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

It is my great pleasure to introduce the second publication of the conference proceedings resulting from the 2021 annual conference in Miramar Beach Florida. As the immediate past president of the American Association for Adult and Continuing Education, I am truly heartened by the tremendous energy and excitement that was felt at the conference.

The theme, “Moving the Needle: Digital Dive, Social Justice and Adult Education”, guided the exciting topics that were heard in presentations, discussions, roundtables, posters, and in personal interactions. These proceedings are a valuable reflection of those activities because they further the discussion around the theme and provide historical detail for the people involved. To begin my reflection, I would like to recall some of the highlights that made the conference an engaging and provocative experience.

The conference began with the Commission for International Adult Education led by its Director Wendy Griswold. As I visited the opening session and other sessions, I was moved by the dedication of these attendees who traveled such great distances to be at the conference. The most impressive part, however, was the content and experiences they shared about their topics. Francis Anno Alimigbe and Mejai Bola Avoseh brought a compelling perspective on post-COVID teachers’ professional development in international organizations. It was educational to hear different culture strategies to meet the developmental needs of teachers in such difficult challenges for education around the world.

Another very engaging and well-attended portion of the conference was the roundtable discussion sessions. It was interesting to see a creative manifestation on the conference theme by Mason Murphy’s discussion of poetry and adult learning as he shared a creative method of exploration of how adults learn. Another roundtable that was particularly important and I was so glad I chose to attend was the discussion of the changing roles and responsibilities of caregiving by Kamala Williams. Everyone who attended were not only personally experiencing what Kamala was sharing, but everyone was sharing their experiences and strategies. The information Kamala shared was useful and practical as we think about adult basic education and elderly care.

These are just a few of the examples of the information you will find in these proceedings. If you were not able to attend the conference, I encourage you to read these with an openness to engage and reflect on the topics, and if so inclined, reach out to the authors to continue dialogue about the topics.
I would like to thank each of the conference presenters and discussants for their energy and effort in providing their work for publication in these proceedings, as well as editors, Cathy Cherrstrom, Yvonne Hunter-Johnson, Jacqueline McGinty, and Christy Rhodes, for continuing this valuable work on behalf of the association.

Sincerely
Thomas D. Cox
University of Central Florida
Editors’ Notes

Dear Reader,

It is our distinct pleasure and with great pride, we present the second conference proceedings for the American Association for Adult and Continuing Education 2021 conference. These proceedings for the general conference provide a platform to highlight the valuable presentations facilitated at the 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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Formation and Education: Learning Transfer in a Religiously Based Post-Baccalaureate Teacher Professional Learning Program

Peggy Brun, Corinne Brion, Davin Carr-Chellman, and Jo Schofield

*University of Dayton*

**Abstract:** This research project explored the nature of learning transfer for alumni of the teacher formation program (TF). This post-baccalaureate program places teacher education and religious studies graduates in classrooms as teachers in under-resourced Roman Catholic schools. During the two years in the program participants earn a Master of Education degree and live in an intentional faith community with other program participants. We generated the following findings: the overall sentiment was that TF was a life-giving experience and that several significant aspects transferred from the TF experience to their later personal and professional lives.

**Keywords:** learning transfer, higher education, teacher formation program, adult education, religious education

Exploring Social Justice Through Metaliteracy and Algorithms

Catie E. Carlson¹ and Haijun Kang²

¹ *University of Cincinnati Clermont*
² *Kansas State University*

**Abstract:** Algorithms influence and impact life in increasing ways as data and automation become more widely available. However, the literature review on the landscape surrounding algorithm education indicates that search algorithms have become problematic within society. This paper argues that educators can use metaliteracy as a framework to incorporate deep thinking about how search algorithms can influence information and behavior. It first discusses the broad themes within the literature of algorithmic education within metaliteracy’s frames of content evaluation, ethics online, participatory environments, and learning connection. The paper then discusses how adult educators can use metaliteracy to frame algorithmic issues within their education plans to help adult learners spot where algorithms may influence their information retrieval.

**Keywords:** metaliteracy, algorithms, social justice, digital literacy, adult learning
International, Cross-Cultural Learning and Teaching Beyond COVID-19: Insights From the Research on Virtual Study Abroad/Exchange

Joellen E. Coryell and Philippe J. Legault
Texas State University

Abstract: Cost, time, and recently COVID-19 and global travel restrictions have limited international, cross-cultural adult higher education learning in study abroad and international field experiences/exchanges. In this paper, we discuss new and more accessible alternatives and implications from virtual study abroad and exchange programs highlighted in research literature across the past ten years.

Keywords: international, cross-cultural learning and teaching; virtual study abroad; virtual exchange; research literature review

How HRD Practitioners Reflect on Their Experiences on Issues Related to Digital Ethics Within Organizations

Humberto de Faria Santos, Cindy Peña, and Sonia Rey Lopez
Texas State University

Abstract: Digital ethics refers to doing what is morally acceptable from a social standpoint when applying algorithms to the organizations’ practice and its effect on people’s privacy, autonomy, and equality. Organizations address ethics-related issues with the assumption that HRD practitioners are proficient in and responsible for ethical situations. Considering that digital ethics is an emerging topic, we argue that it is relevant to understand how HRD practitioners perceive and feel about digital ethics issues within data science organizations. Thus, we propose a phenomenological study to explore HRD experiences. Future implications for this study will support how HRD practitioners implement digital ethics and ultimately inform organizations’ practices and policies.

Keywords: digital ethics, HRD, organizational development, business information, and technology education
Backward Design and Rapid Instructional Design for Asynchronous Project-Based Learning

Dawn Dubruiel and Valerie Bryan
Florida Atlantic University

Abstract: Both backward design and rapid instructional design methods employ unique approaches to designing valuable learning experiences. Combining these course design approaches and enriched best practices grounded in adult-learning theories helps instructional designers create fresh, rewarding, and immersive learning experiences for project-based, e-learning environments. This fusion of instructional design methods can be used in both academia and the workplace.

Keywords: backward design, rapid instructional design, project-based learning, e-learning communities

Rethinking Adult Learning for Social Justice Reform

Nicole Edwards and Susan Dennett
Florida Atlantic University

Abstract: The last 18 months brought increased civil unrest related to situations of social injustice practices, and organizations continue to incorporate ways to create cultures of social justice. A one-time training program does not suffice to understand social justice, equity, diversity, and inclusion. This paper provides ways that organizations can build on the critical theory of adult learning to create a culture that invites reflective practice and dialogue. Adult and community leaders can have those important conversations to create ways to continuously improve their systems and practices and move to a more socially just environment.

Keywords: social justice, learning and development programs, adult learners
**Elements of Effective Pedagogy for Marginalized Populations**

*Julie B. Harstin and Wendy Griswold*

*University of Memphis*

**Abstract:** This is an international literature review of seven studies in which marginalized adults and teens were taught. The following 10 elements of effective pedagogy (EEP) emerged: 1. unconditional positive regard; 2. cultural relevance; 3. age and life stage appropriateness; 4. learner prior knowledge recognition; 5. teaching scaffolded onto learner experiences; 6. student empowerment; 7. teacher training; 8. teacher mentoring and/or peer networking; 9. teacher self-reflection; and 10. partnerships between sponsoring organizations. The degree to which each study identified, applied, and/or succeeded at the EEPs for marginalized populations is outlined and summarized.

**Keywords:** marginalized, pedagogy, international, teens, adults

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**Why Didn’t I Think of That? Discussing Informal Learning Among Faculty Colleagues in Social Settings**

*Elizabeth Harrison¹ and Adrienne Button²*

¹*Kennesaw State University*  
²*Emory University*

**Abstract:** Our personal experiences of informal and incidental learning, particularly those related to interdisciplinary and inclusive teaching during the pandemic, have had a major impact on our ways of thinking, feeling, being, and acting as educators. Conceptual articles, model development, and empirical studies of informal and incidental learning in the workplace tend to focus on the workplace itself. Very little is known about informal and incidental learning that occurs among work colleagues outside of the workplace in social situations. How faculty are informally and incidentally learning from each other during social activities in ways that impact interdisciplinary and inclusive teaching and learning is at best only partially understood. We seek to better understand this phenomenon.

**Keywords:** informal and incidental learning, inclusive pedagogy, socializing with colleagues
Discovering Unknown Reflection: The Relationship Between Online Learning and Smartphone Addiction

Yankun He, Wenjia Dong, Fengling Liu, and Yuewei Shi
Auburn University

Abstract: COVID-19 has been spreading globally and affected every domain of our life. During this time, most universities have shifted to online instruction mode by using online conference platforms. College students prefer to use smartphones to take online classes, increasing their smartphone use time. The longer smartphone use time may have a positive correlation with the hedonic usage of the smartphone. Moreover, the hedonic usage of the smartphone has a positive relationship with smartphone addiction. This study will use the stimulus-organism-response model to investigate the relationship between online learning and smartphone addiction. This study will help educators or college administrators resolve smartphone addiction and design better smartphone usage policies in class.

Keywords: online learning, hedonic motivation, smartphone addiction, stimulus-organism-response model

Through the Eyes of Experts: An Investigation Into Living a Profound Life

Laura Holyoke, Laila Cornwall, Katie Wilson, and Cassandra Heath
University of Idaho

Abstract: Life in a fast-paced world with overflowing schedules, high-speed internet, and fast is good mentality creates stress, disconnection, mindless behavior, and shallow living. The purpose of this empirical qualitative study is to better understand perceptions, embodiments, identities, and practices of living profoundly using a modified Delphi study. Initial findings from round 1 link participant narratives to elements identified in the profound living conceptual model that contain wisdom, eudaimonia, and narrative. Curiosity and emotional intelligence surfaced as potential additional elements of profound living. Understanding and applying the profound living concept leads to the betterment of humanity, living in the present moment, and living a deeply meaningful life.

Keywords: profundity, profound living, eudaimonia, wisdom, narrative
**Arts-Based and Arts-Informed Research: Descriptions, Distinctions, and Designs for Research in Equitable Adult Education**

*Melissa Kay Hort*
*Kansas State University*

**Abstract:** The terms arts-based and arts-informed have been used interchangeably in research, causing confusion. Art is a representation of social existence. It is a catalyst for disorientation, awareness, and an edge-emotion to challenge current beliefs. Art inspires self-reflection and consideration of personal and cultural norms. A description of arts-based research is explained, followed by the distinction of differences for arts-informed research. Designs are shared for arts-based and arts-informed research with a description of art products.

*Keywords:* arts-based, arts-informed, design, social existence, disruption

**Universal Design for Learning in Reflective Journaling and Discussions for Adult Learners in Online Courses**

*Brianne Leia Jackson and Deverick Strand*
*Virginia Commonwealth University*

**Abstract:** The universal design for learning (UDL) framework is often associated with special education in P12 schools; however, the principles can be just as beneficial to adult learners. This session offers lessons learned in the concurrent development of fully online graduate courses and a faculty development program that incorporated UDL with successful outcomes.

*Keywords:* reflection, UDL, discussion, online teaching, online learning
A Métis Worldview of Otipemisiwak, Wâhkôhtowin, and Manito (OWM): Moving Beyond Humanistic Philosophy in Adult Education

Sharon Jarvis
University of British Columbia

Abstract: In response to UNESCO’s call for cultural literacy, a transformative view of humanist philosophy in adult education emerged by employing an Indigenous methodology and autobioethnographic method: the broader Indigenous worldview of otipemisiwak (selves-governing), wâhkôhtowin (all my relations), and ekichinantak (respectfulness) WOE (Jarvis, 2017, 2019) to a more specific Indigenous Métis worldview. The Indigenous worldview goes beyond the humanistic approach by broadening our meaning perspective and making it more inclusive. The human concentric and human superiority of Maslow’s theory and Deci and Ryan’s (1985) self-determination theory becomes more developed by becoming more holistic and non-anthropocentric.

Keywords: otipemisiwak, wâhkôhtowin, manito, non-anthropocentric

Adult Education Program Planning: A Non-Western Perspective

Xiaoying Jiang
Pennsylvania State University

Abstract: Adult education program planning has long been centered on technical rationality with structured planning models. Theories of program planning in adult education are predominately discussed in Western academia. Few voices come from non-Western researchers. This study focuses on the application of program planning theories situated in the non-Western context. The paper outlines the main approaches of program planning, the Western/non-Western dichotomy, and the non-Western contributions to the research on program planning in adult education.

Keywords: program planning, adult education, non-Western perspective
Designing Active Learning Course for Adult Immigrants With Limited Education

Fengling Liu, Yankun He, and Wenjia Dong
Auburn University

Abstract: Nowadays, immigrants have accounted for a substantial proportion of the world population. An active learning course helps students be better engaged in the class, develop their critical thinking, and actively think rather than passively receiving information from the instructor. Therefore, active learning courses will cultivate and develop students’ capabilities of sharing, reflecting, collaborative working, self-directed study, etc. Through discussing the possible challenges that immigrant adults will encounter in learning a second language, this article will discuss active learning strategies coping with these challenges.

Keywords: immigrant, limited education, active learning, teaching strategies

Anti-Racism Working Group Practices for University Changes

Crystal C. Loose and Michael Ryan
West Chester University

Abstract: Evaluating anti-racism practices within organizations is important for the establishment of a healthy culture. This paper will share the process used to examine policies and exercises to support the development of anti-racist practices. Implications for application at the process level, as well as instructional suggestions, will be offered.

Keywords: anti-racism, circle practice, multicultural organization, action learning
From Ordinary to Profound: Moments That Take Root

Heather Maib, Heather Heward, Justin Braun, Aaron Ball, Cari Fealy, and Laura Holyoke  
University of Idaho

Abstract: Our lives are a series of moments that make up a unique landscape. Drawing upon the existing literature, we aim to provide a framework to identify a profound moment, the moments that take root, deepen, and alter the core of our being. The proposed theoretical framework for a profound moment includes meaning-making, acceptance, and profundity. Through our initial research and review of related literature, we identified seven elements that comprise the foundation to identify a profound moment.

Keywords: moment, profundity, meaningfulness, acceptance

Guiding Nontraditional Students With Diminished Self-Perception Toward Learner Agency and Self-Actualization Using Mentored Self-Direction

Billie R. McNamara  
University of Tennessee, Knoxville

Abstract: Dozens of theories exist regarding adult student development in post-secondary education, but few address nontraditional students in occupational/career-technical (PSOE/CTE) programs. This research aims to merge selected theories and propose an extension of self-actualization through mentored self-directed learning to Hiemstra and Brockett’s (2012) person-process-context model for implementation in PSOE/CTE. Founded in a pragmatic idealist philosophy and constructivist-developmental conceptual model, the proposed extension synthesizes multiple concepts to create a strategy for delineating personalized pathways that affect holistic, student-centered transformation to self-actualized, lifelong learners and successful members of the workforce.

Keywords: nontraditional, self-directed, mentoring, self-actualization, career/technical education
Cracks in the Digital Divide: Published Perceptions That Disconnected Adults are Gaining Access

Olivia Miller
University of Phoenix

Abstract: The pandemic placed a strong spotlight on the existing digital divide in the education environment, in telehealth healthcare, and in the workplace, with new attention given to societal inequalities. The analysis of 68 articles published in 2020 and 2021 uncovered beliefs that the divide is closing for three reasons: the national attention to the gap affecting K-12 students, remote work during the pandemic, and the U.S. government's allocations to build infrastructure to address long-term needs. Progress has been made in bridging the digital divide, according to most of the articles examined, but many recommended a stronger government response and the continued research into Internet access as temporary solutions applied during the pandemic expire.

Keywords: digital divide, remote work, home Internet, telehealth

The Importance of Teaching Adults how to Vet Online Information for a Functioning Democracy

Lee W. Nabb and Fujuan Tan
Morehead State University

Abstract: Current U.S. democracy has fallen into a state of relative dysfunction. A substantial cause of this dysfunction is the confusion and polarization wrought by unprecedented biased, mis- and dis-information spread through traditional and online media. A viable solution is teaching adults how to properly vet online (and traditional) media sources for veracity of information. Various vetting protocols are readily available for use, from the very simple to the more complex. Vetting information can reduce societal dysfunction and the amount of misleading information in the media.

Keywords: digital citizen, media, online sources, resources, vetting
Beyond *Just a Seat at the Table*: Designing Inclusive Learning Environments for Adult Learners

Kimberly Rehak and Jacqueline McGinty  
*Indiana University of Pennsylvania*

**Abstract:** Adult educators need to do more than provide *a seat at the table* for diverse students to feel included in learning environments. Applying an instructional design model for cultural inclusion, together with an accessible, empathetic, and learner-centered approach, can lead to greater potential for inclusivity for both online and face-to-face learning environments.

**Keywords:** adult learning, inclusion, instructional design, community building, wisdom

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**A Professional Development Needs Analysis Across Multiple Disciplines: Implications for Employee Growth and Retention**

Petra A. Robinson, Roland W. Mitchell, and Maja Stojanović  
*Louisiana State University*

**Abstract:** This paper focused on presenting and discussing personal and professional development needs of the employees of the College of Human Sciences & Education (CHSE) at Louisiana State University (LSU). The findings are based on the responses of 169 employees who participated in the needs analysis conducted by the newly formed CHSE Office of Faculty Affairs & Professional Development. The needs analysis revealed that the college needs to be more proactive in informing its employees of developmental offerings and in offering programs based on employees’ personal and professional needs and goals.

**Keywords:** professional development, needs analysis, higher education, College of Human Sciences & Education, employee retention
Creating Engaging Undergraduate Educational Experiences: Using Video Games in the Classroom

Zachary Z. Robinson
Louisiana State University

Abstract: The video game industry market size in the United States has consistently grown over the past decade and this trend is only expected to continue. Research shows that video games can be used effectively in various classrooms to increase engagement and help develop non-traditional literacy skill sets, among others. This paper provides an overview of video game usage in the undergraduate classroom, by documenting various benefits of playing video games, as well as highlighting ways in which commercial video games can be used to teach a variety of concepts, especially non-technical ones, in the undergraduate (adult learner) classroom setting.

Keywords: undergraduate education, video games, classroom engagement, game literacy, edutainment

Discussing Profound Disability and Profoundability

Carol Rogers-Shaw¹, Michael Kroth², and Davin Carr-Chellman¹
¹ University of Dayton
² University of Idaho

Abstract: Through the lens of profound learning, we propose a perspective that allows us to see individuals as having varied abilities rather than being positioned on a dis/ability continuum. We argue against deficit-based viewpoints that constrict human potentiality. Implications include adopting a more apt starburst model of human potentiality.

Keywords: profound learning, disability, deficit-based lens, profoundabilities, human potentiality, human flourishing
Therapy Dogs to Assist with Developing Equity: Utilizing Animal Assisted Education and Animal Assisted Therapy

Stacey Sinwald and Rachel Wlodarsky
Cleveland State University

Abstract: The purpose of this proceeding is to discuss ways therapy dogs are being utilized within personal and professional settings. Specifically, the authors will explain the ways therapy dogs can enhance adults' mental, physical, and emotional development while assisting professionals' quest to provide services that are accessible and equitable. Description of differences in types of working dogs (service, therapy, and emotional support) will also be addressed, with the focus on therapy categories. Ultimately, the reader will gain an understanding of the reasons dogs have more recently been seen as more than just a friendly pet, and rather as an assistance tool in an array of educational, professional, mental health, and physical health settings.

Keywords: therapy dogs, mental health, adult development

Grounded and Visionary: Advancing the Profound Leadership Concept

Rusty Vineyard¹, Heidi K. Scott¹, Laura Holyoke¹, Davin Carr-Chellman², and Michael Kroth¹

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Abstract: This study builds on earlier preliminary results of an empirical investigation into profound leadership. The research question driving this investigation is what constitutes profound leadership? These preliminary results were presented at the AEGT 2021 conference, characterizing the qualities, characteristics, and practices of profound leaders as cultural continuity, spheres of influence, prodigal son, intuitive non-linearity, plant where you will bloom, and engaging the wisdom within. As data collection and analysis have evolved, the picture of practices (actions and behaviors), individual traits and characteristics, and contextual elements of profound leadership have evolved as well. This study connects adult learning and leadership through a focus on elements of leadership development through adult education.

Keywords: profound leadership, profundity, profound learning
Building Community: Outreach Activities to Retain Female Students in Male Dominant Academic Majors

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Abstract: Recruiting and retaining students from underrepresented populations is challenging. Female students are one example of an underrepresented population in certain academic majors. Outreach activities are one strategy to help build a sense of community for underrepresented populations to help to retain these students. This paper discusses the ways an academic major created an outreach program to develop a sense of community and to retain one underrepresented student population, female students.

Keywords: outreach activities, building community, retention, underrepresented student populations

When Tragedy Becomes the Teacher: What We Can Learn from Challenges

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Abstract: The purpose of this literature review is to explore the concept of eudaimonia amongst adults who have survived unique, debilitating, or life-threatening tragedy through a lens of meaning-making, resilience, and connectedness. Questions this research aims to explore are: What profound learning experiences occur as a result of extraordinary life challenges, and how do tragedy and challenging life circumstances act as an impetus for individuals to strive for eudaimonic living? This research investigates the ancient Aristotelian theme of eudaimonia, examining concurrently the contemporary subject of post-traumatic growth. The unexpected outcomes resulting from trauma are the essence of what this research aims to explore.

Keywords: eudaimonia, human flourishing, profound learning
Social and Structural Change Through Leadership Development Using Reflection Within Mentoring Activities

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Abstract: The creation of healthier, more just organizations can be facilitated through mentoring for leadership development. In particular, developmentally appropriate mentoring using the event-path model of reflection can build capacity for more naturalistic, interdependent, and inclusive approaches to leadership. The components of the model represent a systematic structure for facilitating organic mentoring and, hence, helping organizations move to a more post-industrial model of leadership, potentially improving the self-efficacy and agency of individuals in an organization. As such, this model presents important opportunities for social change within organizations.

Keywords: reflection, leadership development, organic mentoring, event-path model, social change