American Association for Adult and Continuing Education

Inaugural
2020 Conference Proceedings

October 27-30, 2020
Virtual Conference

Editors
Dr. Yvonne Hunter-Johnson, Chair
Dr. Catherine A. Cherrstrom
Dr. Jacqueline McGinty
Dr. Christy Rhodes

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American Association for Adult and Continuing Education

Vision Statement
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 Statement
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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Inaugural Publication of the American Association for Adult and Continuing Education Conference Proceedings

As the 2019-2020 President, and currently the Immediate Past President, of the American Association for Adult and Continuing Education (AAACE), I am pleased to introduce the inaugural issue of our conference proceedings. Before moving forward, it is important to draw some attention to AAACE within the contexts of its history and mission. To make this statement, I draw from the writings of two long-term and dedicated stewards of our profession, namely Amy Rose (2008) and John Henschke (2007). These colleagues have documented the history of the field, creating a foundation upon which to stand and from which to grow. As both authors noted, AAACE went through a series of professional associations and identities, dating back to 1921 when the National Education Association established the Department of Immigrant Education, driven by its interest in educating teachers of immigrant learners. Three years later, the name was changed to Department of Adult Education, broadening its scope beyond immigrant education to include education of adult, broadly defined. In 1926, the Carnegie Association established the American Association for Adult Education (AAAE; Rose, 2008; Henschke, 2007). According to Rose (2008), the vision for AAAE was not clearly defined, and turbulent world events like the Great Depression and World War II had negative impact on its survival. In 1952, the National Association for Public School Adult Educators (NAPSAE) was founded, and 1972 saw the emergence of the National Association of Public and Continuing Adult Educators (Henschke, 2007; Rose, 2008). These organizations merged in 1982 to the current American Association for Adult and Continuing Education.

I shared excerpts of our history to provide some context for our annual conferences and bring attention to the lost opportunities to build on the literature of the field. Information retrieved from our website (https://www.aaace.org/page/Conference) indicates we have engaged in conferencing every year since 1952 with the first documented conference held in East Lansing, Michigan. From 1952 to 2019, we have disseminated knowledge, ideas, theories, and best practices at 67 conferences; however, none of it was captured in any written form for future use. Our conferences provided opportunities for sharing of ideas and for socialization, but we can also use these opportunities for knowledge management. Knowledge management is a concept used in business organizations that captures the process of creating, sharing, using, and managing knowledge and information of an organization. There are myriads of definitions for knowledge management, but the overall concepts are creation, sharing/dissemination, storing, and the future use of the knowledge. AAACE as an organization is engaged in the practice of knowledge management as evidenced in its publication of three journals and the handbook which is published every 10 years. Adding conference proceedings to this repertoire of managed knowledge will serve to expand the literature base of the field.
and make knowledge disseminated at the conference available for use in research and practice.

I am pleased to introduce our inaugural issue of the AAACE Conference Proceedings. As the first production, publishing papers presented at the 2020 conference was optionally available to participants regardless of their category of presentation. I am very pleased at such a response, and I thank the presenters who answered the call.

Most importantly, I thank the editors who responded to my charge to deliver a conference proceeding with little guidance or directions. They exhibited true self-directedness and found a way to bring the task to fruition.

To Cathy Cherrstrom, Yvonne Hunter-Johnson, Jacqueline McGinty, and Christy Rhodes, thank you for taking on the charge to produce AAACE’s first annual conference proceedings.

Sincerely,

Mary V. Alfred
Texas A&M University

References


Editors’ Notes

Dear Reader,

With great pride and privilege, we present the inaugural conference proceedings for the American Association for Adult and Continuing Education 2020 conference. These historic proceedings for the general conference provide a platform to highlight the valuable presentations facilitated at the virtual conference. The proceedings reflect a combination of presentations featuring empirical research and the practical application within the field of adult and continuing education. As editors, we extend our gratitude to all stakeholders including, but not limited to, the board of directors, members, staff, sponsoring partners, and authors. We are grateful to you, for without you, this conference proceedings would not be a reality.

To the board of directors, we say thank you for your vision to institute such an endeavor and for entrusting us with the opportunity to compile and edit the inaugural conference proceedings for AAACE. This was an honor for each of us, and we are truly grateful.

To the illustrious contributors to the conference proceedings, we extend our gratitude. Without your hard work, dedication, attention to detail, creativity, and ambition, the conference proceedings would not be a reality. You have provided a platform that serves not only as an academic inspiration but a source reflecting a conglomerate of topics. Your contributions to theory and practice will benefit scholars and practitioners and aligns with the overarching theme of AAACE. We are grateful and say thank you!

To members, we thank you for sharing your knowledge and expertise at this year’s conference. We strongly encourage all of you, who may not have submitted a manuscript in this year’s conference proceeding, to submit for next year’s conference proceedings. The knowledge, experience, and ability you possess is worth sharing to inspire and empower other scholars and practitioners within the field of adult and continuing education.

We hope you enjoy reading the conference proceedings.

Thank you,

Yvonne Hunter-Johnson
Cathy Cherrstrom
Jacqueline McGinty
Christy Rhodes
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Improving Scholarly Discourse: Responding to Reviewers and Understanding Scholarly Impact

Lisa M. Baumgartner
Texas State University

Abstract: Publication expectations continue to rise at academic institutions. Successfully publishing an article means effectively responding to reviewer comments. In this paper, I briefly delineate the publication process. I discuss best practices for responding to reviewer comments and provide examples. I review how the scholarly impact of one’s work is measured. Terms such as impact factor, H-index, and j10 index are defined and critiqued. Altmetric measures the effect of scholarly impact in social media. I describe and critique venues for sharing research such as ResearchGate and Academia.edu.

Keywords: scholarship, publication, reviewers, scholarly impact

The Mind’s Design: The Neuroscience of Stress and Resilience

Ellen N. Beattie
Ashford University

Abstract: Resilience and the ability to manage stress contribute to life satisfaction and success. Resiliency contributes to academic and professional success, healthy interpersonal relationships, confidence in oneself, and is a positive predictor of life satisfaction. The body’s stress response is a highly orchestrated biological action that can help or hinder resiliency. Understanding both the psychological and neuroscience components of stress and resiliency aids in understanding the “resilient person” prototype and offers insights into what interventions might increase the highly desired characteristic of resiliency.

Keywords: mindfulness, psychological resilience, resilience, stress, neuroscience
Prior Learning Assessment in the US: A Systematic Literature Review

Carrie J. Boden, Catherine A. Cherrstrom, and Todd Sherron
Texas State University

Abstract: Earning a college degree offers many benefits but requires time and money. Prior learning assessment (PLA) saves time and money by translating prior learning into college credit. This systematic literature review examined peer reviewed journal articles about PLA from the last decade. The research design used systematic literature review procedures to identify articles, collect data using the matrix method, and analyze data using thematic coding. Findings included journals publishing PLA articles, authorship, publication years, underlying empirical studies, and six major themes: the big picture, higher education changing PLA and PLA changing higher education; equity and access; program overviews; approaches, methods, and processes; and quality assessment.

Keywords: prior learning assessment, PLA, non-traditional students

Improving Continuing Professional Education: A Study of Paramedic Ethical Decision-Making Dilemmas and Supports

Susan Braithwaite¹ and Susan J. Barcinas²
¹Western Carolina University and ²North Carolina State University

Abstract: The purpose of this paper is to share information on The Learning EMS Ethics Project, referred to as the LEEP project. LEEP is a long-term study of paramedic navigation of ethical dilemmas and decision making in prehospital care. The project additionally aims to contribute to the future development of future paramedic capacity building from education and licensure, to evolving expertise in the field, and continuing professional education.

Keywords: health professions, ethics, decision making, emergency medicine, experiential learning
Privacy Issues in Online Learning Environment

Bo Chang
Ball State University

Abstract: The purpose of this paper is to explore privacy issues in online learning. This study shows that there are direct legal-related privacy issues, such as students’ personal data and grades protected by the FERPA, and students’ right to protect their privacy in the context of a public website. There are also some privacy issues which occurred in much nuanced ways in the online learning process, such as open access to each other’s work, transparent reflections, public comments, critical analysis of the assignments, critical comments, and collaborative evaluations of students’ work.

Key words: Privacy in online learning, resistance to knowledge sharing, students’ rights and comfort, blogs in learning

Trends and Direction of Adult Education

Bo Chang
Ball State University

Abstract: In this paper, I will analyze the shifts of adult education historically through the lens of power and policies, technology, the nature of the field, and the structural constraints in the context of higher education. The findings show that in general, in the field of adult education, there has been a change from social justice, anti-poverty to efficiency and job-oriented adult education; from more social and politically-driven in the past decades to more job-related and economically-driven in recent years, from serving the marginalized people to serving the elites. Technology, nature of the field of adult education, and structural setting of the higher education constrained the development of adult education.

Keywords: Trends and direction, policy and politics, technology, history
Wage Gap: Myth or Reality? Earning Gap Between Immigrants and Natives in STEM Occupations

Aynur Charkasova  
Southern Illinois University Carbondale

Abstract: The demand for U.S. temporary workers has doubled since the 1990s, especially after the technology boom. American employers have benefited from hiring foreign talent for STEM occupations. Despite the mandatory prevailing wage regulations, temporary skilled immigrants have been criticized for their willingness to work for lower wages. This integrated literature review aims to clarify the wage gap between skilled immigrants and natives in STEM occupations. This research design utilized a systematic literature review to identify relevant studies, collect data, and analyze data using thematic coding. Findings included two major themes: the wage gap as a myth and the wage gap as a reality. Practical and policy implementations will be discussed based on the findings of this integrated literature review.

Keywords: skilled-immigrants, STEM, wage gap

Reactions to COVID-19: A Public Health Critical Race

Joanna H. Ellis, Kris Hollingsworth, Marcy May, Courtney McElhaney Peebles, and Lisa M. Baumgartner  
Texas State University

Abstract: Since the spring of 2020, the pandemic has dominated public discourse. Using a public health critical race praxis research approach, our team interviewed a diverse group of individuals to elicit stories about their knowledge, attitudes, and responses to COVID-19. We used health belief model constructs and critical race theory tenets to evaluate race and ethnicity’s influence and implications in reactions to the pandemic. Findings include the ordinariness of racism and colorblindness in assessing the susceptibility and severity of COVID-19 and its risk factors. Including social determinants of health in the core curriculum of cross-disciplinary education programs emphasizes the impact of public health disparities and may reduce colorblindness and ordinariness.

Keywords: COVID-19, community health education, public health critical race praxis, health belief model, critical race theory, social determinants of health
Futures Learning Strategies for Social Transformation and Lifelong Learning

M. Jayne Fleener and Susan J. Barcinas
North Carolina State University

Abstract: This paper explores futures learning strategies enacted by ecosystem building futurists working with organizations and communities for social transformation and adaptation to uncertain futures. The research is based on interviews with futurists who work as ecosystem builders to understand the what, how, and why of their work. In so doing, the where of their passions is unveiled, especially as it relates to personal transformation and lifelong learning that includes openness to new and diverse ideas, interdisciplinary learning, and active exploration of and connections with systems relationships, chaos and complexity. Results of this research point to the importance of and need for futures learning strategies for all as we shift individualized goals to socially significant, ecosystem building visions to thrive in post-normal, post-pandemic times.

Keywords: futures learning, lifelong learning, social transformation, ecosystem builders, futurists

Campus Climate: College Students' Attitude towards Homosexuality in Taiwan

Jannette Wei-Ting Wang Gutierrez
Tamkang University

Abstract: All people should have equal rights. Educators must make sure that everyone is included and is treated fairly. Higher education institutions are considered more liberal and tolerant, yet there are marginalized students, such as those from the lesbian, gay, bisexual, and transgender (LGBT) community. In November 2018, the Taiwanese electorate passed referendums to prevent recognition of same-sex marriages in the Civil Code and to restrict teaching about LGBT issues. We witnessed the heartbreaking results of a referendum on the question, in which a majority of Taiwanese people voted against same-sex marriage. This study is to investigate to understand people's attitudes toward the LGBT community on campus, analyze the attitudinal factors and seek to make the campus environment more LGBT friendly in a College in Taiwan.

Keywords: university campus climate, homosexuality, higher education
Discovering Unknown Reflection: Exploring Sentimental Intentions of Online Teaching Evaluation in Adult Technology Education

Yankun He, Kenan Xiao, and Yuewei Shi

Auburn University

Abstract: Sentiment analysis (SA) is the process of identifying and classifying users’ opinion from a piece of text into different sentiments. Student’s evaluation of teaching is one of the common and necessary measures to assess the teaching quality of course instructors in a college setting. Traditionally, student evaluations are administered towards the end of the semester using a paper-based survey. However, recently online evaluations, such as RateMyProfessor.com (RMP) are becoming popular. This study collected 490 comments of professors in the Computer Science and Software Engineering department at Auburn University that meet the selection criteria from RMP. The research utilized a textBlob Python package to analyze sentiments of students’ comments from different class standings.

Keywords: sentiment analysis, students’ evaluation, RateMyProfessor

Practical Guidance in Identifying, Recruiting, and Interviewing International Key Informants in Adult Education Research

Abigail Helsinger¹, Nytasia Hicks², Roberto J. Millar³, Laura M. Girling⁴, Phyllis A. Cummins¹, and Takashi Yamashita⁴

¹Scripps Gerontology Center, Miami University
²U.S. Department of Veteran Affairs, Audie L. Murphy Memorial Veterans Hospital, Geriatric Research, Education, and Clinical Center
³The Hilltop Institute, University of Maryland, Baltimore County
⁴Department of Sociology, Anthropology, and Public Health, Center for Aging Studies, University of Maryland, Baltimore County

Abstract: Cross-cultural qualitative research is essential to develop practical approaches to promote adult education and training in diverse societies. Yet, little systematic guidance is available to successfully conduct a large-scale cross-national qualitative inquiry in general, and in virtual settings in particular. The purpose of this study is to identify challenges and effective strategies in virtual qualitative interviews with international key informants. We used a focus group of five researchers to identify challenges and strategies associated with five key domains of qualitative interviews with informants: identification, recruitment, preparation, conducting interview, and follow-up. Deductive thematic analytic methods and content analysis revealed nuanced tactics related to challenges and strategies. These findings provide practical guidelines for adult education researchers conducting interviews with international key informants.

Keywords: key informant interviews, adult learning, programs and policies, virtual interviews
Crash the Discord: Creating a Learning Environment that Bolsters Value Appreciation and Respect through Civil Discourse

Regina Henry and Catherine McBride
Strayer University

Abstract: Graduates must know how to navigate social, cultural, and global issues, using civil discourse to elevate understanding, bring concerns to light, and to find solutions to business, national and international challenges. Institutions of higher education continue to struggle with the diversity of students, faculty, and administration while encouraging civil discourse internally as well as throughout the student body. Universities are in a unique position to educate and prepare adults, across the globe, to provide positive contributions to the world around them. This responsibility goes beyond simply imparting technical skills. Today’s graduates must be equipped to solve complex problems and to create solutions. Transformative learning theory provides tools to support learners with engaging in civil discourse. This article proposes a model for educators to facilitate civil discourse in the classroom, teaching skills that are transferable to business and society.

Keywords: civil discourse, discussions, transformative learning, learning transformation, adult learning theory

What Does It Take to Live a Profound Life?

Laura B. Holyoke, Katie Wilson, Ali Threet, Laila Cornwall, and Shawna Bertlin
University of Idaho

Abstract: The purpose of this literature review was to develop the profound living concept through a synthesis of themes extracted from scholarly literature. The problem encountered was a lack of theory and depth in the concept of profound living. The methods used in this study were a thorough literature review in which concepts were extracted from related theories and ideas related to profound living. Ego development theory was utilized as a framework to guide the exploration of living profoundly. This resulted in a conceptualization of profound living that integrates ideas from life narratives, eudaimonia, and wisdom. This cogent conceptualization of profound living should guide future empirical research on this topic.

Keywords: profound living, values virtues perspectives, eudaimonia, wisdom, narratives
Let’s Connect: Diversity, Inclusion and Career Development of Veterans Within the Civilian Workforce

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Abstract: Career transition can be stressful. This stress level is intensified for veterans who are transitioning between not only careers but also, what is perceived to be, transitioning between worlds, military world to the civilian world. Within a civilian workforce, veterans are often misunderstood and stigmatized, that results in misconceptions and misinterpretation regarding transfer of professional experience and training. Subsequently, creating employment challenges, exclusion, and minimal career development of veterans within the civilian workforce. On this premise, this theoretical paper, utilizing the workforce adjustment theory as an underpinning, discusses: (a) transitional challenges of veterans to the civilian workforce, (b) strategies for promoting diversity and inclusion of veterans, and (c) career development of veterans within the civilian workforce.

Keywords: transitional challenges, diversity, inclusion, career development, veterans

Understanding Chinese International Doctoral Students Develop Critical Thinking in a Cross-cultural Learning Setting

Shuaipu Jiang and Qi Sun

University of Tennessee

Abstract: This paper explores the experience of how Chinese international doctoral students develop critical thinking. Narrative interviews are conducted. Narrative thematic analysis is adopted. Four big themes are generated, which are understanding of critical thinking, comparison and contrasts, factors contributing to development of critical thinking and improvement in critical thinking. There are several categories in each theme. Direct quotations of the participants are presented as evidence under each theme. The implications and future research are presented as well.

Keywords: narrative research, narrative inquiry, narrative thematic analysis, critical thinking
Isolation Squared? An Autoethnography Study of the Comprehensive Examination During the COVID-19 Outbreak

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Abstract: The purpose of this study was to employ autoethnography as a methodology to examine my doctoral comprehensive exam experience in the context of COVID-19. It was a special period of “isolation squared” with both the take-home exam and the stay-at-home order enforced. Through diary entries, I recorded my complex feelings of overwhelming, anxiety, fears, and guiltiness during the exam process. Drawing on the lens of situated learning, I interpreted my self-reflective experience as an effort to move from a novice researcher to full participation. Situating my learning in a wider context, I obtained a deeper understanding of myself, my relationship with others, and the socio-cultural context.

Keywords: autoethnography, comprehensive examination, doctoral education, COVID-19

Community College Adult Learner Experiences With a Student Success Environment

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Abstract: This paper presents findings from a qualitative case study that investigates how adult learners experience a student success-rich culture within a community college. The data includes 14 semi-structured interviews with ten adult learners and four institutional-academic representatives, in addition to supporting document analysis of national, state, and institutional student success initiatives and practices. Two findings are presented suggested that there is a divergence in how community college professionals and adult learners perceive and define student success, and that institutional success structures may present barriers to supporting unique adult learner needs.

Keywords: adult learner, postsecondary, adult learner-friendly/focused, community colleges, student success, persistence
Drawing from Mysticism in Monotheistic Religious Traditions To Inform Profound and Transformative Learning

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Abstract: The purpose of this paper is to introduce the processes and practices of mysticism found within the monotheistic traditions, Judaism, Christianity, and Islam, in an attempt to identify areas where these might inform, elaborate, and deepen our understanding of profound and transformative learning theory and practice.

Keywords: monotheism, mysticism, profound learning, transformative learning theory

Self-Directed Learning and Self-Regulated Learning: What’s the Difference? A Literature Analysis

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Abstract: Self-directed learning (SDL) is widely associated with adult learning but is occasionally misunderstood. As a result, the term self-regulated learning (SRL) has been used interchangeably with SDL in literature. Based on a content analysis, this paper explores the difference between techniques of SDL and SRL and provides a basic interpretation of the results found in foundational literature in both areas. This paper outlines the definitions used for understanding the theories, a discussion of the connections between SDL and SRL, and implications for practice and future research.

Keywords: self-directed learning, self-regulated learning, learning strategies
Latino Male Students’ Perceptions of Writing in First Year College Writing Courses

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Abstract: Writing skills are vital to college and career success; therefore, students who do not succeed in writing will likely struggle in their subsequent coursework. Latino male college students are the most at-risk group. Following a single case study approach, this qualitative study examines the writing perceptions of three Latino males in their first-year college composition course at a community college in Houston, Texas. Using a LatCrit theory framework, the study provides counterstories regarding the relationship between prior writing experiences and relevant racial issues in higher education.

Keywords: community college, Latino male students, first-year writing, LatCrit

Opening a Space for Collaboration and Support in Ph.D. Programs

Amy Migura, Ann K. Lee, and Marc Gilbert
University of the Incarnate Word

Abstract: Research can be a very isolating experience for Ph.D. students. We created a forum for discussion among Ph.D. students to discuss the doctoral experience and generate ideas surrounding collaboration and dialogue using open space methodology. This paper explores isolation as an element of the social and community aspect of learning in a Ph.D. program. The onset of COVID-19 broadened the scope of our exploration and necessitated new adaptations for discussion and interaction.

Keywords: Open Spaces, dialogue, support, collaboration, isolation, COVID-19
The Worsening Political Divide: Adult Education as Part of the Cure

Lee W. Nabb, Fujuan Tan, and Daryl R. Privott
Morehead State University

Abstract: The US is experiencing extreme social and political polarization not seen since the Civil War. This divisiveness is causing civil unrest and governmental dysfunction which threatens the stability of the nation. Four major causes of the current state are party realignment, the deregulation of news broadcasting, algorithmic personalization of electronic information, and an unknowing public. Adult education can and should be part of the remedy reducing or eliminating harmful polarization. Knowledge of authoritative systems is key to the solution. To promote such knowledge, adult educators can create practical and theoretical learning experiences about authoritative systems and incorporate such knowledge into existing courses and programs. Breadth of the field should produce myriad ways to do so particular to each educator’s practice.

Keywords: social polarization, political polarization, adult education, civic Engagement, partisan divisiveness

It’s Never Tech Late to Learn: Promoting Digital Literacy and Social Connection Among Older Adults

Jess Oest and Jacqueline McGinty
Indiana University of Pennsylvania

Abstract: Social isolation and loneliness are important issues for older adults. This paper discusses a program called NeverTechLate (NTL) that was created to combat these issues by providing digital literacy education and by promoting the use of tablets and video conferencing technology to empower older adults. This program involved using the feedback from a focus group to develop a pilot project of eight 1-hour lessons which were delivered to residents of an independent living facility. The results of focus groups after the pilot project concluded provided insight into future directions for the curriculum and training.

Keywords: older adults, digital literacy, curriculum, training development, technology
The Effect of Academic Coaches on Non-Traditional Student Performance in an Intensive Online Learning Program

Sunyoung Park and Petra A. Robinson
Louisiana State University

Abstract: The purpose of this study is to examine how academic coaches impact non-traditional student performance in a time-intensive online learning program for pursuing a master’s degree in a public university. By adopting the analysis of variance (ANOVA) technique, we compared the academic performance of students in three courses with different numbers or styles of academic coaches. The findings indicated that the average score of students was higher when students received more feedback from an academic coach, and they had an academic coach in class.

Keywords: academic coach, intensive online program, non-traditional student performance

Language Used as a Form of Power, Privilege, and a Force

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Abstract: For centuries, language has been used by the dominant culture both as a means of constructing power and as a way of maintaining it. Race, language, gender, and sexuality can all contribute to reinforcing one’s identity as an other. In doing so the dominant culture can create and reinforce blame and the perpetuation of minority groups as the “others” using language. Using the method of structuralism, this study aims to demonstrate the social construct in which language used by dominate culture validates the power, privilege, and force of dehumanizing language in the form of othering.

Keywords: dehumanizing language, structuralism, othering, identity
The Academic Advising Experiences of Adult Learners: Preliminary Findings from One Department

Noreen Powers and Russell Wartalski
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Abstract: Supporting the academic advising needs of adult learners is essential in postsecondary education. Research suggests that the faculty advisor’s role is pivotal for ensuring a student’s academic progress. The faculty advisor supports adult learners in achieving their professional goals and providing resources to ensure their academic success. However, junior faculty are not always aware of the practices that suit the needs of adult learners. To address a gap in the literature, the researchers are currently conducting a qualitative case study that explores the advising experiences of adult learners with their faculty advisors. The researchers present preliminary findings from their ongoing study to participants at the annual AAACE conference.

Keywords: adult learners, student advising, junior faculty, higher education

Proposing a New Research Method: Convivencia Testimonial

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Abstract: Convivencia testimonial is a subaltern method for conducting research among Chicana/Latina researchers and participants. Its underpinnings are grounded in Chicana feminist epistemology (CFE). CFE offers an alternative way of doing critical qualitative research. Methodologies stemming from CFE can also offer innovative methods grounded in subaltern epistemes for adult educational research.

Keywords: decolonizing methodologies, chicanx/latinx feminist epistemology, adult education critical research, convivencia testimonial
Low Stakes Quizzing: A Tool for Practice not Assessment

Thomas Rausch and Kelly McKenna
Colorado State University

Abstract: Quizzing can be beneficial as a tool for learning and practice instead of its traditional use as an assessment. Specifically, the use of low stakes quizzing (LSQ) can aid in (a) retention, (b) subsequent learning (c) corrective feedback (d) improved metacognition and (e) study habits. Best practices for utilizing quizzes are discussed, including introducing forgetting and rehearsal strategies.

Keywords: low stakes quizzing, retention, metacognition, study habits

Reconceptualizing Learning Transfer: A Preparation for Future Learning

Thomas A. Rausch and Leann M. R. Kaiser
Colorado State University

Abstract: This paper examines current views and definitions of learning transfer as well as their dominant characteristics. An alterior way to view learning transfer as preparation for future learning (PFL) is presented along with its defining features. This paper is divided into five sections: (a) what comprises learning transfer, (b) the conventional views and characteristics of learning transfer (c) PFL learning theory and its assumptions (d) sought after transfer outcomes (e) and how a reconceptualization can help adult and continuing educators.

Keywords: direct application, sequestered problem solving, situated learning, continuous learning, integrative learning
Andragogy of Hope and Learning Cities

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Cornell University

Abstract: Addressing the worldwide challenges threatening humanity today, such as the global pandemic and climate change, requires learning and action at scales including and extending far beyond personal development. The concept of andragogy popularized by Malcolm Knowles focuses on the individual and does not attend to wider social contexts and collective learning. Achieving the necessary transformations to avert cascading collapses—and keeping up courage for the endeavor—necessitates a new conceptualization, an andragogy of hope. The Global Network of Learning Cities may be one of the best examples where key features of an andragogy of hope are already emerging.

Key words: andragogy of hope, learning cities, lifelong learning, sustainability

Using Social Media Tools for Promoting Critical Literacy Skills in the Classroom

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Abstract: Technological and informational literacies, as described in the critical literacies advancement model are essential skills in today’s technology-dependent society. In this paper, we illustrate how educators, by using social media (especially memes), can help students develop these and other literacies and thinking skills. These skills can lead to informed decision-making and actions that can advance equity and social justice and the ideals of global citizenship. The paper also discusses possibilities to foster student interest, enhance engagement, creativity, consumer consciousness, and emotional intelligence while creating opportunities for meaningful, challenging learning that invites dialog on difficult topics such as issues related to race, ethnicity, language, socioeconomic status, nationality, immigration status, family structure and so on.

Keywords: critical thinking, critical literacy, digital literacies, critical literacies advancement model (CLAM), global citizenship
Joining the Evocative and the Analytical: A New Format for Multivocal Sociocultural Qualitative Research

Carol Rogers-Shaw
University of Dayton

Abstract: This article shares my experiences writing an autoethnographic dissertation in a creative split-page format that presents both systematic scientific analysis and artistic storytelling. It joins the evocative and analytic styles of autoethnography. It analyzes my experiences as an adult with a disability in an ableist society, offering a counter-narrative of disability, and it explores the process I used as a qualitative researcher situating those experiences within a sociocultural context.

Keywords: autoethnography, split-page format, evocative and analytic, disability counter-narrative, sociocultural research

“Assume I Don’t Know”: Adult Degree Completer Perceptions of a Portfolio Experience

Tina Root, Shelli Henehan, and Micki Voelkel
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Abstract: In the fall of 2019, the University of Arkansas—Fort Smith enrolled an initial cohort of students in an adult degree completion program designed to combine previous college hours and current work experience that could be applied to additional college credit. The students were enrolled in a portfolio class in which they documented their prior learning toward one or more existing college courses within their degree plans. The researchers have identified strategies for eliminating barriers to instruction for returning students. This article will focus on the tools and techniques that have proven helpful in perceptual change within an eight-week adult degree completion portfolio course.

Keywords: prior learning assessment, PLA, adult degree completion, non-traditional students, barriers to learning
Expressive Writing and Community College Students: Making Meaning of Their Experiences in Life and Academics

Jeffrey A. Russell
Pellissippi State Community College

Abstract: Many college students face numerous academic, social, and economic obstacles that can affect their ability to succeed in their coursework. Expressive writing could be used to help college students overcome these obstacles and make meaning of their experiences to improve their academic lives. With expressive writing, community college students can learn from stressful events in their academic career, process their thoughts and emotions, reduce anxiety, and gain a new perspective on their goals through the process of reflection.

Keywords: community college, qualitative research, expressive writing, transformative learning

The Effects of Bargaining Unit Status and Union Membership on Local Government Employee Public Service Motivation

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University of Arkansas

Abstract: A challenge public organizations face in motivating their workforces is the strong union influence. In 2018, the United States Supreme Court abolished agency fees in the public sector, changing the landscape of union membership. In examining the unique motivational factors of public sector employees, Perry and Wise developed a theory called public service motivation (PSM). Using PSM as the theoretical framework, the purpose of this study was to examine the effects of bargaining unit status and union membership on the PSM levels of employees. Results of this study provide insight into motivational factors of public service employees and provide implications and recommendations for practice and future research in the field of human resource development (HRD).

Keywords: Public Service Motivation, unions, bargaining unit, union membership, human resource development
Distance Learning in Modern Times: Challenges for Contemporary Solutions

Rose A. Santos
Texas A&M University

Abstract: This roundtable session explored engagement practices for practitioners and educators alike to meet the online needs of diverse learners. Classroom teaching has called for the need to be solely available online as a temporary solution. The purpose of this study is to explore the current role of effective distance learning practices in adult education and higher education, which has been forced center stage due to our ongoing global pandemic, known as COVID-19. Research data and faculty case stories related to personal and adult educational experiences will be highlighted. In particular, the study will evaluate the impact of recent events, such as the pandemic, on distance learning and pedagogical practices. Through the faculty case stories and data analysis, topics of discussion will be provided for best practices in distance education for adult learners.

Keywords: distance learning, faculty, online practices

Profound Leadership and Adult Education: An Empirical Study

Heidi K. Scott¹, Laura Holyoke¹, Davin Carr-Chellman², Leslie Hammes¹, Michael Kroth¹, George Watson¹, and Rusty Vineyard¹
¹University of Idaho and ²University of Dayton

Abstract: The intentional teaching application of leadership theories is not often addressed in leadership development programs comprising the field of adult education. The purpose of this study is to understand more deeply the quality, characteristics, and practices of profound leaders. This is an exploratory, empirical study, interviewing seven participants chosen for leadership acumen and vetted by the research team: employing a two-interview sequence, research apprenticeship model, and thematic analysis. Initial findings include commonly elicited elements, viewed through the lens of integrative literature review findings. Understanding and applying the profound leadership concept offers the field of adult education useful implications with information about leadership development, teaching leadership in higher education and organizations, and practicing leadership allowing flourishing in individuals, organizations, and society.

Keywords: profound learning, profundity, profound leadership
A Test of Maslow’s Hierarchy of Needs Concept by a Correlational Model Among Adult Learners

Yuewei Shi and Xi Lin

1Auburn University and 2East Carolina University

Abstract: Maslow's hierarchical needs theory has a unique approach to classifying human needs into five different levels. Some researchers agree that Maslow's need theory followed a "low-high" order and that there is a dominance level for five needs in a hierarchical structure. At the same time, some researchers argue that Maslow’s needs are approached randomly. Therefore, this study uses correlation and regression models to examine the relationship among five diverse Maslow’s needs levels among adult learners. It is expected that this research would assist adult education educators and practitioners in understanding the relationship of the five needs’ levels and craft adaptable teaching or training strategies based on the similarities of the five needs’ levels for adult learners.

Keywords: Maslow’s needs, adult development, motivation theory

Challenging Monolingual Ideology Through a Critical Lens: Multilingual Literacy as a Key Element of Holistic Global Citizenship Education

Maja Stojanovic

Louisiana State University

Abstract: This paper focuses on the importance of multilingual literacy in the 21st century and, specifically, how adult learners across the globe can develop multilingual literacy skills necessary for successful communication and global citizenship. The paper includes a theoretical (research background, definitions, critical framework) and a practical (strategies and activities for developing multilingual literacy) component and should be useful to both researchers and practitioners interested in successful intercultural communication and the development of multilingual literacy.

Keywords: multilingual literacy, adult learner, global citizen, critical literacies advancement model
The Effects of Attending Annual Professional Conferences on the Personal Development of International Faculty

Fujuan Tan and Lee Nabb
Morehead State University

Abstract: Especially given the current emphasis on internationalization and globalization, international faculty members constitute an important part of the overall faculty of higher education in the US and abroad. Personal as well as professional well-being is important in retaining international faculty. While annual professional conferences, by design, support and enhance professional development, little information exists as to the effect they have on personal development of international faculty members. This qualitative study was designed to provide foundational information on which to build further research as to the impact attending professional conferences have on the personal development and well-being of international higher education faculty members. Results indicate positive effects and support the notion that conferences are essential in fostering personal growth and development.

Keywords: international faculty, personal development, personal relationships, transformation, faculty retention

Integrating Soft Skills Into an Academic Curriculum

Jennifer Warner
Ball State University

Abstract: Technical skills are important in all industries. Most academic programs at higher education institutions focus on teaching technical skills. However, in addition to seeking candidates with strong technical skills, employers also seek candidates who have strong soft skills, such as communication, organization, and teamwork. This paper highlights the importance of soft skills and how one academic program at a four-year institution incorporates teaching soft skills into courses in the curriculum to help best prepare its graduates for the professional world.

Keywords: soft skills, curriculum development, professionalism, skill development
Program, Policy, and Culture Factors Minority Millennials Perceive as Important Within Their Workplace for Retention

Tanesha Watts¹ and Vicki Dieffenderfer²
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Abstract: Millennials make up the largest segment of the current workforce. However, research about minority Millennials and their needs are relatively unknown. The purpose of this study was to determine what minority Millennials deemed important within an organization’s culture and the policies and programs that would persuade them to remain with the company. Purposeful sampling was used to identify participants for this study. The results of the study indicated that minority Millennials expect programs that promote continuing education and opportunities for career growth. They also expect competitive benefits packages, pay, and workplace flexibility. Companies can use this information to gain a better understanding of the culture, programs, and policies that minority Millennials expect at their workplace.

Keywords: minority Millennial, generations, heuristic elicitation methodology, workplace diversity

Profound Learning of End of Life Caregivers

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Abstract: This study explores the learning of volunteer end of life caregivers (EOLCG). Using the profound learning framework, the researchers will use a grounded theory approach to generate transferable characterizations of how learning occurs for EOLCGs and what the content of that learning is. As a unique population of adult learners who perform an essential and sacred service for those passing through a mysterious and difficult time of life, there is much to be explored. The study seeks to understand how profound learning happens for EOLCGs.

Keywords: end of life care giving, end of life care learning, hospice training, hospice learning
Addressing the Social-Emotional Needs of Adult Learners to Ensure Workplace Success: Combined Practices That Integrate Social Emotional Learning and Employability Skills

Robin Wisniewski and Laura Rasmussen Foster
RTI International

Abstract: Research on social emotional learning (SEL) and employability skills has shown positive outcomes for learners over the past three decades. They both represent skills and competencies that are important for adult learners in gaining workplace success. However, rather than focusing on each set of competencies separately in instruction, adult educators could benefit from understanding how SEL and employability skills can be combined. This paper focuses on defining both SEL and employability skills, identifying where the skills overlap as combined instructional practices, and discussing implications for adult education classrooms.

Keywords: social emotional learning, adult education, employability, work readiness

Improving Social Engagement:
Reflection as a Guiding Force for Constructive Dialogue and Mutual Respect

Rachel Wlodarsky
Cleveland State University

Abstract: Wlodarsky and Walters’ study explored the reflective practices of college faculty, as they defined reflection and discussed processes, which they used to facilitate reflection on their professional development. A qualitative coding strategy was used, then an analytic concept mapping procedure described by Novak and Gowen (1984) was employed. Findings include the emergence of the Event Path model, and an unmistakable pattern of change that derived from identification and correction of deficiencies in practice. Second, reflection is a process of discovery of strengths and successes, to confirm and plan for continuation in that same path. Future research on how the Event Path model can facilitate constructive dialogue and mutual respect amongst college faculty model was discussed.

Keywords: reflection, faculty members, workforce development, adult development
**Warning! Not for Sensitive Viewers: Creating Exhibits Policies for Encouraging Healthy Public Discourse**

Christina C. Wray and David Benjamin  
*University of Central Florida*

**Abstract:** Exhibits offer insight into what an organization values while providing patrons the opportunity to be challenged and engaged. This paper explores ways exhibits policies can be crafted to move exhibits beyond the walls and cases to create a space for community discussion that promote growth and understanding by providing space for discussions, contextualizing information, and clear guidelines for organizers and participants.

*Keywords:* Exhibit Policies, Public Discourse, Community Engagement

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**Empowering Older Adults: Improving Senior Digital Literacy**

Hyeon Jean Yoo  
*Auburn University*

**Abstract:** As the world’s population is more interconnected by the Internet and mobile devices, older adults are expected to use Internet-based services, such as education, health, finance, and even communication. Despite the recent research that an increasing number of older adults are embracing digital lives, they face unique challenges due to age-related changes. These unique barriers make it difficult for them to keep up with rapid technological advances. This study aims to explain the 7-weeks of an introductory course that was designed for older adults to enhance senior digital literacy. This study highlights the importance of creating a quality learning environment for older adults in leading more productive and enjoyable lives with mobile devices.

*Keywords:* older adults, mobile devices, digital literacy, technology course