrument, including 16 self-perceived employability items, six ambition items, and eight university commitment items. An online survey was conducted among students (N=306) at three universities in China. A principal components analysis (PCA) and ordinary least squares regression were applied to data analysis. The findings of the study will be used to the future study which will conduct confirmatory factor analysis and structural equation modeling (SEM) methods in the same population. In the addition, the findings will help higher education institutions and HRD professionals understand Chinese university students’ employability so that they could provide consulting service to help students make their career plan and offer more opportunities of the internship and transition training, which could increase the university students’ employability.

Keywords: Self-perceived employability, ambition, university commitment, university students, China
ABSTRACT: The high dependence on technology for economic activities in developed countries stresses the importance of lifelong learning in order to equip adult workers with the skills required to perform work related tasks, and also increase labor force participation. We use data from the 2012/2014 Program for the International Assessment of Adult Competencies (PIAAC) to examine relationships among problem solving skills in technology-rich environments (PSTRE), participation in adult education and training (AET), and income in Australia, Finland, Japan (high PSTRE scoring countries), Chile, Greece (low PSTRE scoring countries), Ireland, Estonia, and the United States (similarly scoring countries). Although PIAAC measured literacy, numeracy, and PSTRE skills, our research focus is on PSTRE because of its emphasis on problem-solving skills and critical thinking. These skills are undoubtedly important in any global economy currently experiencing rapid technological transformation. In four of five age groups, Japan had the highest PSTRE scores. With the exception of Greece, PIAAC respondents in the oldest age group had lower PSTRE scores than younger age groups. Men had higher PSTRE scores than women in all countries except Australia and Greece. Overall, those with higher PSTRE scores were more likely to participate in AET but there were variations by age, income, and education categories. Greater PSTRE scores were associated with higher hourly wages in the U.S. Australia and Estonia whereas no significant association was observed in other countries. With limited availability of data, females benefited financially from higher PSTRE scores more than males in the U.S., Finland, Ireland and Japan.

Keywords: PIAAC, problem solving skills, adult education and training

ADULT EDUCATION FOR ECONOMIC EMPOWERMENT AND HUMAN RIGHTS IN ABIA STATE, NIGERIA.
Ogechi Roseline Obiozor

ABSTRACT: This study examined Adult Education for economic empowerment and human rights in Abia State, Nigeria. Economic empowerment and human rights have been global issues for decades. In Nigeria, there are about 10 million unemployed youths, while the non-literate and unskilled workforce are the worst hit because their incompetent skills and knowledge cannot get them meaningful employment for decent livelihood. Observably, violation of human rights has manifested in unnecessary killings, oppressions, destruction of properties etc. Two research questions guided the study. Descriptive survey design was used for the study. Population of the study was 217 adult facilitators of which 150 were selected through purposive sampling technique. Structured questionnaire titled “Adult Education for Economic Empowerment and Human Rights” was used to collect data. The instrument was face validated by three experts. Mean was used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed among others that Adult Education is an instrument of social empowerment which has the capacity to transform the society in significant ways. Among the recommendations made were the need for a reorientation, re-evaluation of education curriculum to include skills and values of economic empowerment and human rights.

Keywords: adult education, economic empowerment, human rights

THE UBUNTU NARRATIVE IN ENHANCING SOCIAL JUSTICE ADULT EDUCATION IN SUB-SAHARAN AFRICA
Akpowire Oduaran
Mejai B. M. Avoseh

ABSTRACT: Ubuntu is very elastic in its definitions and virtues. However, scholars of the concept all agree that it is an African lens of viewing the world. They all agree that it is African Humanism. Ubuntu has been expressed as a way of life, a culture, and a philosophy.
Ethnographic investigations of the Ubuntu philosophy seems to have been more positively skewed in favor of general education and, sometimes, community engagements, than adult education for social change in Sub-Saharan Africa. Africans in many African nations are yet grappling with human rights abuse, poverty, neglect, inequality, xenophobia, hate, and harassment, insecurity, among other vices. Hence, it is proposed that critically exploring the propensities and possibilities availed by the ethical, metaphysical and epistemological attributes of the Ubuntu philosophy should be worthy of our scholarly attention. Thus, this paper attempts a philosophical analysis of how the Ubuntu philosophy can be built into the social justice adult education curriculum used in the sub-continent. It is hoped that this strengthens research in this area and contribute positively to the emerging pool of knowledge and practices relevant for advancing the lives of Africans and those who live in Africa.

**EDUCATION DURING SOCIAL UNREST: TECHNOLOGY AS THE HIDDEN CONNECTOR**  
*Luís Eduardo Orozco*

**ABSTRACT:** Civic unrest regions are those affected by social disturbances such as insurgency, riots, armed conflict, and similar forms of war (Ahmad, 2018). Civic unrest events might have the effect of limiting the free circulation of people within the area where they are localized. The speed and flexibility of publications on social media have made possible the spreading of information across specific areas and users. Therefore, during civil unrest events social media could be an enabler for educational institutions. In this paper we examine the role of social media during the civil unrest occurred in Nicaragua. Specifically, we focus on how the members of the educational department Y (Pseudonym) at University X (Pseudonym) kept their student connected allowing them to continue their education. Findings of this study show that, in facing the lack of a standard learning management platform, the university instructors were using their personal social media accounts to manage instructional and learning activities supporting their student’s learning during the social unrest period.  
**Keywords:** online education, social unrest, learning managing system, social media.

**SIX IMPOSSIBLE THINGS BEFORE BREAKFAST: HOPE, LEVERAGE POINTS, AND LEARNING CITIES UPDATES**  
*Annalisa L. Raymer*

**ABSTRACT:** This review and field report provides an update on recent developments in the learning cities movement including emerging initiatives. Not intended as a comprehensive inventory, the account presents a half-dozen advancements with which the author is most familiar. Preceding the update, a conceptual review essay grounds the discussion of the movement’s focus on the UN Sustainable Development Goals 2030 by articulating relationships and interconnectivity among hope, leverage points (in systems), lifelong learning and learning localities.  
**Keywords:** learning cities, learning localities, UN Sustainable Development Goals 2030, SDGs, hope, critical hope, leverage points, complex systems, lifelong learning

**IRANIAN WOMEN ADULT EDUCATION 1906-1933: A HISTORICAL PERSPECTIVE**  
*Parandoosh Sadeghinia*

**ABSTRACT:** In this paper the domestic and international activities of pioneer women in adult education movement in Iran (1922-1933) called “Anjomane- Nesvane- Vatankhah”, “Patriotic Women Organization (PWO)” is introduced. In addition to the vision, mission, goals, and achievements of this organization, their activities and their contribution to the field of adult education in Iran and Middle East also studied. This paper explores the importance of the role of women in major political movements in Iran which is a crucial part of development in the field of adult education in this country. Moreover, in this piece the significant role of community in social movements in Iran is identified. Through the introductory part, a brief history of the Constitutional Revolution and the role of women in this revolution and women’s achievements in the field of education in Iran (1906-1922) are discussed. The last section of this paper is given to the factors and reasons which are caused the end of this Patriotic Women Organization.
ADULT LEARNERS’ TRANSITIONING FROM ADULT SECONDARY TO GENERAL AND PROFESSIONAL COLLEGE: A QUÉBE STUDY
Marie Thériault
Isabelle Marchand
Nicolas Marzarte-Fricot
Sepideh Kamalzare
Lucie Bartosova

ABSTRACT: Academic success and perseverance pose critical challenges for adult learners in Quebec’s adult general education system (formation générale des adultes, or FGA), where they can pursue a secondary education degree as per the 2002 Policy on adult and continuing education. The complex academic background of these students makes for diversified needs, both in terms of teaching and learning. In 2015, over 15% of the individuals who secured a secondary degree in Quebec came from the FGA [MEES-2016]. As the transition of adults from secondary education to college remains a rather rare and little-known occurrence, we have documented it in a recent research that examines the science of education from an ethnographic perspective (National Research Council Canada, 2016-2019), and more specifically from a psychological, pedagogical, and sociological (Long, 1989) angle. The co-constructive methodology we chose favors an ethnopedagogic approach that stays close to the reality of adult education. Throughout this research, which revolves around a Montréal adult education center, researchers focused on informants from the teaching side, but also on student informants who shared their life and academic experiences. Results presented here are mainly based on the stories of these adult learners as they transition from secondary education to college. The right to education throughout life is another important andragogic consideration that will be part of our presentation.

ADULT EDUCATION AND THE EDUCATION OF CHILDREN IN CIRCUMSTANCES OF ECONOMIC DEPRESSION AND POVERTY IN NIGERIA
Nneka A. Umezulike

ABSTRACT: Adult education by its nature is recognized as one of the most powerful instrument in the development and sustenance of the human society. No doubt qualitative and quantitative education for all is highly desirable for the people and the community seem not to be attainable in the circumstances of economic depression and poverty. This paper analyses the typologies of adult education and the place of adult education in educating children in circumstances of economic depression and poverty in Nigeria and other developing countries. Recommendations were proffered on how to provide qualitative and quantitative education relevant to the needs of the society in circumstances of economic depression and poverty in Nigeria as well as other developing countries. Furthermore, it was recommended among others that adult education should be seen as desideratum in educating children in circumstances of economic depression and poverty in Nigeria and other developing countries.
Keywords: adult education, educating children, economic depression, poverty.
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.

CDT 2019 Pre-Conference Agenda

**Grand F**

- **9:00 am** Introductions
- **9:30 am - 11:00 am** Dr. Keith Smith, Keynote  
  The Absurdly Secret Sauce of Success – Systems and Relationships: How things really work in a higher education system, the power of relationships and trust, and how to leverage systems and relationships to make good things happen
- **11:00 am – 11:10 am** Break
- **11:10 am - 11:30 am** Simone Conceição  
  Designing Online Learning Experiences: An Integrated Framework for Enhancing Online Learning
- **11:30 am – 11:50 am** Carol Rogers-Shaw  
  Profound Learning through Universal Design
- **11:50 am – 12:00 pm** Wendy Griswold  
  Learning Mindful Leadership in Virtual Spaces
- **12:00 pm - 1:00 pm** Lunch on your own with optional suggested activity
- **1:00 pm – 1:20 pm** Kelly McKenna  
  Following the rules: Meaningful versus perfunctory interaction
- **1:20 pm – 1:40 pm** Cynthia Noblin Perry  
  Empowering students in fully online courses to access academic support services
- **1:40 pm – 2:00 pm** Kayon Murray  
  Giving adult learners quality feedback: Oh the technology possibilities
- **2:10 pm – 2:30 pm** David Austin Willis  
  Look beyond what you see: Using film in online adult education
- **2:30 pm – 2:50 pm** Anita Samuel  
  Designing an online course review process: One program’s story
- **3:00 pm – 3:20 pm** Round table groups
- **3:20 pm - 3:50 pm** Group discussion
- **3:50 pm – 4:00 pm** Wrap up
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: Steve Schmidt (schmidtst@ecu.edu)

**WEDNESDAY, OCTOBER 9, 2019**
1:45 pm - 2:30 pm  Faculty careers for doctoral graduates in education: A panel discussion
2:40 pm - 3:25 pm  Careers for doctoral graduates in adult education: A discussion with faculty

**THURSDAY, OCTOBER 10, 2019**
8:00 am – 8:45 am  CPAE Concurrent Sessions
9:00 am - 10:30 am  Adult and Continuing Education
                   National Policy Forum
11:00 am - 11:45 am CPAE Concurrent Sessions
2:15 pm - 3:45 pm  CPAE Workshops
4:00 pm - 5:30 pm  CPAE Opening Session - “Finding Fulfillment Throughout your Career in the Professoriate”
                   (Only open to CPAE attendees and is the general session before the reception)
5:30 pm - 6:30 pm  CPAE Reception
6:30 pm - 7:30 pm  CPAE Business Meeting

**FRIDAY, OCTOBER 11, 2019**
8:00 am - 9:30 am  CPAE Workshops
9:45 am - 11:15 am CPAE Workshops
### CPAE Co-Conference Only: Professional Development Workshop

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Speaker(s)</th>
<th>Location</th>
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<tbody>
<tr>
<td>10/11/2019</td>
<td>8:00 am - 9:30 am</td>
<td>Workshop: Google's Applied Digital Skills: Empowering Adult Learners with Digital Literacy Skills</td>
<td>Lisa Cutshall</td>
<td>Mills 3</td>
</tr>
<tr>
<td>10/11/2019</td>
<td>8:00 am - 9:30 am</td>
<td>Workshop: Compassionate Leadership: Leading all-in from the heart.</td>
<td>Jennifer L Croneberger</td>
<td>Mills 6</td>
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<tr>
<td>10/11/2019</td>
<td>9:45 am - 11:15 am</td>
<td>Workshop: Relax! You can do it too: Creating videos with accessible and easy-to-use technologies</td>
<td>Anita Samuel</td>
<td>Grand A</td>
</tr>
</tbody>
</table>

### CPAE Co-Conference Only: Emerging Issues or Research & Theory

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Speaker(s)</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/9/2019</td>
<td>1:45 pm - 2:30 pm</td>
<td>Concurrent: Faculty Careers for Doctoral Graduates in Adult Education: A Panel Discussion</td>
<td>Leann M.R. Kaiser, Kalpana Gupta, Jill Zarestky</td>
<td>Grand A</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>2:40 pm - 3:25 pm</td>
<td>Concurrent: Careers for Doctoral Graduates in Adult Education: A Discussion with Faculty</td>
<td>Tobin P. Lopes, Leann M.R. Kaiser, Kalpana Gupta</td>
<td>Grand A</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Roundtable: A Review of Open Educational Resource (OER) Initiative Programs in Public Universities</td>
<td>Phuong Nguyen</td>
<td>Grand DE</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>11:00 am - 11:45 am</td>
<td>Concurrent: Self-Determination in the Face of Bullying: Women's Experiences in Academe</td>
<td>Dr Lisa Baumgartner, Vince Lechuga</td>
<td>Mills 3</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>2:15 pm - 3:45 pm</td>
<td>Workshop: From Dependent Learning to Independent Scholar: Fostering Doctoral Student Development</td>
<td>Gwen Scott Rutten cutter, Craig M McGill</td>
<td>Grand G</td>
</tr>
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<td>Concurrent: Self-Determination in the Face of Bullying: Women's Experiences in Academe</td>
<td>Lisa Baumgartner, Vince Lechuga</td>
<td>Mills 3</td>
</tr>
</tbody>
</table>
### CPAE Schedule of Events

#### CPAE CoConference Only: Emerging Issues or Research & Theory

<table>
<thead>
<tr>
<th>Date</th>
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#### CPAE CoConference Only: Research & Theory

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Religion as an Attribute of Race? Implications for Education Today</td>
<td>Edith Gnanadass, Nicholas Daniel</td>
<td>Grand A (85)</td>
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<tr>
<td></td>
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<td>Shared Concurrent</td>
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<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Self-perceived Employability of Non-traditional Students in a Professional Studies Program</td>
<td>Yuanlu Niu, Yvonne Hunter-Johnson, Xu Xu</td>
<td>Grand A</td>
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<tr>
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<td>Shared Concurrent</td>
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<tr>
<td>10/10/2019</td>
<td>08:00 - 10/10/2019</td>
<td>Roundtable: Attitudes of Non-Native English-Speaking Graduate Students Regarding Academic Success in a US Graduate School</td>
<td>Maja Stojanovic, Petra A Robinson</td>
<td>Grand DE</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Interdisciplinarity and Adult Development: An Examination and Implications</td>
<td>Anne Benoit</td>
<td>Mills 1</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Concurrent</td>
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<tr>
<td>10/10/2019</td>
<td>8:00 am - 8:45 am</td>
<td>Epistemological Development as Adult Education: Equipping Learners with Tools Necessary to Address Contemporary Challenges</td>
<td>Chad Hoggan, Tetyana Kloubert</td>
<td>Mills 3</td>
</tr>
<tr>
<td>10/10/2019</td>
<td>11:00 am - 11:45 am</td>
<td>Concurrent</td>
<td></td>
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<tr>
<td>10/10/2019</td>
<td>3:10 pm - 3:55 pm</td>
<td>Concurrent</td>
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</tr>
<tr>
<td>10/11/2019</td>
<td>8:00 am - 9:30 am</td>
<td>Workshop: Exploring Relational Frame Theory for Adult Learning Research</td>
<td>Daniel A. Parker</td>
<td>Mills 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shared Concurrent</td>
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</tr>
<tr>
<td>10/11/2019</td>
<td>8:00 am - 9:30 am</td>
<td>Workshop: Program Planning in an Era of “Wicked Problems”</td>
<td>Thomas J Sork</td>
<td>Grand A</td>
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</tbody>
</table>
When teaching became part of his professional responsibilities, IU Police Officer Ryan Skaggs turned to the Adult Education program at the School of Education.

Skaggs has begun to develop training for the police department, something that will benefit from his Master’s in Adult Education. And the degree is one he can take with him as his professional life changes.
Thank You to Our 2019 Exhibitors!

We appreciate your support in AAACE!

Adult Centered Education Conference
AHEA
AHRD
Alpha Sigma Lambda
Ball State University
Capital Education
Census Bureau
COABE
East Carolina University
eLearn Magazine
Human Resource Certification Preparation
IACET
Indiana University
Kansas University Global Campus
MindEdge
ProLiteracy
Purdue University Global
Social Media Table
University of Arkansas
Monday, October 7, 2019

8:30 a.m. - 9:30 a.m.  Commission for International Adult Education (CIAE) Registration
Grand A

9:00 a.m. - 6:00 p.m.  Commission for International Adult Education (CIAE) Pre-Conference
(please see pages 49 - 56 for more information)
Grand A

Tuesday, October 8, 2019

8:30 am - 9:30 am  CDLT Registration
Grand F

9:00 am - 4:00 pm  CIAE Pre-Conference
(please see pages 49 - 56 for more information)
Grand A

9:00 am - 4:00 pm  CDLT Pre-Conference
(please see pages 57 for more information)
Grand F

1:00 pm - 6:30 pm  Registration Desk Open
Prefunction Area

2:00 pm - 4:00 pm  Open Door Collective Meeting
Grand G

Get involved with a national effort to increase adult education research and funding by attending the Open Door Collective (ODC) meeting. The meeting will focus on the development and funding of an Evidence-Based Adult Education System (E-BAES). The ODC advocates for effective policies and program designs that will reduce poverty, narrow income inequality, and provide free basic skills education for all adults in the United States (http://www.opendoorcollective.org/). This meeting will address several national research and policy-related issues: the consistent under-funding of adult education research; the narrow focus of the current federal education research/evidence agenda; and developing a new evidence-based research framework and funding. Defining the future of evidence-based research in the field is of paramount importance to adult education researchers, those who rely on research in practice, and for preparing future adult educators. Join us in this critical conversation by attending the meeting and providing your perspectives on the potential for E-BAES.

5:00 pm - 6:30 pm  Grand Opening Cocktail Party (cash bar)
Park View

6:30 pm - 9:00 pm  AAACE Board of Directors Meeting
Grand B
Wednesday Detailed Schedule

7:00 am - 8:00 am  
Continental Breakfast  
Prefunction Area

7:30 am - 4:00 pm  
AAACE Registration Desk Open  
Prefunction Area  
Exhibits Open  
Prefunction Area

8:00 am - 8:45 am  
SESSION 1

Frank Laubach’s Literacy Campaigns: A Pedagogy for …? - Alexis Taylor Cherewka
History and Philosophy of Adult Education / Shared Concurrent Session  
Grand A

Equipping Adult Learners with Basic Literacy Skills for Cognitive Sustainability - Anyikwa Blessing Egbichi, Yinusa Oyekunle
Adult Basic Education and Literacy Education / Shared Concurrent Session  
Grand A

Teaching Adult Students with ‘Ed-ergy’ and Synergy in the Classroom - Robert Shindler
Adult Basic Education and Literacy Education / Concurrent Session  
Grand B

Investigating Military/Veteran Students’ Perceived Employability - Yuanlu Niu, Yvonne Hunter-Johnson, Xu Xu
Workforce Development, Continuing Education, and Professional Development / Concurrent Session  
Grand C

Empowering Individuals through Positive Psychology: Character Strengths and Self-Directed Learning - Cynthia Noblin Perry
Research to Practice / Shared Concurrent Session  
Grand DE

Unfinished Business: Compelling Stories of Persistence - Matt Bergman, Joann S. Olson
Colleges and Universities / Shared Concurrent Session  
Grand DE

Civil and Uncivil Discourse on Twitter: A Content Analysis - Crystal Vinal, Sarah Ray
Research to Practice / Shared Concurrent Session  
Grand F

Grey’s Anatomy: Legitimacy Narratives in Popular Culture - Patrice French, Sarah Ray
Colleges and Universities / Shared Concurrent Session  
Grand F

Branding U: Creating Your Public Persona - Charlotte Anne Chase
Informal Learning / Concurrent Session  
Grand G

Understanding ethical decision making and lifelong learning in paramedic practice - Susan J. Barcinas, Susan Smith Braithwaite, Kory Lane
Health Professionals / Concurrent Session  
Grand H

Motivational Immediacy: Facilitating Engagement in Adult Learners) - Jonathan Taylor, Steven B. Frye
Research to Practice / Concurrent Session  
Mills 1

History and Philosophy of Adult Education / Concurrent Session  
Mills 3

Mentoring in Education: Quality Practices for New School Leaders - Donna Augustine-Shaw, Jia Liang, Angela Messer
Human Resource Development and Training / Concurrent Session  
Mills 6
Wednesday Detailed Schedule (continued)

**International Saudi Students Challenges in the United States** - Yassir  
*International Adult Education / Concurrent Session*  
Sterling 1

**Wikipedia Hackathon for Adult Learning** - Caitlin Bergendahl  
*History and Philosophy of Adult Education / Concurrent Session*  
Sterling 6

**A Nelsonian Approach to Socratic Discussion in Adult Learning Contexts** - Francesco Giuseffi  
*Workforce Development, Continuing Education, and Professional Development / Concurrent Session*  
Sterling 8

**SESSION 2**

**Brain Gain: Why Do Non-Native English-Speaking Students Decide to Enroll at a US Graduate School?** - Petra A. Robinson, Maja Stojanovic  
*International Adult Education / Shared Concurrent Session*  
Grand A

**The Socio-Cultural Challenges of International Graduate Parenting Students and Spouses** - Xiaoying Jiang  
*Graduate Student Education / Shared Concurrent Session*  
Grand A

**Supporting Student Success: Reflection on the Application of Andragogy in Doctoral Program** - John Henschke, Somanita Kheang  
*Colleges and Universities / Concurrent Session*  
Grand B

**Provoking New Ideas through Creating A stimulating Learning Environment** - Bo Chang  

**Research to Practice / Fast Format**  
Grand C

**Detrimental Training Gaps: Influencers of Caseworker Resilience** - Chantae D. Still  
*Human Resource Development and Training / Fast Format*  
Grand C

**“Invisible Labor” - What are you doing?** - Daryl R. Privott, Christine Privott  
*Colleges and Universities / Fast Format*  
Grand C

**Courses in biology for career advancement at The Jackson Laboratory** - Kelly Brackett, Andrew Schile  
*Workforce Development, Continuing Education, and Professional Development / Fast Format*  
Grand C

**The Entrepreneurial Conundrum of Building Graduate Programs** - Jeff Zacharakis, Royce Ann Collins  
*Colleges and Universities / Concurrent Session*  
Grand DE

**The Role of Technology in Military/Veteran Students Transition to Higher Education** - Aynur Charkasova, Yvonne Hunter-Johnson, Yuanlu Niu  
*Adult Development / Shared Concurrent Session*  
Grand F

**Vlogging as Reflexive Professional Development: Lessons Learned, Practical Application, and Qualitative Research Use** - David Austin Willis  
*Graduate Student Education / Shared Concurrent Session*  
Grand F

**Learning to Fight: Adults Can Learn Conflict Management in Non-Profits** - David Fields  
*Adult Basic Education and Literacy Education / Concurrent Session*  
Grand G
Learning Spaces in the 21st Century - Kelly McKenna  
Colleges and Universities / Shared Concurrent Session  
Grand H

Applying the Transtheoretical Model to Recruit and Retain Adult Learners - Pamela O’Neal, Chad Steinkamp  
Undergraduate Student Education / Shared Concurrent Session  
Grand H

HRD and Sustainability in Healthcare: Who Will Care for the Care Providers?  
Kathleen M Crowley, Ellen Mary Scully-Russ  
Human Resource Development and Training / Concurrent Session  
Mills 1

Inserting Ourselves in the Narrative: Empowering Women Adult Educators - Claudette M. Peterson, Jan A. Flack  
Women’s Issues, Status, and Education / Shared Concurrent Session  
Mills 3

Expanding Applications of Sociocultural Theory and Transnational Feminist Theory in Adult Education Research and Practice - Sarah Ray  
Research to Practice / Shared Concurrent Session  
Mills 3

Collectivism Within the Mainstream Individualist Culture: Implications for Teaching Appalachian Adult Learners - Fujuan Tan, Lee Nabb  
Colleges and Universities / Concurrent Session  
Mills 6

Fulbright Awards: International Opportunities for Adult Education Scholars - Mejai Bola Mike Avoseh  
International Adult Education / Roundtable  
Park View

Life Experience and Teaching Philosophy in Non-Native English Speaking TESOL Instructors - Misty Rae Lassiter  
Colleges and Universities / Roundtable  
Park View

Urban-serving, Public Research University: Continuing Education Capacity Building and Developing Learning Networks within Communities - Nancy Pratt, Marius Boboc, Wendy M. Green, Catherine A Hansman  
Workforce Development, Continuing Education, and Professional Development / Roundtable  
Park View

The Use of Infographics as a Classroom Learning Activity - Patricia Blevins  
Undergraduate Student Education / Roundtable  
Park View

“We are going to keep the American Dream going:” A Refugee’s Journey through Self-Directed Learning  
Patricia Higgins, Holley Marie Linkous  
Community, Minority, and Non-Formal Education / Roundtable  
Park View

An Exploration of a Cross-Cultural Mentorship in Graduate School from a Transformative Learning Perspective - Mitsunori Misawa, Adam McClain  
Colleges and Universities / Concurrent Session  
Sterling 1

I’m Becoming My Mother! - Deanne Grier Yates  
Informal Learning / Concurrent Session  
Sterling 6

It’s All About Conceptual Frameworks: A Holistic Approach to Engaging Adult Learners - Steven B. Frye, Jonathan Taylor  
Colleges and Universities / Concurrent Session  
Sterling 8

SESSION 3

A Web-Based Content Analysis on Resources for Military Veterans within SEC Institutions - Thomas R Cruise, Mitsunori Misawa  
Military Education / Shared Concurrent Session  
Grand A
Wednesday Detailed Schedule (continued)

Successes and Challenges in Educating Active Duty Military Students and Dependents - Vicki Root
Military Education / Shared Concurrent Session
Grand A

Disseminating Research and Practice: Using Social Media for Pathways and Promotion - Catherine A. Cherrstrom, Jill Zarestky
Workforce Development, Continuing Education, and Professional Development / Shared Concurrent Session
Grand B

Tracking Productivity and Impact: Using Google Scholar and ORCID - Jill Zarestky, Catherine A. Cherrstrom
Colleges and Universities / Shared Concurrent Session
Grand B

Learners with Disabilities and Special Needs / Fast Format
Grand C

Bridging the Gap Between Academics and Practitioners: Learning to Speak the Same Language - Michael McGlenen, Christy M. Rhodes
Research to Practice / Fast Format
Grand C

The role of charisma in socio-cultural movements - Sherry Bryant, Bo Chang
Community, Minority, and Non-Formal Education / Fast Format
Grand C

Civilians have a role: Veterans/Military personnel transitioning to the civilian workforce - Yvonne Hunter-Johnson
Human Resource Development and Training / Fast Format
Grand C

“Education is the Key to Every Door”: Narratives of Immigrant Adult Basic Education Learners - Sara Nasrollahian Mojarad, Ralph Brockett
Adult Basic Education and Literacy Education / Concurrent Session
Grand DE

Can Programs be too Flexible? Balancing Flexibility and Strength to Improve Outcomes and Increase Success - April Paschall, Christine Billings
Undergraduate Student Education / Shared Concurrent Session
Grand F

Longer Classes Versus More Frequent Classes: Does Course Scheduling Matter? - Tingting Liu, Hio Loi
Colleges and Universities / Shared Concurrent Session
Grand F

The Community Pathways Program: Taking College to the Community - Sierra Sullivan, Donald J. Tracy, Robert F. Reardon
Adult Basic Education and Literacy Education / Concurrent Session
Grand G

What Does Japanese Playgrounds Have To Do With Environmental Sustainability and Adult and Community Education - Valerie C. Bryan
Sustainability and Environmental Adult Education / Concurrent Session
Grand H

Adult Education for Collective Action: Fighting the Subjugation of Rural Communities - Ramo J Lord, Colleen Unroe
Sustainability and Environmental Adult Education / Concurrent Session
Mills 1

Partner/Affiliate Meeting
Mills 3
Wednesday Detailed Schedule (continued)

10:30 am - 11:00 am
Networking Break with Exhibitors
Prefunction Area

11:00 am - 12:30 pm
General Keynote Session
See page 69 for more information
Grand DE

12:30 pm - 1:45 pm
Lunch on your own
Past Presidents' Luncheon (invitation only)
Mills 8

Junior Faculty Networking Event
Lunch (on your own) meet-up to connect junior faculty for networking, community building, and support navigating the tenure and/or promotion process. Please meet in the hotel lobby for group departure to local restaurant. Contacts are: Kanyon Murray, Christy Rhodes, and Jill Zarestky

SESSION 4

Faculty Careers for Doctoral Graduates in Adult Education: A Panel Discussion - Leann M.R. Kaiser, Kalpana Gupta, Jill Zarestky
CPAE CoConference: Emerging Issues for Faculty in Higher Education) CPAE CoConference Only: Emerging Issues or Research & Theory
Grand A

Women’s Empowerment in ESL and ABE/ASE Classrooms - Katie Callahan Neginskiy, Hai Minh Nguyen
Women’s Issues, Status, and Education / Shared Concurrent Session
Grand B

Instructional Intervention, Programmed Learning, and Self-Directed Learning: Success in an Adult Basic Education Correctional Program - John William Kelly, Susan P. McKee
Correctional Education / Shared Concurrent Session
Grand B

Gender, Social Construction Assessment: Analyzing Bias within Portfolio
Assessments of a Graduate Level Program
Royce Ann Collins, Constance Carpenter,
Colleges and Universities / Concurrent Session
Grand C
AAACE KEYNOTE PRESENTATION

“Adult Education for Human Rights, Economic Empowerment, and Environmental Sustainability”

11:00 am – 12:30 pm / Grand DE

Join us on Thursday at 11:00 am in Grand DE for our Keynote Presentation, “Adult Education for Human Rights, Economic Empowerment, and Environmental Sustainability.” Three dynamic adult education scholar-educators, Laura Bierema, Wendy Griswold, and Vanessa Sheared will lead the keynote session by sharing their perspectives on the intersectionality of the issues that frame the global agenda for the protection and advancement of people and planet set forth within the 2017 United Nations Sustainable Development Goals. The underlying themes of the UN global agenda over the years have been world peace, economic justice, addressing the needs of the world’s most vulnerable populations, and protecting the environment.

The agenda for human rights is a central to the philosophy and practice of adult education, which has a long history of advocacy with and for learners in the United States and around the world. Economic empowerment is part of our daily engagement in work and learning in such settings as for profit, non-profit, government, and higher education. The theme of environmental sustainability provides an important area of exploration regarding how we move through shared spaces of our world and the interdependency among health, economic sustainability, and human growth and development.

AAACE is poised to play a partnership role in advancing the agenda for the improvement of people and planet. Central to the global agenda is advocacy for members of vulnerable populations who labor to learn and to earn in environments that are not always equitable and just. As adult educators, we encounter members of these populations in our classrooms and in other daily interactions. They are a part of our world and we of theirs, and some of us are members of one or more of these vulnerable groups whose life conditions this agenda aims to address. Among these vulnerable populations include racial and ethnic minorities, women and girls, the poor and disabled, sexual minorities and religious minorities, immigrants and refugees, veterans with disabilities, English language learners, incarcerated youths and adults, the homeless, among others.

Join us as we explore how we can continue our advocacy and advance the global agenda for human right, economic empowerment for the most vulnerable populations, and protecting the environment for current and future generations.
The Emotionally Intelligent Leader - Karen Liebhaber
Colleges and Universities / Concurrent Session
Grand DE

Understanding the Impact of WIOA on Educational Services for Adults with Difficulty Reading - Amy Pickard, Alisa Belzer
Adult Basic Education and Literacy Education / Shared Concurrent Session
Grand F

“Save the Last Word for Me” An Online Remedial Vocabulary Course for Adult Literacy Learners - Mary Margaret Kraut
Adult Basic Education and Literacy Education / Shared Concurrent Session
Grand F

Professionalizing the Professionals: Professionalization and Globalization of Adult Learning and Education in the United States - Claire Garner
International Adult Education / Shared Concurrent Session
Grand G

Adult Education in Saudi Arabia and Iran - Yassir G. Alzahrani, Parandoosh Sadeghinia
International Adult Education / Shared Concurrent Session
Grand G

Colleges and Universities / Concurrent Session
Grand H

From Clinician to Academician: The Development of Professional Identity in Healthcare Professions Education - Steve Schmidt, JoAnne Wray Murray, Christy M. Rhodes
Health Professionals / Concurrent Session
Mills 1

Correctional Education - Bryan C. Hardman
Correctional Education / Concurrent Session
Mills 3

When Minnie Comes to Class: Case Study of a Therapy Dog and Nursing Student Stress - Lois Bellflowers, EdD, Gwen Scott Ruttencutter
Health Professionals / Concurrent Session
Mills 6

Re-framing Adult Student Success: Understanding and Identifying Successful Outcomes for Students in Adult Education Program - Chelsea Krik
Adult Basic Education and Literacy Education / Roundtable
Park View

Through the lens of MBE science: Is learning different for introverts and extroverts? - Cheryl Zelle
Colleges and Universities / Roundtable
Park View

Scrutinizing Standardized Testing: Traditional Faculty Perspectives of CLEP
Cynthia Stevens, Anne Rapp
Colleges and Universities / Roundtable
Park View

Making the Most of Your Doctoral Study Experience - Ralph Brockett
Graduate Student Education / Roundtable
Park View

Education for Adaptation and Mitigation in Communities Impacted by Climate Change - Renee Ness
Sustainability and Environmental Adult Education / Roundtable
Park View

Experiencing History Through Microlearning: The Face-to-Face with Black History Tour - Vincent Lindemeyer, Preston Love, Jr.
Community, Minority, and Non-Formal Education / Concurrent Session
Sterling 1

Inclusive from Day One: Promoting A Positive Class Climate For All - Anna Santucci, Kayon Murray
Colleges and Universities / Concurrent Session
Sterling 6
Wednesday Detailed Schedule (continued)

2:40 pm - 3:25 pm  SESSION 5

**Careers for Doctoral Graduates in Adult Education: A Discussion with Faculty (CPAE CoConference: Emerging Issues for Faculty in Higher Education)** - Tobin P. Lopes, Leann M.R. Kaiser, Kalpana Gupta
**CPAE CoConference Only: Emerging Issues or Research & Theory**
Grand A

**Why Are African American Women Veterans Succeeding in the Civilian Workplace?** - Kenya (Ken) M. Harrison
**Military Education / Shared Concurrent Session**
Grand C

**An Investigation of the Relationships between Self-directedness in Learning and Resilience Among Undergraduate Nursing Students** - Lynn Beeler, Carrie Bailey
**Colleges and Universities / Shared Concurrent Session**
Grand C

**The Mind’s Design: Habit your way to Excellence** - Ellen Beattie
**Research to Practice / Concurrent Session**
Grand DE

**Aspiring Allies: Exploring Leadership Approaches to Building Solidarity in Student Affairs Administration** - Michael Garamoni
**Colleges and Universities / Shared Concurrent Session**
Grand F

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**The ERASMUS+ Programme and Exchange: International Opportunities for Faculty Teaching and Research** - Susan M. Yelich Biniecki, Ewelina Niemczyk, Anna Czyż
**Colleges and Universities / Shared Concurrent Session**
Grand F

**Motivation to Learn, Basic Skills, and Participation in Adult Education and Training** - Candidus Nwakasi, Phyllis Cummins, A. Katherine Harrington
**Adult Development / Shared Concurrent Session**
Grand G

**Quick Assessment Techniques: Ways to Monitor and Adjust to Maximize Student Learning** - Jennifer Warner
**Colleges and Universities / Shared Concurrent Session**
Grand G

**Incorporating Design Thinking into Online Course Development** - Les Howles, Simone C. Conceição
**Distance Learning (Technology and Online Learning) / Concurrent Session**
Grand H

**Cultivating Culture: Fostering a Spirit of Community and Transformation through Contemplative Readings and Reflections** - Crystal Voegele, Wendy Griswold
**Distance Learning (Technology and Online Learning) /Concurrent Session**
Mills 1

**Economic Empowerment and Sustainability through Interdisciplinary Career Preparation** - Autumn Guel, Erika K. Nielson
**Undergraduate Student Education / Concurrent Session**
Mills 3

**Leadership in a VUCA World (Volatile, Complex, Uncertain, Ambiguous)** - Keith L. Smith
**Colleges and Universities / Concurrent Session**
Mills 6
Wednesday Detailed Schedule (continued)

Designing a framework for faculty development to foster faculty learning and professional development - Catherine Nameth
Adult Development / Roundtable
Park View

3:25 pm - 3:55 pm

The Good, The Bad & The Ugly: Lessons learned leading international experiential learning experiences - Lori Risley
Colleges and Universities / Roundtable
Park View

3:55 pm - 4:35 pm

Experiential Learning of Adult Literacy Educators - Hye-Su Kuk
Adult Basic Education and Literacy Education / Roundtable
Park View

Why I Matter - The Relationship between Job Crafting and Meaningful Work - Julia Tucker-Lloyd
Adult Development / Roundtable
Park View

Group messaging for doctoral learning cohorts: Building community through informal e-conversations - Robin R. Freeman, Julie Galliart, Elaine Thornton, Kathleen W. Dorn, Brendan Corbett Csapos, Susan Bradley, James Eller
Distance Learning (Technology and Online Learning) / Roundtable
Park View

Creating a Highly Participatory Online Learning Environment Through Inclusion of a Variety of Immediacy Behaviors - Jane Teel
Distance Learning (Technology and Online Learning) / Concurrent Session
Sterling 1

Technology Acceptance Model (TAM): Understanding teachers' behavioral Intention to manipulate technology in classrooms in developing countries - Amira G. Kaldas, Hany Y. Zaky
Adult Development / Shared Concurrent Session
Grand A

Learning to Recreate the World: Traditional Learning Theories and Participatory Action Research - Wendy Griswold
Community, Minority, and Non-Formal Education / Concurrent Session
Grand C

Using Research on Standard's Implementation in Goal Setting - Angela Messer, Donna Augustine-Shaw, Jia Liang
Colleges and Universities / Shared Concurrent Session
Grand F

Practicing Culturally Responsive Advising: The Intersectionality of Sexual Orientation, Gender, Race, and Student-Athletes - Meghan Pfeiffer, Mitsunori Misawa
Colleges and Universities / Shared Concurrent Session
Grand F

CHAT-ing with Women: Contradictions to Women Learning in a Male-Dominated Military - Kyle G. Bellue
Military Education / Concurrent Session
Grand G

Hear My Voice and the Voices of Those I Teach: Migrant Students and Postsecondary Options - Ingrid N. Bynes
Community, Minority, and Non-Formal Education / Concurrent Session
Grand H

Journal of Transformative Education Editors' (JTED) Editors Meeting
Sterling 2

Human Flourishing in Adult Education - Davin Jules Carr-Chellman, Carol Rogers-Shaw, Michael Kroth, M.B.A.
Adult Development / Concurrent Session
Sterling 6

3:25 pm - 3:55 pm

Break
Prefunction Area

SESSION 6

3:55 pm - 4:35 pm

3:25 pm - 3:55 pm

3:55 pm - 4:35 pm
A Framework for Student Reflection on Online Group Projects: Individualistic Versus Collectivist Leadership Beliefs - Cheryl Baldwin
Colleges and Universities / Concurrent Session Mills 1

Sustainability Education Professionals and Environmental Adult Education: Who, Where, and What? - Lauren Vilen, Jill Zarestky
Sustainability and Environmental Adult Education / Concurrent Session Mills 3

Managing the Academic Department’s Culture: Perspectives on Human Resource Management in Higher Education - John Murray
Colleges and Universities / Shared Concurrent Mills 6

Moving Forward with Adult Education Policy Development - Lee W. Nabb, Elizabeth Roumell, Fujuan Tan, Leann Kaiser, Kalpana Gupta, Daryl Privott
Colleges and Universities / Concurrent Session Sterling 1

History of Patriotic Women’s League of Iran - Parandoosh Sadeghinia
Community, Minority, and Non-Formal Education / Concurrent Session Grand A

Empowerment, Self-Direction, Inclusion and Self-Esteem for Adults with Intellectual Disabilities - Jody C. Davidson
Learners with Disabilities and Special Needs / Concurrent Session Grand F

Hybrid Learning: Matching Design to Course and Learner Needs - Kalpana Gupta, Leann M.R. Kaiser, Jill Zarestky, Kelly McKenna, Tobin P. Lopes
Distance Learning (Technology and Online Learning) / Concurrent Session Grand G

The intelligence of emotions: An oxymoron or a best kept secret? - Steven Schlegel, John Dirkx
Adult Development / Concurrent Session Grand H

Guided Pathways Implementation: A Holistic Approach to Supporting Student Success at Community College - Somanita Kheang
Community, Vocational, Technical Colleges / Concurrent Session Mills 6

Adult Learning Editors’ (AL) Editors Meeting
Sterling 2

Poster Presentations and Wine and Cheese Reception (cash bar)
Grand DE

Building Interactions, Using Resources and Creating a Context for Learning in O Grows Community Garden - Asmaa Benbaba
Adult Development

Establishing educational continuity for students displaced by natural disasters - Brad James
Program Management and Administration

Implementing a Self-Assessment Plan to Reduce Teacher Talking Time in the Adult Classroom - Cesar Bazo
Workforce Development, Continuing Education, and Professional Development

Embedding a Chicana Feminist Epistemology into Adult and Continuing Educational Research - Cindy Pena, Rey Lopez Women’s Issues, Status, and Education

Mobile device use by rural older adults: attitudes, perceived benefits, and barriers - Hyeonjean Yoo
Adult Development
Wednesday Detailed Schedule (continued)

Making Opportunities: Lessons from Makerspaces as Sites of Adult Education - Jess Oest
Community, Minority, and Non-Formal Education

Financial Shame among Adult Graduate Students: Possibilities for Transformative Learning and Social Change - Jessica Williams
Graduate Student Education

Mentoring the Experienced Practitioner - Leann Laubach, Lori Risley
Health Professionals

Where’s the engagement: Reflections on creating space for nontraditional learners - Liz Tabak, Lori Risley
Colleges and Universities

Is Studying Abroad For You: Inventory for Potential Education Abroad Program Participants - Maren West, Lori Risley
Colleges and Universities

Social Justice In Action: Training K-12 Teachers - Courtney J. Hoffhines
Workforce Development, Continuing Education, and Professional Development

Joyful Learning for Every Level of Intellectual Functioning - Nancy Hilliard
Adult Basic Education and Literacy Education

Generational diversity: Using technology for learning and teaching - Phyllis J Broughton, Xi Lin, Kathy Lohr
Community, Vocational, and Technical Colleges

Necessity of Counting Flood Education in Higher Education Curricula: Report from Kerala, India - Remmia Radhakrishnan
Sukapurath
Sustainability and Environmental Adult Education

Age Factor in Second Language Acquisition - Sedighe Zamani Roodsari, Sedighe Zamani Roodsari
Adult Development

No Adult Left Behind: Improving Critical Thinking in the Undergraduate Classroom
Steven D. Koether, M.S.
Colleges and Universities

Monetization of Knowledge in China: A New Way for Online Learning? - Xi Lin, Christy M. Rhodes
Distance Learning (Technology and Online Learning)

Spotlight on Commissions
Grand DE

6:30 pm - 7:30 pm
### Thursday Detailed Schedule

#### 7:00 am - 7:45 am
- **Graduate Student Breakfast**  
  (Reservations and tickets required)  
  (Past Presidents Invited)  
  Park View

#### 7:00 am - 8:00 am
- **Continental Breakfast**  
  Prefunction Area

#### 8:00 am - 4:00 pm
- **AAACE Conference Registration Open**  
  Exhibits Open  
  Prefunction Area

#### 8:00 am - 8:45 am
- **SESSION 8**
  - Religion as an Attribute of Race? Implications for Education Today - Edith Gnanadass, Nicholas Daniel  
    CPAE CoConference: Research & Theory / Shared Concurrent Session  
    Grand A
  - Self-perceived Employability of Non-traditional Students in a Professional Studies Program - Yuanlu Niu, Yvonne Hunter-Johnson, Xu Xu  
    CPAE CoConference: Research & Theory / Shared Concurrent Session  
    Grand A
  - Getting to the Finish Line: Fostering Self-Directed Learning and Grit for Doctoral Student Degree Completion - Gwen Scott Ruttencutter, Ralph Brockett  
    Graduate Student Education / Shared Concurrent Session  
    Grand B
  - Community Engagement in Beginning Design Education: Purpose and Process - Jennifer Barker, Wendy Griswold  
    Undergraduate Student Education / Shared Concurrent Session  
    Grand B
  - There’s No Better Time Than Now to Address Adult Learners’ 50 Year Dilemma - Careers - Angelo Marade  
    Community, Vocational, and Technical Colleges / Fast Format  
    Grand C
  - Creating an Army of OER Advocates: Open Education Professional Development for Academic Librarians - Elaine Thornton  
    Workforce Development, Continuing Education, and Professional Development / Fast Format  
    Grand C

#### 8:00 am - 8:45 am
- **SESSION 8**
  - Is “Good Job” Good Enough? Offering Cogent and Timely Feedback in the Online Learning Environment - Bonnie Flynn  
    Distance Learning (Technology and Online Learning) / Roundtable  
    Grand DE
  - Maximizing Adult Learners’ Success in Online Programs - Corina Todoran  
    Distance Learning (Technology and Online Learning) / Roundtable  
    Grand DE
  - Action Learning in Graduate Adult Learning Programs: Students can really help! - Robin R. Hurst  
    Graduate Student Education / Roundtable  
    Grand DE
  - The Role of Adult Education in Ensuring Sustainable Environment for Middle Old Citizens in Nigeria - Temilola Apena  
    Adult Psychology and Counseling / Roundtable  
    Grand DE
  - Attitudes of Non-Native English-Speaking Graduate Students Regarding Academic Success in a US Graduate School - Maja Stojanovic, Petra A. Robinson  
    CPAE CoConference: Research & Theory / Roundtable  
    Grand DE
  - Navigating Online Doctoral Programs: Sharing Success Stories - Ovusu Boakye, Renée Jones, Samuel Amponsah  
    Graduate Student Education / Roundtable  
    Grand DE
  - A Review of Open Educational Resource (OER) Initiative Programs in Public Universities - Phuong Nguyen  
    CPAE CoConference: Emerging Issues for Faculty in Higher Education / Roundtable  
    Grand DE
  - Intergroup dialogues as a method of addressing organizational injustice - Chaddrick Gallaway, Jeremy Bohonos  
    Human Resource Development and Training / Shared Concurrent Session  
    Grand G
Sustainability and Environmental Adult Education / Shared Concurrent Session
Grand G

“Duh…of course Context Matters”: A Re-Imagining of the Grit Narrative in an Adult Education Context - Ted McCadden, Jennifer L. Pemberton
Research to Practice / Shared Concurrent Session
Grand H

Determined to Graduate: Nontraditional Students Define Persistence and Success in an Accelerated Degree Completion Program - Nereida Quiles-Wasserman
Adult Development / Shared Concurrent Session
Grand H

Interdisciplinarity and Adult Development: An Examination and Implications - Anne Benoit
CPAE CoConference: Research & Theory / CPAE CoConference Only: Emerging Issues or Research & Theory
Mills 1

Epistemological Development as Adult Education: Equipping Learners with Tools Necessary to Address Contemporary Challenges - Chad Hoggan, Tetyana Kloubert
CPAE CoConference: Research & Theory / Concurrent Session
Mills 3

Economic Empowerment Through Prior Learning Assessment (PLA): Credentialing College-Level Learning and Accelerating Time to Degree - Todd Sherron, Catherine A. Cherstrom, Carrie J Boden, Lindsey T Wilson
Colleges and Universities / Shared Concurrent Session
Mills 6

Experiences and Barriers to Success for Mid- and Later-Life College Students - Phyllis Cummins
Community, Vocational, and Technical Colleges / Shared Concurrent Session
Mills 6

Integrating Social Responsibility in Two Courses: Critical Thinking and Environmental Communication - Sarah Strom Kays, Teresa Haynes
Colleges and Universities / Concurrent Session
Sterling 1

How to Write for AEQ, AL, JTED
Sterling 6

Beauty, Bandits and Barbie: Critically Questioning Female Depictions Using the Museum Hack - Shelli Henehan, Micki Voelkel
Women’s Issues, Status, and Education / Concurrent Session
Sterling 8

9:00 am - 10:30 am
Adult and Continuing Education National Policy Forum
Grand DE

AAACE is excited to offer our first Adult and Continuing Education National Policy Forum. You can be an active participant by using the conference app on your smart phone to both interact with panelists and vote in real time on national adult education policy priorities. Recognizing the fractured national policy landscape for adult and continuing education, this forum seeks to identify policy synergies among divergent national adult and continuing education associations.

It joins representatives (panelists) from four national associations: Dr. Laura L. Bierema (President, Academy for Human Resource Development), Dr. Don Finn (Board President, Commission on Adult Basic Education), Dr. Bill Boozang (Past President, Association for Continuing Higher Education), and Dr. Larry G. Martin (President, AAACE). Each panelist will delineate the top national policy priorities for the members of their respective associations. They will make the case for the national policy priorities of interest to the membership of their associations and the adult learners they serve. In an interactive format via the use Meeting Pulse (https://meet.ps/) each panelist will post real-time audience polling questions in order to gauge the level of support for policy ideas from Forum attendees. Interacting with the presentations via their smartphones, Forum attendees will be able to provide live feedback and insights regarding the current and potential policy initiatives presented by the panelists.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Speakers/Details</th>
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<tbody>
<tr>
<td>10:30 am - 11:00 am</td>
<td>Networking Break with Exhibitors</td>
<td>Prefunction Area</td>
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| 11:00 am - 11:45 am | SESSION 9                                                                     | Family Literacy Behind Bars: The Read to Your Child Program in a Pennsylvania Prison – Esther Prins, Tabitha R. Sticket, Anna Kaiper  
CPAE CoConference: Research & Theory / CPAE CoConference Only: Emerging Issues or Research & Theory  
Grand A  
Transforming Colleges and Universities to become Age-Friendly Institutions - Rob Mark, Colleges and Universities / Shared Concurrent Session  
Grand B  
Work-life experiences of scholar-practitioner-parents - Tonette S. Rocco, Sunny L. Munn, Joceylyn James, Debaro Huyler, Gus Roque, Patricia Delgado, Human Resource Development and Training / Shared Concurrent Session  
Grand B  
Adult Basic Education Teachers’ Experiences with Professional Development: A Hermeneutic Phenomenological Study - Steven Roth, Joel Floyd  
Adult Basic Education and Literacy Education / Concurrent Session  
Grand C  
An Exploratory Study of Stress Factors among Student Veterans - Robyn Westbrook, Sheena Copus Stewart, James E. Witte, Maria Martinez Witte  
Military Education / Shared Concurrent Session  
Grand G  
Participant experiences in university-based encore fellowship programs: Results of a qualitative study - Julie Galliart, Kilt Kacirek, Kenda C. Grover  
Workforce Development, Continuing Education, and Professional Development / Shared Concurrent Session  
Grand H  
Effects of Prior Learning Assessment on Graduation Rates of Adult Students in Online Degree Programs - W. Lee Barnett  
Colleges and Universities / Shared Concurrent Session  
Grand H | Self-Determination in the Face of Bullying:  
Women’s Experiences in Academe - Lisa Baungartner, Vince Lechuga, Ed.D.  
CPAE CoConference: Emerging Issues for Faculty in Higher Education / CPAE CoConference Only: Emerging Issues or Research & Theory  
Mills 3  
Emotional Labor: Misconceptions, Impacts, and Pedagogical Approaches for Women’s Self-understanding - Makena Riley Neal, Mr. Benjamin D Espinoza  
Workforce Development, Continuing Education, and Professional Development / Concurrent Session  
Mills 6  
Hanging on by a Single Thread: Disengaged Adult Education Faculty - Lilian H Hill, Paulette Isaac-Savage, Ed.D.  
Colleges and Universities / Concurrent Session  
Sterling 1  
AEO Editors Meeting  
Sterling 6  
AAACE Awards Luncheon  
Grand DE | SESSION 10                                                                   | Talking Race: Human Library - Ruby Cain, Byron Ballard, Mr. Vashon Broadnax, Ms. Kara DuQuette, Lamaiya Lancaster, Molly McGuire, Mr. Jeru Qadar  
Community, Minority, and Non-Formal Education / Concurrent Session  
Grand A  
The impact of adult personality traits on social support types - Yuewei Shi, Xi Lin  
Adult Development / Concurrent Session  
Grand B  
Saved by bell: Using hooks as a Curriculum Intervention in Southern Higher Education - Edith Gnanadass, Lavonda Clay  
Research to Practice / Shared Concurrent Session  
Grand H  
Phenomenology, Autoethnography, and Masculinity: Methodological Considerations for Exploring Gender, Race, and Sexuality - Jeremy William Bohonos, Joshua C. Collins  
Human Resource Development and Training / Shared Concurrent Session  
Grand H |
Thursday Detailed Schedule (continued)

Voices of the military speak on their military experience of learning and civilian careers - William Carpenter, Ben Pierce
Military Education / Shared Concurrent Session
Mills 3

Ageism in the Fitness and Health Field: A Review of the Literature - Bora Jin, Lisa M. Baumgartner
Community, Minority, and Non-Formal Education / Concurrent Session
Mills 6

Embracing the Dark Side: Using Second Wave Positive Psychology to Navigate Emotions Throughout Transformative Learning - Adam McClain
Adult Development / Concurrent Session
Sterling 1

Navigating Respectability Politics for Practitioners and Researchers - Florence Davies, Patrice French
Workforce Development, Continuing Education, and Professional Development / Concurrent Session
Sterling 6

3:10 pm - 3:55 pm
SESSION 11

Expectations of student writing in higher education: Are they equitable? Do they build useful skills? - Tara Thompson, Christy M. Rhodes, Kathy Lohr
Colleges and Universities / Concurrent Session
Grand DE

Enrollment Trends among Post-Traditional Students: Academic Retention and Success in a Distance Learning Program - Lisa Young, Sandra Perkins, Shanikia N. Young, Nichelle McMullen
Distance Learning (Technology and Online Learning) / Shared Concurrent Session
Grand H

Undergraduate Adult Learner Experiences and Informed Decision-Making within a Student Success-Rich Environment - Tracy A. Kachur, Susan J. Barcinas
Undergraduate Student Education / Shared Concurrent Session
Grand H

Exploring Relational Frame Theory for Adult Learning Research - Daniel A. Parker
CPAE CoConference: Research & Theory / CPAE CoConference Only: Emerging Issues or Research & Theory
Mills 1

Fullbright Opportunities for Adult Education Scholars and Students: The Program, Proposals, International Research, and Teaching - Joellen Coryell, Laura Bierema, Ann Brooks
Colleges and Universities / Concurrent Session
Mills 6

Persistence to Degree Completion: Undergraduate Women over 40 - Ann Kolasa Zastrow
Research to Practice / Roundtable
Park View

Same path, different stages - Anntricia Bray Smith
Women's Issues, Status, and Education / Roundtable
Park View

She can see success from here but I can't: Glass Ceiling and Concrete Ceiling barriers - Chelesea Lewellen
Women's Issues, Status, and Education / Roundtable
Park View

Enquiry into Adult Learning Theory and Aspects of Employability for Women of One Addiction Recovery Center - Christine Privott, Daryl Privott
Women's Issues, Status, and Education / Roundtable
Park View

Adult Basic Education and Literacy Education / Roundtable
Park View

Sustaining Women's Work in Higher Education: Fostering Interdependency, Growth and Development - Rachel Wlodarsky, Catherine A Harsman
Women's Issues, Status, and Education / Roundtable
Park View

Reflecting teaching: Utilizing Self and Peer Assessment in college classrooms - Hany Zaky
Adult Development / Roundtable
Park View
Thursday Detailed Schedule (continued)

Organizational and Evaluation Cultures: Keys to Evaluating Adult Education Programs - Jan A. Flack, Claudette M. Peterson
Research to Practice / Concurrent Session
Sterling 1

Roots of Change: An Arts-Based Approach - M. Sharon Herbers, Brooke Vasquez, Steven Linley, Terry Burden, Monica Hernandez
Graduate Student Education / Concurrent Session
Sterling 6

The Landscape of Mindfulness and Meditation in Adult Education for Wellbeing: Research and Practice - Elizabeth Tisdell
Health Professionals / Concurrent Session
Sterling 8

4:05 pm - 4:50 pm

SESSION 12

The Intersection of Emotional Intelligence, Spiritual Intelligence and Transformative Learning – Carl W. Prioleau
Adult Development / Roundtable
Grand DE

La Doctora Chingona: Decolonizing and (Re) Envisioning the Latina Scholar - Elizabeth Castañeda, Amy Biedermann
Colleges and Universities / Roundtable
Grand DE

Extending the Boundaries: STEM Faculty Rework Their Ideas of Mentoring - Joann S. Olson, Yun Wan, Beverly C. Tomek
Colleges and Universities / Roundtable
Grand DE

Mediated Experiences of Graduate Students Self-Directed Learning - Kristen L. Vandergriff, David Austin Willis
Graduate Student Education / Roundtable
Grand DE

The Role of Feedback in Adult Learning: A Literature Review with Instructor Recommendations – M. Cecil Smith
Research to Practice / Roundtable
Grand DE

Ways Therapy Dogs Enhance Mental, Physical, and Emotional Capacity: Working Toward Individual and Environmental Sustainability - Stacey Sinwald, Rachel Wodarsky
Adult Development / Roundtable
Grand DE

Breaking Down Barriers: Creating Digital Content with Accessibility in Mind - Steph Rogers, Michelle A. Johnson
Distance Learning (Technology and Online Learning) / Roundtable
Grand DE

Collaborative Human Inquiry: An Experiential Journey of Vulnerability in a Cross-Racial Context - Thymai Tina Dong
Adult Development / Roundtable
Grand DE

Creating a Just Culture: Learning, Trust, and Accountability in Workplace Safety and Beyond - Jillian Moore, Jill Zarestky
Human Resource Development and Training / Concurrent Session
Grand H

The Professionalization of Adult Education: An Empirically-Based Consideration of Our Professional Status - Craig M. McGill, Gwen Scott Ruttencutter, Ralph G. Brockett
History and Philosophy of Adult Education / Concurrent Session
Mills 6

Evaluation of an Advanced Degree Health Professions Education Program: Achievements and Challenges - Catherine A. Harsman, Wendy M. Green, Cecile M. Foshee
Health Professionals / Concurrent Session
Sterling 6

Adult Developmental Thinking and Leadership that Obstruct ADOS Restorative Justice - Lisa Rochelle Brown
Adult Development / Concurrent Session
Sterling 8

Networking Dinners
Pre sign up required / Space is limited
Check the AAACE Registration Desk for any remaining availability
The Adult Higher Education Alliance

AHEA is excited to partner with AAACE to promote our mission of serving institutions and individuals who advocate for, support, and advance adults in programs of higher education.

**AHEA Annual Conference—March 5-6, 2020**

Make plans now to join the Adult and Higher Education Alliance for our annual conference, held on the campus of the University of Central Florida. We pride ourselves on being a supportive, graduate student-friendly conference, held in a setting that encourages collaboration and professional development. This year’s theme will be *Unfinished Business: Compelling Stories of Adult Student Persistence*.

For more information on the conference:  

To submit a proposal for the conference (by October 31, 2019):  

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**AHEA Book Series**

Since 2012, AHEA has sponsored a book series to highlight the important and life-changing work undertaken by adult educators in a variety of settings. This year, we are excited to announce the release of the latest book in this series *Unfinished Business: Compelling Stories of Adult Student Persistence* by Matt Bergman, Joann S. Olson and Associates. Purchase your copy at the AHEA table, Booth 11 in the Exhibitor’s area.

While you’re at the table, pick up calls for chapters to be a part of either of the next two entries in the AHEA book series: *Advancing the Global Agenda for Human Rights, Vulnerable Populations, and Environmental Sustainability: Adult Education as Strategic Partner* (Alfred, Roumell, and Robinson, Eds.) and *Critical Approaches to Trauma in Adult Learning* (Daniel Barnes, Douglass, Merriweather, and Threlkeld, Eds.).

www.ahea.org
Friday Detailed Sessions

7:00 am - 8:00 am
Continental Breakfast
Prefunction Area

8:00 am - 11:00 am
AAACE Conference Registration Open
Prefunction Area

8:00 am - 8:45 am
SESSION 13
A study on the effects of the millennial generation’s traits and organizational communication on turnover intention of millennial employees – Jiyea Park
Human Resource Development and Training / Shared Concurrent Session
Grand B

Learning to Transition: Higher Education, Integration and Identity of Asian Refugee Youth in the US - Rey Lopez, Yidan Zhu, Cindy Peña
Women’s Issues, Status, and Education / Shared Concurrent Session
Grand B

Master’s Capstone: Millennial Preferences of Online Training from Professional Associations - April Taylor
Distance Learning (Technology and Online Learning) / Shared Concurrent Session
Grand C

Microlearning: Bite-Size Learning, Super-Sized Results! - Lisa Stock
Research to Practice / Shared Concurrent Session
Grand C

The ABCs of LGBTQIA+: All You Need to Know - Rana Zeidman, Yvonne De La Rosa
Workforce Development, Continuing Education, and Professional Development / Roundtable
Grand D

Smart Cities: The Impact of Artificial Intelligence and Automation on the Workforce - Rebecca Lee Hammons
Workforce Development, Continuing Education, and Professional Development / Roundtable
Grand D

Gender, Literacy and Africana Womanism: Theoretical discourse in the discipline - Daphne Ntiri
Adult Development / Concurrent Session
Grand F

Simulation and it’s impact on newly licensed registered nurses - Carrie Bailey, Lynn Beeler
Colleges and Universities / Shared Concurrent Session
Grand G

Clinical Grading in Health Professional Programs - Marc Taub
Health Professionals / Shared Concurrent Session
Grand G

US Army Black Officer Education and Training at Fort Des Moines for World War I - Bernard Harris
Military Education / Shared Concurrent Session
Grand H

Alpha Sigma Lambda is an honor society which partners with colleges and universities to celebrate the scholarship and leadership of adult students in higher education. We are devoted to the advancement of scholarship and the recognition of nontraditional students continuing their higher education to honor superior scholarship and leadership in adult students.

Robin Rennels, Home Office Manager
Phone: (217) 581-7106
www.alphasigmalambdalpha.org

Alpha Sigma Lambda Honor Society

AAACE 2019 83
Friday Detailed Sessions (Continued)

Making Work “Great” Again: Analyzing Turn of the Century ACE Policy through Discursive Institutionalism - Elizabeth A. Roumell
Colleges and Universities / Shared Concurrent Session
Grand H

10:15 am - 11:00 am

Session 14

The limits and possibilities of “access” for adult literacy learners - Paula Elias
Adult Basic Education and Literacy Education / Shared Concurrent Session
Grand B

Preparation of college and workforce access advisors: Gaps, Issues, and Future work - Sunny L. Munn, Tonette S. Rocco
Informal Learning / Shared Concurrent Session
Grand B

Student motivations, successes, and outcomes from WIOA funded workforce training - Aaron J. Reyna, Kerri Rhodes
Workforce Development, Continuing Education, and Professional Development / Concurrent Session
Grand C

A Study of Adult Learner Perceptions of Their Futures And Roles Within Rapidly Changing Communities - M. Jayne Fleener, Susan J. Barcinas
Colleges and Universities / Shared Concurrent Session
Grand H

11:00 am - 1:00 pm

Adult Basic Education for English Language Learners - Stephen Rodgers, Katie Callahan Neginsky
Adult Basic Education and Literacy Education / Shared Concurrent Session
Grand H

Faculty Advisors’ Lived Experiences with Advising Graduate Adult Learners at Historically Black Colleges and Universities - Geleana Drew Alston, Shirlene Augustine
Graduate Student Education / Concurrent Session
Sterling 1

9:45 am - 10:15 am

Morning Break
Prefunction Area

Session 15

Learning and the transformative potential of volunteering - Beixi Li
Adult Development / Shared Concurrent Session
Grand B

Developing a Course to Meet Teaching Competencies of the Council on Education for Public Health - Johnny Michael Willerson, Melissa F Peskin
Graduate Student Education / Shared Concurrent Session
Grand B

When the System Believes Mothers Matter: Valuing Mothers in the Academic Workplace - Anna CohenMiller, Denise Demers, Heidi Schnackenberg
Women’s Issues, Status, and Education / Concurrent Session
Grand C

Academic Lives Encrypted and Shaped by Place and Positionality: A Comparative Autoethnographic Approach - JuAnita Johnson-Bailey, Mitsunori Misawa, Peggy Gabo Ntsane
Colleges and Universities / Concurrent Session
Grand H

The Industrial Myth of Safety Culture - Robert F. Reardon, Sierra Sullivan
Workforce Development, Continuing Education, and Professional Development / Concurrent Session
Sterling 1

Business Meeting and Installation of Officers / Luncheon
Grand D
Marjean McLaughlin Buckner passed on from this physical world on February 20, 2019 in Miami, Florida following complications from a lifelong cardiac condition. She was surrounded by her loving family.

She was born on October 19, 1941 in Columbus, Ohio to the late Charles McLaughlin, Jr. and Emma Marguerite Rubush McLaughlin. The oldest daughter in a family of 6 (later 10) children, she was raised by strict parents on a working family farm in nearby Marysville, Ohio. From an early age, she learned the value of responsibility and hard work, and it was here that she also began her lifelong love of animals. She attended Magnetic Springs High School where she was a drum majorette and graduated as salutatorian. She began her college education at Ohio State University and completed it at Mount Carmel School of Nursing in Columbus, Ohio in 1963.

In 1964 she moved to Los Angeles and began working at Los Angeles Children’s Hospital, where she opened the first pediatric cardiology ICU in the country— an accomplishment she considered the highlight of her nursing career. It was there that she met Dr. Donald Buckner, whom she would marry in 1967 in Columbus, Ohio, during which time they both worked at Columbus Children’s Hospital. Prior to her marriage, Marjean converted to Judaism and would remain an active member of her synagogue, Beth David Congregation in Miami, FL, for the remainder of her life. The family then moved to Louisville, Kentucky where she would give birth to 2 sons. In 1973 they moved to Miami, Florida where Don began teaching at the University of Miami School of Medicine, and it was here that, in 1975, they adopted their daughter. In the years that followed, she pursued and completed her Masters and Doctorate in Health Education at Florida State University. Her ensuing career in health education included positions at the University of Miami and as a consultant to the federal government.

Following heart surgery in 1991, she launched her next career in adult education with a focus on English for Speakers of Other Languages (ESOL) in the Dade County Public School System. She would go on to lead several of the most prominent national adult education associations, including the American Association of Adult and Continuing Education (AAACE) and the Coalition of Lifelong Learning Organizations (COLLO). In 1996 she suffered a stroke which affected her language abilities. However, using her trademark grit and determination, she worked hard to recover and returned to teaching within a year. Her lifelong commitment to education and her significant contributions to the field of adult education were recognized by her induction into the International Adult and Continuing Education (IAACE) Hall of Fame at a ceremony in Iasi, Romania in April 2014.

After retiring from teaching in 2015, she dedicated time to her family, fulfilled her passion for helping animals and cultivated her yard and gardens, which became a Certified Wildlife Habitat. She is survived by her husband Donald, her children David, Michael and Leigh, her granddaughters Julia, Mackenzie and Catherine, her sisters Ila, Mary, Carolyn, Patricia, Eileen and Kay, her brother Jerry, daughter-in-law, Melissa, as well as her 5 beloved cats.
Dear friends and colleagues,

It is with deep sadness that I write to let you know that my colleague, friend and teacher, Peter Jarvis, died this morning. As many of you will know, he had been ill for some time, and his last few months have been particularly difficult. Peter was an enthusiastic adult educator, an outstanding teacher and scholar, a great servant of the University of Surrey, a Methodist minister, good company – and above all, a warm and steadfast friend. Also among the many achievements with which he has enriched us are dozens of books, the International Journal of Lifelong Education (which he co-founded, and edited for 35 years), and the deeply humane and democratic theories of human learning and its social significance that he developed and shared.

I spoke to Maureen, his wife, this afternoon and she has asked me to share the sad news with Peter’s many friends, colleagues and former students. Many, of course, I do not know or have lost touch with, so please do speak about it with them, and with members of the adult education community which he valued so much. Details of his funeral will be available later.

John.

Professor John Holford

Copied from the University of Surrey website in remembrance of Professor Jarvis:

He joined Surrey’s Department of Adult Education as a lecturer in 1976, subsequently becoming Professor of Continuing Education and was head of the Department of Educational Studies for five years. In 1998, he was awarded the first higher doctorate (D.Litt.) by the University.

Professor Jarvis was a pioneer in the field of adult education. He developed a hallmark sensory learning theory that focused on the process of learning through social experiences. His learning process model shed light on how learning occurs for adults throughout their lifespan.

He wrote and edited 30 books and 200 papers and chapters in books on adult education and learning, continuing professional education, nurse education, primary school education, distance education, and third age education.

Professor Jarvis received a variety of academic honours, including being President of the British Association of International and Comparative Education, the Cyril O Houle World Award for Adult Education Literature from the American Association of Adult and Continuing Education and was also the first non-North American to be elected to the International Hall of Fame of Adult and Continuing Education in USA.
Mr. George E. Spear Jr., 93, passed away on Thursday, November 22, 2018. He was born in St. Louis, MO to George E. Spear Sr. and Florence (Maack) Spear January 3, 1925. The family moved to Belton, MO in the early 1930’s and owned the Belton Star Herald until 1963. During his career at the newspaper, George received many awards for his writing. As a community leader, he also served on the School Board and the Richards-Gebauer AFB Community Council.

Over the years, George lived a fulfilling and successful life with impeccable integrity, impressive intellect and love for family and friends. He served in the United States Navy during World War II and received an Honorable Discharge in 1946. George graduated Baker University with a Bachelor of Arts degree (1948), The University of Missouri-Kansas City with an MA in Sociology (1965) and the University of Michigan with a PhD in Education (1972).

Throughout the course of his career, he was professor of Education and Associate Dean of UMKC’s School of Education. He received the honor of Professor Emeritus at UMKC in 1987. After retirement, he taught for Kansas State University as an adjunct faculty member at The United States Army Command and General Staff College at Fort Leavenworth, Kansas. In 2016, he was inducted into the International Adult and Continuing Education Hall of Fame. He was extremely dedicated to his students and their success. George loved, guided and received so much pleasure from his family.

He was preceded in death by his parents and brother Harry B. Spear. He is survived by his wife Barbara F. Spear and his children, Michael B. Spear (Minneapolis, MN), Brett M. Spear (Olathe, KS) and Leslie Brock (Independence, MO); step-children, Barbara Lynd (Chandler, AZ), Brent Gilmore (Blue Springs, MO), Mark L. Gilmore (Lakewood, CO) and Susan K. Wise (Dallas, TX). He is also survived by 16 grandchildren and 19 great-grandchildren. A Celebration of Life was held in April 2019, followed by Inurnment with Military Honors in The Belton Cemetery.
Watch for the Adult Education Provider Survey coming from AIR in October as part of the National Assessment!

To learn more about AERTAC visit www.air.org/AERTAC

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