Adult Educators:
Making a Difference!

63rd Annual Conference
November 4 through 7, 2014
Charleston, South Carolina
Special thanks to the
AAACE 2014 Charleston, South Carolina
Conference Planning Committee

Jean E. Fleming, Chair, AAACE President-Elect, Prince Frederick, MD
Cle Anderson, AAACE Association Manager, Bowie, MD
Jim Berger, Western Kentucky University, Bowling Green, KY
J. Bernard Bradley, American Council on Business Development, Henderson, NV
Marcie Boucouvalas, Virginia Tech, Northern Virginia Center, VA
Leslie Cordie, Auburn University, Auburn, AL
Amanda Cribbs, Oklahoma State Department of Health, Oklahoma City, OK
C. Amelia Davis, Georgia Southern University, Statesboro, GA
Audrey Dentith, Lesley University, Cambridge, MA
Margaret A. Eggleston, Capella University, Minneapolis, MN
Nancy Fire, University of North Texas, Denton, TX
Steve Frye, Tennessee Tech University, Cookeville, TN
Jo Ann Hallawell, Ivy Tech, Community College, Columbus/Southeast Region, IN
Cathy Hansman, Cleveland State University, Cleveland, OH
Michelle A. Johnson, Texas A&M University, College Station, TX
Michelle Glowacki-Dudka, Ball State University, Muncie, IN
Clare D. Klunk, Virginia Tech, National Capital Region, VA
Doreath Lomax, DePaul University, Chicago, IL
Viviane Lopuch, Marist College, Poughkeepsie, NY
Steve McCaskey, Indiana State University, Terre Haute, IN
Jacqueline McGinty, Colorado State University, Fort Collins, CO
John McKissack, Troy University, Montgomery, AL
Henry Merrill, Professor Emeritus, IUPUI, Indianapolis, IN
Linda Morris, Virginia Tech, National Capitol Region, VA
Lynn Orr, William Paterson University, Wayne, NJ
Christy M. Rhodes, East Carolina University, Greenville, NC
Dionne M. Rosser-Mims, Troy University, Covington, GA
Iris M. Saltiel, Columbus State University, Columbus, GA
Linda Sayre, Synergy Solutions Consulting, New York, NY
Steve Schmidt, East Carolina University, Greenville, NC
Jonathan E. Taylor, Troy University, Montgomery, AL
Elizabeth J. Tisdell, Penn State University-Harrisburg, PA
Marjorie Treff, Indiana University, Bloomington, IN
Christen Warrington-Broxtom, North Charleston, SC
Maria Martinez Witte, Auburn University, Auburn, AL
Jill Zarestky, Texas A&M University, College Station, TX
Ann Kolasa Zastrow, Northwestern University, Evanston, IL
# Table of Contents

Welcome from AAACE President ................................................................. p. 2  
Welcome from Mayor .............................................................................. p. 3  
About AAACE .......................................................................................... p. 5  
AAACE Partner: AALPD ........................................................................... p. 6  
Connection Central and AAACE Central ................................................ p. 7  
Award Recipients ...................................................................................... p. 8  
Schedule at a Glance ................................................................................ p. 14  
General Sessions and Special Events ...................................................... p. 16  
Featured Sessions ..................................................................................... p. 18  
Conference Sessions by Strand .............................................................. p. 19  
Presenters ................................................................................................. p. 37  
Pre-Conference Program  
  Commission for International Adult Education ........................................ p. 46  
Co-Conference Program  
  CPAE ........................................................................................................ p. 49  
Tuesday General Session Keynote Speaker .............................................. p. 59  
Wednesday General Session Keynote Speakers ....................................... p. 60  
Wednesday Conference Sessions .......................................................... p. 62  
Thursday General Session Keynote Speakers .......................................... p. 80  
Thursday Conference Sessions ............................................................... p. 83  
Friday General Session Keynote Speaker ................................................ p. 103  
Friday Conference Sessions ...................................................................... p. 104  

---

The 2014 AAACE Conference Planning Committee  
Welcomes you to the  
63rd Annual AAACE Conference  
Adult Educators: Making a Difference!  
Learn — Connect — Enjoy!
Message from AAACE President

November 1, 2014

Greetings AAACE Colleagues and Friends:

It is a great pleasure to welcome you to the American Association for Adult and Continuing Education’s 63rd annual conference. Our theme, "Adult Educators: Making a Difference!” celebrates the impact that we in the field have on the lives of adults. A small sampling of that work is represented in the presentations, roundtables, and poster sessions that are on schedule at the conference. Throughout my term as president, I have seen hundreds of examples of the good work that adult educators do in many different venues all around the world. I can say with certainty that many of us make positive differences every day!

In keeping with our conference theme, we are delighted to have the Association of Adult Literacy Professional Developers (AALPD) as partners for our conference. For the first time, AALPD is offering a fall preconference, Making a Difference with Professional Development in Adult Education: Research to Practice. The conference schedule allows attendees to participate in both the AALPD sessions as well as the AAACE conference. Members of each association will have opportunities throughout the week to network and learn from each other, creating new bridges and alliances in support of our work with adult learners.

As I noted above, there will be many opportunities for learning at the conference. As a participant in the 2014 conference you may choose from nearly 300 concurrent, roundtable and poster sessions representing the many areas of specialized interests within AAACE, such as international perspectives on adult education, post-secondary education, military education and training, workplace learning, human resource development, community programs, literacy, and program management. You have the opportunity to meet, talk and learn with leaders in the field about the important regional, national and international issues and initiatives we face as we continue to strive to make a difference in the lives of adult learners.

We are very grateful for the hard work of the 2014 Conference Planning Committee, under the capable leadership of Dr. Jean Fleming and a committee of over 40 dedicated volunteer members. On behalf of the AAACE Board of Directors, we wish you a conference filled with learning, networking and fun. Have a delightful week with colleagues and friends at the 63nd AAACE Annual Conference in Charleston!

Steven W. Schmidt, Ph.D.
President, AAACE
November 4, 2014

Greetings!

As Mayor, it is my pleasure to welcome you to the great City of North Charleston. I am excited that our city has been selected to host the American Association for Adult and Continuing Education (AAACE) 2014 Conference being held November 4th – November 7th, 2014.

North Charleston brings an atmosphere of prosperity, excitement and continued growth to South Carolina’s Lowcountry. For those who are visiting with us for the first time, I encourage you to take advantage of all the great cultural and historical amenities and entertainment attractions our city has to offer.

Again, welcome to the City of North Charleston, and please know our entire city staff stands ready to assist in making your visit a memorable one.

Sincerely,

R. Keith Summey
Mayor
Thank you to all the sponsors of the 63rd Annual 2014 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.

**GOLD LEVEL SPONSOR**
American Military University

**SILVER LEVEL SPONSORS**
ETS HiSET  
McGraw Hill Education  
Jossey Bass, a Wiley Brand

**BRONZE LEVEL SPONSORS**
Alpha Sigma Lambda  
Aztec Software  
CourseMosaic  
IUPUI Community Learning Network  
Lesley University  
National Center for Student Success  
SAGE Publishing  
Sense Publishers  
Stylus Publishing
Vision
The American Association for Adult and Continuing Education (AAACE) is dedicated to the belief that lifelong learning contributes to human fulfillment and positive social change. We envision a more humane world made possible by the diverse practice of our members in helping adults acquire the knowledge, skills and values needed to lead productive and satisfying lives.

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

AAACE Board of Directors
Steven W. Schmidt, President;
Jean E. Fleming, President-Elect;
Linda Morris, Past President;
Jim Berger, Treasurer; Jonathan Taylor, Secretary;
Michelle Glowacki-Dudka, Director-at-Large;
Christy M. Rhodes, Director-at-Large

Directors of Commissions
Joanne Kantner, Co-Director, Commission on Adult Basic Education and Literacy (CABEL)
Federico Salas-Isnardi, Co-Director, Commission on Adult Basic Education and Literacy (CABEL)
Steve Frye, Commission for Affiliated Organizations (CAO)
Nancy Fire, Commission of Community, Minority & Non-formal Education (CCMNFE)
J. Bernard Bradley, Commission for Distance Learning and Technology (CDLT)
Marcie Boucouvalas, Commission for International Adult Education (CIAE)
Elizabeth J. Tisdell, Commission of Professors of Adult Education (CPAE)
Steve McCaskey, Commission of Program Management (CPM)
Margaret A. Eggleston, Commission of Workforce and Professional Development (CWPD)

AAACE Past Presidents
1983-1984 Don Seaman
1984-1985 Alan B. Knox
1985-1986 Waynne B. James
1987-1987 Mary G. Williams
1987-1988 Carroll A. Londoner
1988-1989 Elaine K. Shelton
1989-1990 Jane Evanson
1990-1991 William S. Griffith
1991-1992 W. Franklin Spikes
1992-1993 Peyton Hutchison
1993-1994 Ken McCullough
1994-1995 Ellen M. Ironside
1995-1996 Beverly Grissom
1996-1997 John Henschke
1997-1998 Lorilee Sandmann
1998-1999 Tom Kinney
1999-2000 John Bou!metis
2000-2001 Margaret Mims
2001-2002 Linda Stacy
2002-2004 Fran Tracy-Mumford
2004–2006 Marjean Buckner
2007-2008 Amy D. Rose
2008-2009 Douglas H. Smith
2009-2010 Catherine Hansman
2010-2011 Clare D. Klunk
2011-2012 Henry Merrill
2012 - 2013 Linda Morris
Join AALPD Today!

The Association of Adult Literacy Professional Developers (AALPD) is a national professional membership association for adult education and literacy professionals, particularly those who specialize in providing professional development.

The goals of AALPD are to:
- Build a network of professional developers in the field of adult literacy/adult education to share information and resources, and communicate effective and innovative ideas and promising practices;
- Provide professional development for professionals specializing in professional development based on their needs and interests;
- Contribute to the voice of the field of adult literacy/education by advocating and shaping policy initiatives specific to professional development.

If you are in the field of adult education and literacy and are interested in professional development, please consider becoming a member of AALPD.

Membership is FREE! Complete the Membership Application and become a member of AALPD: http://www.aalpd.org/join.cfm.

Visit www.aalpd.org for more information about AALPD.

---

AZTEC SOFTWARE-THE TEST PREP EXPERTS

Prep Solutions Available for:
High School Equivalency Prep - GED®, HiSET®, Test, and TASC Test
College-Entrance Prep- ACCUPLACER®, Compass® and ACT
- Diagnosis and prescription with individual education plan for learning
- Alignment to test-specific competencies

Internet or locally-hosted

ASK ABOUT FREE PRACTICE TESTS - SIGN UP AT BOOTH!

25 Active Computers with unlimited named student accounts for less than $5000

(800) 273-0033
sales@aztecsoftware.com - www.aztecsoftware.com
Connections Central (CC) and Annex

The Connections Central (and welcome area) 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 Connections Central is across from Registration in the ballroom foyer, next to AAACE Central (see below). Register for the conference and then come visit us to ask questions, review the conference program, and start connecting with friends and colleagues!

Connections 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!

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

The Connection Central Annex is a new feature this year and provides space for special meetings of small groups up to 10/12 people, and is located off the hallway to the ballroom foyer.

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

AAACE Central (located next to Connection Central)

AAACE Central is new this year, growing out of leadership sessions that were held last year in Lexington, and from an increasing desire to showcase how our international association makes a difference!

There are two sessions scheduled for anyone interested in learning how to become more involved in AAACE and wishing to contribute their leadership skills to the development of the association. Those sessions are scheduled on Wednesday at 11:20 and Thursday at 9:00, and are facilitated by our 2015 Directors-at-Large, Christy Rhodes and Jonathan Taylor.

Additionally at AAACE Central, you will find information on our Special Interest Groups (SIGs) and Commissions, as well as on our three journals (Adult Learning, Adult Education Quarterly, and Journal of Transformative Education) and on our Handbook of Adult and Continuing Education, published every ten years. Of course there will also be information on how to join AAACE if you are not already a member, and assistance with getting the most out of your membership.

Please stop by to say hello and find out more about your association! We look forward to seeing you at AAACE Central!
Honors & Awards

AAACE confers several categories of awards to recognize and honor exemplary contributions to adult 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.

2014 Award Recipients

Cyril O. Houle Award for Outstanding Literature in Adult Education
André P. Grace, Ph. D., University of Alberta, Edmonton, AB, Canada,

Lifelong Learning as Critical Action: International Perspectives on People, Politics, Policy, and Practice. (Toronto, Ontario: Canadian Scholars’ Press, 2013)

Malcolm Knowles Award for Outstanding Adult Education Program
Reach Higher Completion Program, University of Central Oklahoma
Nominated by Lori M. Risley, Ed.D., University of Central Oklahoma, and Kristi Archuleta, Ed.D., University of Central Oklahoma

Imogene Okes Award for Outstanding Research in Adult Education
Wendy Jean Sonstrom, Ph.D., University of Southern Mississippi
John R. Rachal, Ed.D., University of Southern Mississippi
Richard S. Mohn, Ph. D., University of Southern Mississippi


Outstanding Service Medallion
Dean Barbara S. Calhoun, University of Southern Mississippi, Kennesaw State University, Kennesaw, GA
For Outstanding Literature in Adult Education: The Cyril O. Houle Award was established in 1981 to honor the scholarship and memory of Cyril O. Houle, Professor of Adult Education at the University of Chicago. It is given annually by the American Association for Adult and Continuing Education (AAACE) for a book published in English in the previous year that reflects universal concerns of adult educators. Nominated works should exemplify outstanding literature in adult education.

Cyril O. Houle Award for Outstanding Literature in Adult Education

André P. Grace, Ph. D., University of Alberta, Edmonton, AB, Canada.

*Lifelong Learning as Critical Action: International Perspectives on People, Politics, Policy, and Practice.*
(Toronto, Ontario: Canadian Scholars’ Press, 2013)

André P. Grace, Ph.D., is a Professor and Director of Research at the Institute for Sexual Minority Studies and Services in the Faculty of Education, University of Alberta. He is a past President of the Canadian Association for the Study of Adult Education and a past Chair of the Steering Committee for the U.S. national Adult Education Research Conference. Dr. Grace’s work in adult education primarily focuses on comparative studies of policies, pedagogies, and practices shaping lifelong learning as critical action, especially in the contexts of OECD (Organization for Economic Cooperation and Development) countries. Within this research he includes a major focus on sexual and gender minorities and their issues and concerns regarding social inclusion, cohesion, and justice in education and culture. His work advancing the need for greater synchronicity in lifelong learning research, policy, and practice informs his book *Lifelong Learning as Critical Action: International Perspectives on People, Politics, Policy, and Practice,* for which he is 2014 recipient of the American Association for Adult and Continuing Education (AAACE) Cyril O. Houle Award for Outstanding Literature in Adult Education. In addition, with Dr. Tonette S. Rocco, Florida International University, Dr. Grace received the 2009 Phillip E. Frandson Award for Literature in the Field of Continuing Higher Education from the U.S. University Continuing Education Association. The award acknowledged their co-edited book *Challenging the Professionalization of Adult Education: John Ohliger and Contradictions in Modern Practice.* At the 2010 Standing Conference on University Teaching and Research in the Education of Adults, University of Warwick, United Kingdom, Dr. Grace received the Ian Martin Award for Social Justice for his paper entitled *Space Matters: Lifelong Learning, Sexual Minorities, and Realities of Adult Education as Social Education.* Dr. Grace has served as an external reviewer for Chief Public Health Officer’s 2011 report on the state of public health of youth and young adults in Canada. His interests in social education and health education inform his community outreach as co-founder of Camp fYrefly, a national summer leadership camp for sexual and gender minority youth and young adults. His email is andre.grace@ualberta.ca.
For Outstanding Adult Education Program of the Year: Malcolm Knowles has been a major influence in the practice of adult and continuing education. In his name, this award recognizes teams or individuals for outstanding leadership to programs, in accordance with andragogical processes, that demonstrate particular effectiveness, relevancy, creativity, immediacy, institutional cooperation or collaboration and legislative impact.

Malcolm Knowles Award for Outstanding Adult Education Program

The winner of the Knowles award is the Reach Higher Completion Program, University of Central Oklahoma, nominated by Kristi Archuleta (Frush), Ed.D., and Lori M. Risley, Ed.D., University of Central Oklahoma.

Front row, left to right: Karen Barnes, Professor, Adult Education & Organizational Leadership-Reach Higher, Adult Education & Safety Sciences Department; Stephanie Kahne, Director Academic Advisement, Co-Coordinator -UCO Reach Higher program; Julie Byer, Executive Director, Academic Policy & Curriculum; Lori Risley, Assistant Professor, Program Coordinator,

Organizational Leadership-Reach Higher, Adult Education & Safety Sciences Department. Back row, left to right: Kristi Archuleta (Frush), Assistant Professor, Program Coordinator (Spring 2011-Summer 2014), Organizational Leadership-Reach Higher, Adult Education & Safety Sciences Department; Candy Sebert, Professor, Chair Adult Education & Safety Sciences Department; Ann Barnes, Director Employee Life Cycle & Adjunct Faculty Organizational Leadership-Reach Higher.

The Reach Higher Degree Completion Program at the University of Central Oklahoma (UCO) is part of a statewide initiative including nine regional universities that work collaboratively to help adult learners attain degrees. Reach Higher is a legislative priority aimed at helping increase the number of college-educated workers in the state of Oklahoma. The program was designed with the adult learner in mind. Unique to UCO’s Organizational Leadership program is that both primary faculty members, Dr. Frush and Dr. Risley hold doctorates in Adult Education, and are adult learners themselves.

From inception this program has truly been a collaborative effort, each individual is passionate and dedicated in their efforts to provide our adult learners every opportunity a Higher Education affords. We recognize that we have an opportunity to make a lasting difference in our learners’ lives by providing transformative learning experiences in an andragogical manner. The Organizational Leadership Program at UCO is honored to be recognized as an andragogical program. We and UCO as an institution, take pride in being considered well versed in the art and science of helping adults learn. -Lori Risley
For Outstanding Research in Adult Education: Nominations are invited for the Imogene Okes Award. This award honors the memory of Imogene Okes, whose reports on adult education participation have been widely used and quoted in the field. It is given annually by the American Association for Adult and Continuing Education (AAACE) for a report of original research done by single or joint authors and published in English in the previous year for a work that reflects the ideals for which Imogene Okes stood. Nominated works should exemplify outstanding and original research in adult education.

Imogene Okes Award for Outstanding Research in Adult Education


Wendy Jean Sonstrom, Ph.D., University of Southern Mississippi

Wendy Jean Sonstrom is a recent graduate of the University of Southern Mississippi. Her dissertation explored the current state of graduate programs that offer doctorates in adult education across North America, focusing on curricula, the historical context of these programs, and the role of program websites.

John R. Rachal, Ed.D., University of Southern Mississippi

JOHN R. RACHAL, Ed.D., is Professor Emeritus of Adult Education at The University of Southern Mississippi. He has over eighty publications in areas including history in adult education, philosophy in adult education, literacy and GED, gerontology, and American literature. In retirement he continues to review manuscripts for three journals, serve on a few doctoral committees, and work with former students on possible publications. He is an avid bicyclist, woodworker, reader (mostly history), and occasional diarist and blogger. He has three adult children and enjoys travelling with his wife Valerie.

Richard S. Mohn, Ph.D., University of Southern Mississippi

RICHARD S. MOHN, Ph.D., is an Associate Professor in the Educational Studies and Research Department at The University of Southern Mississippi where he teaches several graduate courses in statistics and enjoys collaborating with students and faculty across the university. His research interests include invariance testing, latent growth modeling, and the modeling of binary outcomes. His research has been published in journals such as Journal of Substance Abuse Treatment, Psychology of Addictive Behaviors, Measurement and Evaluation in Counseling and Development, Adult Education Quarterly, and Progress in Neuropsychopharmacology & Biological Psychiatry. Dr. Mohn has held previous positions with the Federal Reserve System and the Commonwealth of Virginia.
Outstanding Service Medallion: This award recognizes persons who have an outstanding record of service to the profession of adult and continuing education at the state, national, or international level. The award honors an individual who has distinguished himself or herself through meritorious service to adult and continuing education program participants; adult and continuing education institutions, organizations, and agencies; or the profession of adult and continuing education.

Outstanding Service Medallion

Dean Barbara S. Calhoun, University of Southern Mississippi, Kennesaw State University, Kennesaw, GA

With more than 30 years of leadership in the field of Continuing Education, Barbara S. Calhoun is serves as Dean of the College of Continuing and Professional Education for Kennesaw State University. This college serves 17,000 students annually both in class and online with only 55 employees and just over 200 instructors. In addition to student enrollments in classes, another responsibility of Dean Calhoun is the management of the KSU Center. In 2012, more than 50,000 community and university participants attended functions in the KSU Center. Dean Calhoun and her dynamite team are engaged with the community at the local level, at the state, national and international levels.

Under Calhoun’s leadership, Continuing Education at Kennesaw State University was the first in the state to offer non-credit online classes and developed the first and only non-credit Culinary Institute in Georgia. In addition, the college has worked on global initiatives, such as creating international training programs in five Eastern European countries and establishing a southern training base for China - one of only five in the U.S.

Calhoun was part of a contingent of college presidents and deans of continuing education from the South who traveled to Eastern Europe to study the need for education in countries then-recently freed from Russian dominance – Slovakia, Poland, Hungary and Romania and later returned to work with nine universities from those countries to teach them how to establish continuing education programs where no programs previously existed. Calhoun also played a leadership role in providing training to enable women from Afghanistan to gain leadership positions in their country and in developing a curriculum for the daughters of the Sultans in Jeddah, Saudi Arabia.

In 2003, Calhoun was asked to serve in a joint position with the Georgia Board of Regents. In this capacity, she worked with all 35 institutions that are a part of the University System of Georgia. The Georgia LEADS project was designed to help improve continuing education operations for the entire state. Most recently, Calhoun has received an invitation to participate in the Oxford Round Table in Oxford, England. Additionally, Calhoun is a highly sought-after mentor for young students looking for guidance and direction in determining the proper educational and career path to match their passions.

The Barbara S. Calhoun Continuing Education Endowment Fund was established in April 2012. The fund honors Calhoun’s long-term commitment to continuing education and her 20 years of service to the university. In September 2013, nearly $30,000 was raised for the fund from its Casino Night event. She also received the 2014 Individual Leadership Award from the Association of Continuing Higher Education.
Welcome to the 2014 AAACE Conference
Adult Educators: Making a Difference!
Conference Schedule at a Glance

Sunday, November 2, 2014
7 PM - 9:30 PM .................. CIAE Opening Reception & Meeting

Monday, November 3, 2014
9:00 AM—6:00 PM ............ CIAE cont’d
6:30 PM—9:00 PM......... AAACE Board of Directors Meeting

Tuesday, November 4, 2014
7:30 AM - 8:30 AM......... AALPD Pre-Conference Registration
8:30 AM - 3:00 PM .......... AALPD Pre-Conference
9:00 AM - 5:00 PM .......... AAACE Registration Open
9:00 AM - 2:00 PM ............ CIAE cont’d
10:00 AM - 7:00 PM......... Connection Central & AAACE Central Open
3:30 PM - 5:30 PM.......... Conference Welcome & Keynote: Dr. Victoria Marsick
5:30 PM - 7:30 PM........... President's Reception and Exhibits Opening

Wednesday, November 5, 2014
7:00 AM - 5:30 PM .......... AAACE Registration Open
7:00 Am - 7:00 PM .......... Connection Central & AAACE Central Open
7:30 AM - 8:50 AM ............ Breakfast and Keynote: Dr. Behrang Foroughi
9:00 AM - 5:00 PM ............ Exhibits Open
9:00 AM - 9:50 AM.......... Session 1: Concurrent Sessions & Roundtables
9:00 AM - 9:50 AM.......... Featured Concurrent Session: Community Development [CCMNFE]
9:50 AM - 10:20 AM........ Break
10:20 AM - 11:10 AM........ Session 2: Concurrent Sessions & Roundtables
11:20 AM - 12:10 PM ......... Session 3: Concurrent Sessions & Roundtables
12:20 PM - 1:40 PM .......... Lunch and Keynote: Dr. Johan Uvin, OCTAE
1:50 PM - 2:40PM .......... Session 4: Concurrent Sessions & Roundtables
2:50 PM - 3:40 PM .......... Session 5: Concurrent Sessions & Roundtables
2:50 PM - 3:40 PM .......... Featured Concurrent Session: Distance Learning and Technology [CDLT]
3:40 PM - 4:10 PM .......... Break
4:10PM - 5:00 PM ......... Session 6: Concurrent Sessions & Roundtables
5:10 PM - 6:00 PM .......... SIGs and Commissions: Business Meetings
6:30 PM - ???. ................. Night in Historic Charleston Special Event
Thursday, November 6, 2014

6:00 AM - 8:00 AM ..........Breakfast on own [in hotel]
6:45 AM - 7:50 AM ..........Graduate Students Breakfast and Panel
7:00 AM - 7:00 PM ..........Connection Central & AAACE Central Open
7:15 AM - 8:50 AM ..........Past Presidents Breakfast
8:00 AM - 5:00 PM ..........AAACE Registration Open
8:00 AM - 5:00 PM ..........Exhibits Open
8:00 AM - 8:50 AM ..........Session 7: Concurrent Sessions & Roundtables
8:00 AM - 8:50 AM ..........Adult Learning Editors' Meeting
9:00 AM - 9:50 AM ..........Session 8: Concurrent Sessions & Roundtables
9:00 AM - 9:50 AM ..........Featured Concurrent Session: Sustainability [Sustainability & Environmental SIG]
9:00 AM - 9:50 AM ..........AEQ Editors' Meeting
9:50 AM - 10:20 AM ..........AAACE Break with Exhibitors
10:20 AM - 11:10 AM ..........Session 9: Concurrent Sessions & Poster Exhibits
11:20 AM - 12:30 PM ........ General Session: Military Veterans Panel
12:50 PM - 2:00 PM ..........AAACE Awards Luncheon
2:10 PM - 3:00 PM ..........Session 10: Concurrent Sessions & Roundtables
2:10 PM - 3:00 PM ..........Featured Concurrent Session: Military Veterans [Military SIG]
2:10 PM - 3:00 PM ..........How to Write for AEQ, AL, JTED
3:10 PM - 4:00 PM ..........Session 11: Concurrent Sessions & Roundtables
3:15 PM - 6:00 PM ..........CPAE Registration Open
3:45 PM - 5:15 PM ..........CPAE Welcome & Opening Session: Dr. Ron Cervero
5:15 PM - 6:15 PM ..........CPAE Reception
6:15 PM - 8:15 PM ..........CPAE Business Meeting

Friday, November 7, 2014

6:00 AM - 8:00 AM ..........Breakfast on Own [in hotel]
7:00 AM - 8:00 AM ..........AAACE Board of Directors Meeting
8:00 AM - 11:00 AM ..........AAACE Registration Open
8:00 AM - 2:00 PM ..........Connection Central & AAACE Central Open
8:00 AM - 11:00 AM ..........CPAE Registration Open
8:00 AM - 9:30 AM ..........CPAE Concurrent Session 1
9:30 AM - 9:50 AM ..........CPAE Break
9:50 AM - 11:20 AM ..........CPAE Concurrent Session 2
8:10 AM - 9:00 AM ..........Session 12: Concurrent Sessions & Roundtables
9:10 AM - 10:00 AM ..........Session 13: Concurrent Sessions & Roundtables
10:00 AM - 10:30 AM ..........AAACE Break
10:30 AM - 11:20 AM ..........Session 14: Concurrent Sessions & Roundtables
10:30 AM - 11:20 AM ..........Journal of Transformative Education Editors' Meeting
11:30 AM - 12:30 PM ..........General Session: Dr. Dan Pratt
12:50 PM - 2:00 PM ..........Lunch and AAACE Business Meeting
2:10 PM - 3:00 PM ..........Conference Planning Committee De-briefing
2:10 PM - 3:40 PM ..........CPAE Concurrent Session 3
3:40 PM - 3:45 PM ..........CPAE Beverage Break
3:45 PM - 5:00 PM ..........CPAE Closing Session

Conference Adjourns - Safe Trip Home
General Sessions and Special Events

**Tuesday, November 4**

3:30 PM – 5:30 PM  
Conference Welcome & Keynote Address  
*Informal Learning: Re-framing and Re-tooling to Meet Emerging Needs*  
**Dr. Victoria Marsick**  
Victoria J. Marsick is Professor of Adult Learning & Leadership at Columbia University, Teachers College where she directs academic programs in Adult Learning and Leadership.

5:30 PM – 7:30 PM  
President’s Reception & Opening of Exhibits  
Music by Devone Gary

**Wednesday, November 5**

7:30 AM – 8:50 AM  
Breakfast & Keynote Address  
**Dr. Behrang Foroughi**  
*Moments of Community from Buffalo West to Eastern Kurdistan: Exposing the Fallacy of Have not in Development*  
Dr. Foroughi is an Associate Professor of Adult Education at St. Francis Xavier University, Nova Scotia. His work is divided between the Coady International Institute and the Department of Adult Education.

12:20 PM – 1:40 PM  
Lunch & Keynote Address  
**Dr. Johan Uvin**, OCTAE  
*Making Skills Everyone’s Business: A Call to Transform Adult Learning in the U.S.*  
Johan E. Uvin is the Acting Assistant Secretary, Office of Career, Technical, and Adult Education, U.S. Department of Education

5:10 PM – 6:00 PM  
Business Meetings: SIGs and Commissions

6:30 PM – 10:00 PM  
A Night in Historic Charleston (reservations required)
General Sessions and Special Events

Thursday, November 6
11:20 AM – 12:30 PM  
General Session: Military Veterans Panel
The Impact of Combat Experience on Veteran Students in Adult Learning Environments
Facilitator: Dr. Sarah Jane Fishback: Associate Professor in Educational Leadership, College of Education, Kansas State University.

Panel Members:
Lieutenant Colonel Paul Berg, U.S. Army: Assistant Professor in the Department of Command and Leadership and Team Leader at the U.S. Army Command and General Staff College, Fort Leavenworth, Kansas.
Dr. Maria Clark: Education Program Evaluator for the U.S. Army School of Advanced Military Studies in the Command and General Staff College (CGSC).
Dr. Kevin P. Shea: Assistant Professor at the US Army’s Command and General Staff College at Fort Leavenworth, KS.

12:50 PM – 2:00 PM  
AAACE Awards Luncheon

Friday, November 7
11:30 AM – 12:30 PM  
General Session & Keynote Address
Dr. Dan Pratt

Making a Difference in Adult Learning: Enduring and Emerging Properties of Four Keys to Learner Engagement
Dr. Pratt is Professor of Adult & Higher Education in the Department of Educational Studies and holds a cross-appointment to the Faculty of Medicine where he is a Senior Scholar in the Centre for Health Education Scholarship (CHES). He is a faculty member in the Macy Institute for the Health Professions at the Harvard Medical School.

12:50 PM – 2:00 PM  
AAACE Business Meeting
Featured Concurrent Sessions

Wednesday, 9:00-9:50: Commission on Community, Minority, and Non-Formal Education (CCMNFE)

Community Development Panel

This session focuses upon the role of adult educators in community-building and is a follow-up session to the keynote by Dr. Behrang Foroughi. Participants will have an opportunity to share their community building experiences and concerns through stories about community situations that are both challenging and exciting. Dr. Foroughi and Dr. Jo Tyler, both community builders and researchers, will join in the conversations to further share ideas and experiences. Participants will leave with new ideas for experimentation in their own work fostering community development.

Panelists: Dr. Behrang Foroughi and Dr. Jo Tyler

Wednesday, 2:50-3:40: Commission for Distance Learning and Technology

Learner Interaction: How Much is Necessary in Online Learning for Adults?

This featured session of the AAACE’s new Commission for Distance Learning and Technology (CDLT) explores the types of interactions, tools to foster meaningful interaction in varied institutional settings, and the question of how much interaction is necessary for adults to sustain high levels of learner engagement.

Facilitators: David Stein, Ph.D., Ohio State University; J. Bernard Bradley, Ph.D., American Council on Business Development

Panelists: Susan Isenberg, Ph.D., Lindenwood University; Leann Kaiser, Ph.D., Colorado State University; Alycia Harris, Ph.D., Northcentral University; Leigh Ann Whittle, M.A., M.Ed., Liberty University Online

Thursday, 9:00-9:50: Sustainability and Environmental Special Interest Group (SIG)

Reclaiming the Cultural Commons: Local Knowledge and Global Sustainability

The heart of this session is a 20-minute documentary on the cultural commons. This film produced by one of the workshop organizers defines and highlights the cultural commons apparent in every community. It describes the processes of enclosure or the eroding of the cultural commons by industrialization, consumerism and the market economy. Understanding the concept of the commons and how to teach others about it is one method of connecting learners to the practices that might curtail the ecological crisis. Participants will view the film and discuss examples of cultural commons and forms of enclosure in their communities and ways to teach these concepts to adults in university and community settings.

Facilitators: Audrey Dentith, Associate Professor of Adult Learning and Development at Lesley University Wendy Griswold, Assistant Research Professor in the Department of Education Research at Kansas State University

Thursday, 2:10-3:00: Military SIG Featured Session

Follow-up to Military Veterans Keynote Panel: Military Special Interest Group (SIG)

A 20-30 minute presentation will focus on how the active duty force is educated. Grey Edwards will speak to his role as a current Army administrator. Jim Sweizer will address this issue as an administrator from the largest school serving the military.

The remaining time will be a Q&A with members of the Military Veterans Panel from earlier that day and with the leadership of the AAACE Military SIG.

Jim Sweizer, Chair, AAACE Military SIG
Grey Edwards, Jr., EdD, AAACE Past-president
## CONFERENCE SESSIONS BY STRAND

### Adult Basic Education, Adult Secondary Education, & Literacy Issues

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 10:20am–11:10am</td>
<td>Concurrent Session</td>
<td>Implementing a Mutually Adaptive Model of Instruction for ESL Literacy in a Community-Based Program</td>
<td>Nan Frydland &amp; Helaine W. Marshall</td>
</tr>
<tr>
<td>Wed 11:20am–12:10pm</td>
<td>Concurrent Session</td>
<td>ETS High School Equivalency Testing (HiSET) Program</td>
<td>Mitch Rosin</td>
</tr>
<tr>
<td>Wed 11:20am–12:10pm</td>
<td>Concurrent Session</td>
<td>Developing English Reading Skills and Financial Literacy with Online Materials</td>
<td>Miriam Burt, Jennifer Leach &amp; Deborah Kennedy</td>
</tr>
<tr>
<td>Wed 11:20am–12:10pm</td>
<td>Round Table</td>
<td>The Primary Motivational Factors That Affect Adult Participation and Persistence in Alabama’s GED Programs</td>
<td>Bethany Cleveland</td>
</tr>
<tr>
<td>Wed 1:50pm–2:40pm</td>
<td>Concurrent Session</td>
<td>Meeting the Needs of Mainstreamed ELLs in a University Setting: A Case Study</td>
<td>Hong Shi</td>
</tr>
<tr>
<td>Wed 2:50pm–3:40pm</td>
<td>Concurrent Session</td>
<td>Waunobsee Community College GED Enhanced: Incorporating College and Career Readiness into the Language Arts Curriculum</td>
<td>Heather Martin &amp; Tara Schwab</td>
</tr>
<tr>
<td>Wed 4:10pm–5:00pm</td>
<td>Concurrent Session</td>
<td>Secret Agents: Adult Literacy Educators as Agents for Educational &amp; Social Justice Change</td>
<td>Rosary Kennedy</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
<td>The relationship between educational history and skills, demographics, and reading patterns of struggling adult readers</td>
<td>Christine Dunagin Miller &amp; Daphne Greenberg</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
<td>Investment in Employee Education Programs: A Win-Win for Both the Employer and Employee [W]</td>
<td>Donna C Atkins &amp; Cecelia Wagner</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
<td>An Exploratory Investigation of the Curricular Materials Used in Adult Basic Education Programs in Florida</td>
<td>Elizabeth L. Tighe, Meagan Caridad Arrasti, Carol M. Connor &amp; Sharilyn Steadman</td>
</tr>
<tr>
<td>Thur 10:20 am-11:10 am</td>
<td>Posters</td>
<td>How Do the Skills of Young Adults in the U.S. and Around the World Compare?</td>
<td>Jaleh Sorou &amp; Emily Pawlowski</td>
</tr>
<tr>
<td>Thur 3:10pm–4:00pm</td>
<td>Concurrent Session</td>
<td>Scaffolding ABE and ASE Curricula While Building Community in the Classroom</td>
<td>Jonathan Tucker &amp; Melinda Bynog</td>
</tr>
<tr>
<td>Thur 3:10 pm-4:00 pm</td>
<td>Round Table</td>
<td>Workplace Diversity: Creating Inclusion Instead of an Illusion</td>
<td>Cedric M. Scott</td>
</tr>
<tr>
<td>Thur 3:10pm–4:00pm</td>
<td>Shared Concurrent Session</td>
<td>Helping ESL Learners Find Their Place in a New Community: Strategies for Educators</td>
<td>Ruth Parrish Sauder</td>
</tr>
<tr>
<td>Fri 8:10 am-9:00am</td>
<td>Concurrent Session</td>
<td>Don't Hate Math!</td>
<td>Amanda L. Raitano</td>
</tr>
<tr>
<td>Fri 9:10am–10:00am</td>
<td>Concurrent Session</td>
<td>Promoting Adult Learner Engagement through Asset-Based Instruction and the Funds of Knowledge Model</td>
<td>Deborah Kennedy</td>
</tr>
<tr>
<td>Fri 10:30am–11:20am</td>
<td>Concurrent Session</td>
<td>Lesson Plan for Close Reading and Experimental Design</td>
<td>Mäire A. Dugan</td>
</tr>
<tr>
<td>Fri 10:30am–11:20am</td>
<td>Round Table</td>
<td>Using Lived Experience to Share Inspirational Stories to Enco</td>
<td>Joan C Richards &amp; Maribel Lopez</td>
</tr>
<tr>
<td>Fri 10:30am–11:20am</td>
<td>Round Table</td>
<td>Introduction to the Center for the Study of Adult Literacy</td>
<td>Daphne Greenberg</td>
</tr>
<tr>
<td>Time</td>
<td>Session Type</td>
<td>Title</td>
<td>Presenters</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Wed 9:00-9:50 am</td>
<td>Shared Concurrent Session</td>
<td>Young Adult Learners in a Complex Society: Meeting Transitional Needs and Making a Difference</td>
<td>C. Amelia Davis &amp; Joann S Olson</td>
</tr>
<tr>
<td>Wed 9:00-9:50 am</td>
<td>Round Table</td>
<td>Meet the Millennium: Young adults and communities of faith</td>
<td>Steven B. Frye</td>
</tr>
<tr>
<td>Wed 9:00-9:50 am</td>
<td>Round Table</td>
<td>Exploring Adult Identity Through Three Lenses: Contradiction, Transition, and Disability</td>
<td>Anne Benoit, Viviane Lopuch &amp; Doreath Lomax</td>
</tr>
<tr>
<td>Wed 9:00-9:50 am</td>
<td>Round Table</td>
<td>Reaching the Tuned Out: Increasing Student Engagement in Online Classes.</td>
<td>Linda Morris, Paula Furr &amp; Bill Morrison</td>
</tr>
<tr>
<td>Wed 1:50pm–2:40pm</td>
<td>Round Table</td>
<td>Fostering Student Well-Being: Overcoming Barriers Using Expressive Writing and Gratitude</td>
<td>Andrew E. Seidler, Jeffrey Russell &amp; Mary Ziegler</td>
</tr>
<tr>
<td>Wed 4:10pm–5:00pm</td>
<td>Concurrent Session</td>
<td>The Art of Facilitation: Applying Participation Training as a developmental dialogue model at Highlander</td>
<td>Marjorie E Treff, Stephen E Earnest &amp; Michelle Glowacki-Dudka</td>
</tr>
<tr>
<td>Thur 8:00am–8:50am</td>
<td>Round Table</td>
<td>Academic Entitlement: Are We Preparing Students for Real Life?</td>
<td>Jeffrey Russell &amp; Kellee Vess</td>
</tr>
<tr>
<td>Thur 8:00am–8:50am</td>
<td>Round Table</td>
<td>“I’m a Convicted Felon, but I Actually Love Myself More:” Incarcerated Women’s Narrative Identities</td>
<td>Carolyn L. Sandoval &amp; Lisa M. Baumgartner</td>
</tr>
<tr>
<td>Thur 9:00-9:50am</td>
<td>Round Table</td>
<td>Transformational Change through Mindfulness Meditation</td>
<td>Sylvia Boltic</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
<td>Gay male law enforcement officers navigating the closet: What is the function of (non) disclosure?</td>
<td>Joshua C. Collins</td>
</tr>
<tr>
<td>Fri 9:10am–10:00am</td>
<td>Round Table</td>
<td>Acquiring Financial Literacy for Achieving a Financially Secure Retirement</td>
<td>Francis H. Dong</td>
</tr>
</tbody>
</table>

**Adult Learners with Disabilities**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 10:20-11:10 am</td>
<td>Concurrent Session</td>
<td>Skill Attainment During Vocational Training and Its Relationship to Employment Outcomes for Visually Impaired Participants</td>
<td>Tabitha L. Brecke &amp; Maria Martinez Witte</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
<td>From the Battlefield to the Classroom: Techniques for Engaging Veterans Diagnosed with PTSD</td>
<td>Marye E Hooker &amp; John D. Harrison</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Concurrent Session</td>
<td>Contested terrain: Inclusive versus separate learning settings and the relational concept of space (Loew 2001).</td>
<td>Silke Schreiber-Barsch &amp; Emma Fawcett</td>
</tr>
<tr>
<td>Time</td>
<td>Session Type</td>
<td>Title</td>
<td>Presenter(s)</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Wed 9:00-9:50 am</td>
<td>Round Table</td>
<td>Bridging the gap: learning style transitions of Chinese adult learners in the US</td>
<td>Yuewei Shi</td>
</tr>
<tr>
<td>Wed 10:20am–11:10am</td>
<td>Round Table</td>
<td>Writing as Thinking: Encouraging Critical and Creative Thought in the Adult Classroom</td>
<td>Kathy Lohr</td>
</tr>
<tr>
<td>Wed 10:20am–11:10am</td>
<td>Round Table</td>
<td>Understanding Appalachian adult learners: Implications for Culturally Responsive Education</td>
<td>Fujuan Tan</td>
</tr>
<tr>
<td>Wed 11:20am–12:10pm</td>
<td>Concurrent Session</td>
<td>Participatory Video Research to Capture Lived Experiences of Foreign Students in the U.S.</td>
<td>Simone C Conceição &amp; Todd Southern</td>
</tr>
<tr>
<td>Wed 11:20am–12:10pm</td>
<td>Concurrent Session</td>
<td>From Cell Block to Reentry: Culturally Responsive Andragogy in Action</td>
<td>Michael L. Washington</td>
</tr>
<tr>
<td>Wed 11:20am–12:10pm</td>
<td>Concurrent Session</td>
<td>Learning through Interaction: Cross-Disciplinary Perspectives in Adult Learning</td>
<td>Mary A Barnes, Justin Bernstine, Mark Bocca &amp; Afsaneh Kamangar</td>
</tr>
<tr>
<td>Wed 11:20am–12:10pm</td>
<td>Concurrent Session</td>
<td>From Russia with Love</td>
<td>Sara Nasrollahian Mojarad &amp; Gwendolyn S. Ruttencutter</td>
</tr>
<tr>
<td>Wed 11:20-12:10 pm</td>
<td>Round Table</td>
<td>Sharing Power in Adult Learning Environments</td>
<td>Pierce Sanute</td>
</tr>
<tr>
<td>Wed 1:50pm–2:40pm</td>
<td>Andragogy in the Virtual World—The Design of the Learner-Centered Website</td>
<td>Bo Chang</td>
<td></td>
</tr>
<tr>
<td>Wed 1:50pm–2:40pm</td>
<td>Shared Concurrent Session</td>
<td>Digital Storytelling: A Supplement to the Academic Essay</td>
<td>Anne Greenawalt</td>
</tr>
<tr>
<td>Wed 2:50pm–3:40pm</td>
<td>Concurrent Session</td>
<td>Jump-Starting Self-Directedness in Adult Learning Using Mobile Apps</td>
<td>Michael Duncan Overton, Alan A. Bailey, Sara Nasrollahian Mojarad, Andrew E. Seidler &amp; Ms. Connie K. Shih</td>
</tr>
<tr>
<td>Wed 4:10pm–5:00pm</td>
<td>Round Table</td>
<td>A University’s Evaluation of Adult Learners’ Perceptions of Support Services at Off-Site Community Learning Centers</td>
<td>Gloria Smith</td>
</tr>
<tr>
<td>Wed 4:10pm–5:00pm</td>
<td>Round Table</td>
<td>Collaborations between Industry and Academia: Creating Pathways for Success for Employees in the Teleconferencing Industry</td>
<td>Kate Nelson</td>
</tr>
<tr>
<td>Wed 4:10pm–5:00pm</td>
<td>Round Table</td>
<td>Through the learners’ lens: Learners perspectives on how facilitators create trust in the learning environment</td>
<td>Lori Risley, Risa Lilly &amp; Crystal D. Reimler &amp; Andrea K Ginter</td>
</tr>
<tr>
<td>Wed 4:10pm–5:00pm</td>
<td>Concurrent Session</td>
<td>49ers Finish: Graduation Makes All the Difference</td>
<td>Janet Deal Daniel</td>
</tr>
<tr>
<td>Time</td>
<td>Session Type</td>
<td>Title</td>
<td>Presenter(s)</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Wed 4:10pm–5:00pm</td>
<td>Concurrent Session</td>
<td>The Invisible Elephant in the Room: Adult Students' Dispositional Barriers to Higher Education</td>
<td>Amy Prince</td>
</tr>
<tr>
<td>Thur 8:00am–8:50am</td>
<td>Concurrent Session</td>
<td>The Portrait and the Mirror: Transformative Learning and the Social Science Portraiture Method</td>
<td>Micki Voelkel</td>
</tr>
<tr>
<td>Thur 8:00 am - 8:50 am</td>
<td>Concurrent Session</td>
<td>Moving Beyond &quot;Bookish Knowledge&quot;: Exploring Deep Learning and Film-Based Pedagogy</td>
<td>Joann S. Olson, Linda Autry &amp; Jeffry Moe</td>
</tr>
<tr>
<td>Thur 9:00am–9:50am</td>
<td>Concurrent Session</td>
<td>Mentoring Beyond the Classroom</td>
<td>Ms Virginia I Heaven, MA &amp; Vincent Wiggins &amp; Dr. Gabriele Strohschen</td>
</tr>
<tr>
<td>Thur 9:00am–9:50am</td>
<td>Concurrent Session</td>
<td>Gauging Knowledge Construction of Cultural Content: Three Formal, Adult Education Contexts</td>
<td>Susan M. Yelich Biniecki &amp; Royce Ann Collins</td>
</tr>
<tr>
<td>Thur 9:00am–9:50am</td>
<td>Concurrent Session</td>
<td>Using graduate students’ MBTI profiles to discover learning preferences</td>
<td>Kelly McCarthy &amp; Jamie Cooper</td>
</tr>
<tr>
<td>Thur 9:00-9:50am Round Table</td>
<td></td>
<td>Empowering Communities of Practice through Shared Power</td>
<td>Christina Van Wingerden &amp; Stan Goto</td>
</tr>
<tr>
<td>Thur 9:00-9:50 am Round Table</td>
<td></td>
<td>Using business simulation to improve the Undergraduate Capstone experience</td>
<td>Joseph Cappa &amp; Bernice Bain</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
<td>Self Directed Learning and the Inquiring Mind</td>
<td>Kristi Bulluck</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
<td>Varying instruction: Aligning instructional techniques with Gardner’s Multiple Intelligence Theory</td>
<td>Megan Johnson</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
<td>Why don't we finish?</td>
<td>Andrea K Ginter &amp; Lori Risley</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
<td>Exploring Competency-Based Education Options for Adult Learners at a Penn State Branch Campus</td>
<td>Michelle Covert</td>
</tr>
<tr>
<td>Thur 2:10pm-3:00 pm</td>
<td>Concurrent Session</td>
<td>Critical Media Literacy as Pedagogy in Adult Education</td>
<td>Audra P. Jackson &amp; Robin Redmon Wright</td>
</tr>
<tr>
<td>Thur 2:10-3:00 pm Round Table</td>
<td></td>
<td>The Charters Library of Resources for Educators of Adults at Syracuse University: Yesterday and Today.</td>
<td>Alex Charters &amp; Lori Risley</td>
</tr>
<tr>
<td>Thur 2:10-3:00 pm Round Table</td>
<td></td>
<td>Creating a Circle of Trust: Experiences from a First Year Doctoral Program</td>
<td>Yolanda Reyes Guevara &amp; Andrea Flores</td>
</tr>
<tr>
<td>Thur 2:10-3:00 pm Round Table</td>
<td></td>
<td>Action Learning Coaching for Novices and Pre-Professionals.</td>
<td>Angie Carter &amp; Karen Watkins</td>
</tr>
<tr>
<td>Thur 2:10-3:00 pm Concurrent Session</td>
<td></td>
<td>Adult Learning &amp; Change in the Context of Workplace Health Promotion</td>
<td>Lisa Elsinger</td>
</tr>
<tr>
<td>Thur 2:10-3:00 pm Concurrent Session</td>
<td></td>
<td>Martial Arts and Lifelong Learning: Negotiating the nexus of knowledge and agency through martial arts training.</td>
<td>Valerie Ann Cholet</td>
</tr>
<tr>
<td>Thur 3:10pm–4:00pm</td>
<td>Round Table</td>
<td>Self-Directed Learning: A Pathway to an Encore Career</td>
<td>Kevin Rose &amp; Kenda S. Grover</td>
</tr>
<tr>
<td>Thur 3:10pm–4:00pm</td>
<td>Concurrent Session</td>
<td>The Elephant in the Room - Improving Training Transfer</td>
<td>Melissa Thorpe Hill</td>
</tr>
<tr>
<td>Time</td>
<td>Session Type</td>
<td>Title</td>
<td>Presenter(s)</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Thur 3:10pm–4:00pm</td>
<td>Concurrent Session</td>
<td>Scaling Support for Non-Traditional Students: The Online Micro-Community</td>
<td>Kathryn D. Temple</td>
</tr>
<tr>
<td>Thur 3:10pm–4:00pm</td>
<td>Shared Concurrent Session</td>
<td>Strategies for Teaching Mature Adult Learners in Leisure Education Environments</td>
<td>Michael T. Miller &amp; Kit Kacirek</td>
</tr>
<tr>
<td>Thur 3:10pm–4:00pm</td>
<td>Round Table</td>
<td>Adult Learning &amp; Change in Worksite Health Promotion - Discussion Forum</td>
<td>Lisa Elsinger</td>
</tr>
<tr>
<td>Fri 8:10am–9:00am</td>
<td>Concurrent Session</td>
<td>Shaping the Life Trajectory: Insights from Biographical Research</td>
<td>Karen Nestor</td>
</tr>
<tr>
<td>Fri 8:10am–9:00am</td>
<td>Round Table</td>
<td>Sharing the Power: Including Students in Course Design</td>
<td>Ted McCadden &amp; Jennifer L. Pemberton</td>
</tr>
<tr>
<td>Fri 9:10am–10:00am</td>
<td>Round Table</td>
<td>New Demands for Educators: Fostering Self-Directedness in Emerging Adulthood</td>
<td>Erin J Ferris, Alan A Bailey, Michael Duncan Overton &amp; Andrew E. Seidler</td>
</tr>
<tr>
<td>Fri 9:10am–10:00am</td>
<td>Round Table</td>
<td>Troubling Transformation: Designing Reflective Curriculum</td>
<td>Kersha Smith, Ph.D.</td>
</tr>
<tr>
<td>Fri 9:10am–10:00am</td>
<td>Concurrent Session</td>
<td>The Relationship of Self-Directed Learning and Hope to Workplace Learning Goals</td>
<td>Vicki Dieffenderfer</td>
</tr>
<tr>
<td>Fri 9:10am–10:00am</td>
<td>Concurrent Session</td>
<td>Lessons in resilience and resourcefulness from Louis the crested gecko</td>
<td>Jeff Vawter</td>
</tr>
<tr>
<td>Fri 10:30am–11:20am</td>
<td>Round Table</td>
<td>Adult Educators Make a Difference: Innovative Teaching Strategies Boost Work Effectiveness, Satisfaction, &amp; Career Progress</td>
<td>Marion Nesbit</td>
</tr>
<tr>
<td>Fri 10:30am–11:20am</td>
<td>Round Table</td>
<td>Making Meaning of a Short-Term Mission Trip in the Context of Christian Communities of Practice</td>
<td>Nancy Winfrey</td>
</tr>
<tr>
<td>Fri 10:30am–11:20am</td>
<td>Concurrent Session</td>
<td>Making a Difference in Intentional Adult Learning by Applying Andragogy: Virtual Learning Coach (VLC)</td>
<td>Susan Isenberg</td>
</tr>
<tr>
<td>Fri 10:30am–11:20am</td>
<td>Concurrent Session</td>
<td>What is the Fabric of Our Society? Student Leadership in Civil Rights, Past and Future</td>
<td>Elizabeth A. Holbrook &amp; Sharon Herbers</td>
</tr>
<tr>
<td>Fri 10:30am–11:20am</td>
<td>Concurrent Session</td>
<td>The Solution Focused Approach to Teaching</td>
<td>Alycia Harris</td>
</tr>
<tr>
<td>Fri 10:30am–11:20am</td>
<td>Concurrent Session</td>
<td>“Our community is better because of our knowledge”: Adult Learners’ Response to Family Service Learning</td>
<td>Blaire Willson Toso &amp; Joshua Cramer</td>
</tr>
</tbody>
</table>

**Adult Psychology**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 10:20am–11:10am</td>
<td>Concurrent Session</td>
<td>Using Conceptual Change Framework Theories to Understand Learning Resistance</td>
<td>Jonathan Taylor &amp; Steven B Frye</td>
</tr>
<tr>
<td>T 3:10pm–4:00pm</td>
<td>Concurrent Session</td>
<td>What if I Don’t Know What I Want to Be When I Grow Up? Counseling &amp; Education Approaches That Work</td>
<td>Lori A Peterson</td>
</tr>
<tr>
<td>Fri 8:10am–9:00am</td>
<td>Concurrent Session</td>
<td>Gratitude: An Unidentified Resource for Adult Learners.</td>
<td>Kellee R. Vess &amp; Ralph G. Brockett</td>
</tr>
</tbody>
</table>

**Adult Psychology**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 10:20am–11:10am</td>
<td>Concurrent Session</td>
<td>Using Conceptual Change Framework Theories to Understand Learning Resistance</td>
<td>Jonathan Taylor &amp; Steven B Frye</td>
</tr>
<tr>
<td>T 3:10pm–4:00pm</td>
<td>Concurrent Session</td>
<td>What if I Don’t Know What I Want to Be When I Grow Up? Counseling &amp; Education Approaches That Work</td>
<td>Lori A Peterson</td>
</tr>
<tr>
<td>Fri 8:10am–9:00am</td>
<td>Concurrent Session</td>
<td>Gratitude: An Unidentified Resource for Adult Learners.</td>
<td>Kellee R. Vess &amp; Ralph G. Brockett</td>
</tr>
<tr>
<td>Time</td>
<td>Session Description</td>
<td>Presenters</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Wed 11:20am-12:10pm</td>
<td>Lead, Leader, Leadership: Opportunities to use your talents at AAACE.</td>
<td>Jonathan Taylor &amp; Christy Rhodes</td>
<td></td>
</tr>
<tr>
<td>Wed 1:50pm-2:40pm</td>
<td>Developing and Revitalizing Your SIG: What Role Can You Play?</td>
<td>Christy M. Rhodes &amp; Michelle Glowacki-Dudka</td>
<td></td>
</tr>
<tr>
<td>Thur 10:20am-11:10am</td>
<td>Creating a Field and a Practice: Jean Hunter Morrison and Adult Education (1940-1960)</td>
<td>Leona M English</td>
<td></td>
</tr>
<tr>
<td>Thur 9:00am-9:50am</td>
<td>Lead, Leader, Leadership: Opportunities to use your talents at AAACE.</td>
<td>Christy M. Rhodes &amp; Jonathan Taylor</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Aging</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 10:20am-11:10am</td>
<td>Teaching Older Adults in Higher Education: Barriers and Gateways</td>
<td>Frank DiSilvestro</td>
<td></td>
</tr>
<tr>
<td>Wed 2:50pm-3:40pm</td>
<td>Creativity and the Older Adult: Findings and Nurturance</td>
<td>James L. Christensen</td>
<td></td>
</tr>
<tr>
<td>Thur 2:10-3:00</td>
<td>Helping Adult Learners to Thrive in Their Third Age</td>
<td>Susan A. Santo &amp; Dr. Larry K. Bright</td>
<td></td>
</tr>
<tr>
<td>Thu 3:10pm-4:00pm</td>
<td>Making a Difference: Increasing Mature Worker Access to Employment Education and Training</td>
<td>Julie A. Maurer</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>AHEA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 9:00-9:50 am</td>
<td>Empowering and transformative? Critical reflection (or lack thereof) in Prior Learning Assessment</td>
<td>Anne Rapp</td>
<td></td>
</tr>
<tr>
<td>Wed 10:20am-11:0am</td>
<td>A Teaching Philosophy Based on Principles of Self-Directed Learning: You Might Just Regret it!</td>
<td>Thomas D. Cox</td>
<td></td>
</tr>
<tr>
<td>Wed 4:10-5:00 pm</td>
<td>2014 Keeping all the Balls in the Air, Part 1.</td>
<td>Fred Prasuhn &amp; Scarlette Spears Studdard</td>
<td></td>
</tr>
<tr>
<td>Thur 10:20am-11:10am</td>
<td>Making a Difference for Adult Student Success through an Online Practicum Capstone</td>
<td>Carrie J Boden-McGill &amp; Omar S. Lopez</td>
<td></td>
</tr>
<tr>
<td>Thur 2:10-3:00</td>
<td>Conflicting Graduate Student Perspectives on Discussion in the Online Classroom: Implications for Practice</td>
<td>Jennifer K Holtz</td>
<td></td>
</tr>
<tr>
<td>Fri 9:10-10:00 am</td>
<td>Keeping all the Balls in the Air, Part 2: Assessing Competency-Based Education Courses for Adult Learners</td>
<td>Scarlette Spears Studdard &amp; Fred Prasuhn</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Session Type</td>
<td>Title</td>
<td>Presenters</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Wed 9:00-9:50 am</td>
<td>Concurrent Session</td>
<td>Underrepresentation of Women in Art History: New Structures for a Changed World in Adult Education</td>
<td>Joan H Crane &amp; Joe E Boyum</td>
</tr>
<tr>
<td>Wed 9:00-9:50 am</td>
<td>Round Table</td>
<td>Legal Content in Adult Education Graduate Education: New Data and Programs</td>
<td>Lee W Nabb</td>
</tr>
<tr>
<td>Wed 10:20am–11:10am</td>
<td>Round Table</td>
<td>The Tango and Tao of Teaching and Learning: Transformative Learning through Co-Facilitation</td>
<td>Ruby Cain, Keri L Rodgers &amp; Cathy L Mullett</td>
</tr>
<tr>
<td>Wed 11:20am–12:10pm</td>
<td>Round Table</td>
<td>Advance Directives for the Classroom: Avoiding Chaos in Trying Times</td>
<td>Claudette M. Peterson &amp; Tim O. Peterson</td>
</tr>
<tr>
<td>Wed 1:50pm–2:40pm</td>
<td>Round Table</td>
<td>Autoethnographies of Experiences in Today's Higher Education Classroom</td>
<td>Kathryn Ann McAtee, Catherine A Hansman &amp; George M Amolsch</td>
</tr>
<tr>
<td>Wed 2:50pm–3:40pm</td>
<td>Round Table</td>
<td>Engage Tour Tours --- A Contemporary Approach to Learning, Serving, and Working Toward Change Through Adult Education</td>
<td>Gabriele Strohschen</td>
</tr>
<tr>
<td>Wed 2:50pm–3:40pm</td>
<td>Concurrent Session</td>
<td>Adults’ Perceived Abilities to Teach for Social Justice: Voices of the Deep South</td>
<td>Christen Warrington-Broxton</td>
</tr>
<tr>
<td>Wed 2:50pm–3:40pm</td>
<td>Concurrent Session</td>
<td>Developing Competence in Andragogy: Elements and Contexts</td>
<td>John Arthur Henschke</td>
</tr>
<tr>
<td>Wed 2:50pm–3:40pm</td>
<td>Concurrent Session</td>
<td>Instructional Mapping: Linking Your Course to a Broader World</td>
<td>Melanie S. Jones</td>
</tr>
<tr>
<td>Wed 4:10pm–5:00pm</td>
<td>Round Table</td>
<td>Examining College Choice Among Freshmen Native Americans in Undergraduate Studies</td>
<td>John D. Harrison &amp; Marye E Hooker</td>
</tr>
<tr>
<td>Thur 8:00am–8:50am</td>
<td>Round Table</td>
<td>Faculty in Adult Degree Programs: What They Have Learned From Teaching Adults</td>
<td>Jovita Ross-Gordon &amp; Kayon Murray</td>
</tr>
<tr>
<td>Thur 8:00am–8:50am</td>
<td>Round Table</td>
<td>Bullies in Academia</td>
<td>Patricia Coberly Holt</td>
</tr>
<tr>
<td>Thur 8:00am–8:50am</td>
<td>Concurrent Session</td>
<td>Program Satisfaction among Adult Education Graduate Students: A Longitudinal Study at an Urban University</td>
<td>Jonathan E. Messemer &amp; Elice E. Rogers</td>
</tr>
<tr>
<td>Thur 8:00am–8:50am</td>
<td>Concurrent Session</td>
<td>Sources of Interpersonal Support for Adult Graduate Students</td>
<td>Thomas Valentine &amp; Juanita Johnson-Bailey</td>
</tr>
<tr>
<td>Thur 9:00am–9:50am</td>
<td>Concurrent Session</td>
<td>Communicative attributions, power, and situational sensitivity: Developing a culture of inclusion on campus</td>
<td>Larry G. Martin</td>
</tr>
<tr>
<td>Thur 9:00-9:50am</td>
<td>Round Table</td>
<td>Scholarship of Engagement through the Eyes of the Exemplars</td>
<td>Carol Kasworm &amp; Nur Aira B. Abdrahim</td>
</tr>
<tr>
<td>Thur 9:00-9:50am</td>
<td>Concurrent Session</td>
<td>Out of Place: Traditional Students Who Become Non-Traditional Students</td>
<td>Shawn O'Riley</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
<td>Chasing the Sun: Resistance in the Academy</td>
<td>Keri L. Rodgers &amp; Ruby Cain</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Concurrent Session</td>
<td>Community College Faculty Development Models</td>
<td>Susan J Barcinas &amp; Duane Akroyd</td>
</tr>
<tr>
<td>Thur 2:10-3:00am</td>
<td>Concurrent Session</td>
<td>Making a Difference for Adult Learners Through Student Organizations &amp; Engagement</td>
<td>Evan D Duff. &amp; Jonathan Shores</td>
</tr>
<tr>
<td>Time</td>
<td>Concurrent Session</td>
<td>Title</td>
<td>Presenter(s)</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Thur 2:10-3:00</td>
<td>When Gentle Women Take a Stand</td>
<td></td>
<td>Sharon Herbers</td>
</tr>
<tr>
<td>Thur 3:10pm–4:00pm</td>
<td>Just a Face in the Crowd: Fostering Learner Engagement in the Age of Super-Size Classes</td>
<td></td>
<td>Gwendolyn S. Ruttencutter &amp; Erin J Ferris &amp; Jeffrey Russell</td>
</tr>
<tr>
<td>Thur 3:10pm–4:00pm</td>
<td>When new ambition calls you home</td>
<td></td>
<td>Carrie Johnson &amp; Maddie E Johnson</td>
</tr>
<tr>
<td>Thur 3:10-4:00 pm</td>
<td>Social Responsibility in a Senior Capstone Course</td>
<td></td>
<td>Sarah Strom Kays</td>
</tr>
<tr>
<td>Fri 9:10-10:00 am</td>
<td>Impacting the Impactors: How an Informed Adjunct Faculty Evaluation System can Impact Adult Learners</td>
<td></td>
<td>Mark G Collins &amp; Kirk Overstreet</td>
</tr>
<tr>
<td>Fri 8:10am–9:00am</td>
<td>Your Child's School: Fertile Ground for Adult Education</td>
<td></td>
<td>Lisa G. Myers, Kelly L. Coke &amp; Gaynell Green</td>
</tr>
<tr>
<td>Fri 8:10am–9:00am</td>
<td>Creating Optimal Environments for Adjunct Faculty</td>
<td></td>
<td>Kristi Archuleta &amp; Robert Glaubitz</td>
</tr>
<tr>
<td>Fri 10:30am–11:20am</td>
<td>Comeback Player of the Year: A Conceptual Model of Returning Adults That Were Former Student Athletes</td>
<td></td>
<td>Matt Huml &amp; Matt Bergman</td>
</tr>
</tbody>
</table>

### Community and Nonformal Education & Minority and Human Rights & Popular Education

<table>
<thead>
<tr>
<th>Time</th>
<th>FEATURED SESSION: CCMNFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 9:00-9:50 am</td>
<td>Culturally-Responsive Learning Opportunities for Native American Adult Learners in Westernized Formal and Non-formal Educational Environments</td>
</tr>
<tr>
<td>Wed 11:20am–12:10pm</td>
<td>Billy Jack in the Classroom: A Tribute to Tom Laughlin and Education Entertainment</td>
</tr>
<tr>
<td>Wed 1:50pm–2:40pm</td>
<td>Engaging through Life Circumstances</td>
</tr>
<tr>
<td>Wed 1:50pm–2:40pm</td>
<td>Stories from the ATX: Hip Hop Artists Using Voice and Story to Transform Community</td>
</tr>
<tr>
<td>Wed 1:50pm–2:40pm</td>
<td>Fostering Client Autonomy: Applying Adult Learning Strategies in Community-based Non-profit Agencies</td>
</tr>
<tr>
<td>Wed 2:50pm–3:40pm</td>
<td>Sharing Equity: Collaborations for Sustainability in Environmental, Socio-economic and Educational Access Contexts in Local Communities</td>
</tr>
<tr>
<td>Wed 2:50pm–3:40pm</td>
<td>Letting Go: A Culturally Relevant Financial Education Program for African American Women Over Fifty</td>
</tr>
<tr>
<td>Time/Day</td>
<td>Session Type</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Wed 4:10pm–5:00pm</td>
<td>Shared Concurrent</td>
</tr>
<tr>
<td>Thur 8:00am–8:50am</td>
<td>Shared Concurrent</td>
</tr>
<tr>
<td>Thur 8:00am–8:50am</td>
<td>Shared Concurrent</td>
</tr>
<tr>
<td>Thur 9:00-9:50am</td>
<td>Round Table</td>
</tr>
<tr>
<td>Thur 9:00-9:50am</td>
<td>Concurrent Session</td>
</tr>
<tr>
<td>Thur 9:00-9:50am</td>
<td>Round Table</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
</tr>
<tr>
<td>Thur 2:10-3:00 pm</td>
<td>Concurrent Session</td>
</tr>
<tr>
<td>Thur 3:10-4:00 pm</td>
<td>Concurrent Session</td>
</tr>
<tr>
<td>Fri 10:30-11:20 am</td>
<td>Round Table</td>
</tr>
</tbody>
</table>

**Community College**

<table>
<thead>
<tr>
<th>Time/Day</th>
<th>Session Type</th>
<th>Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 11:20am–12:10pm</td>
<td>Round Table</td>
<td>The Games Men Play: How Community College Students Use Video Games to Construct Their Masculinity</td>
<td>Eric Niemi</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
<td>The Un-Intended Consequences of Community Education: How Community Colleges Impacts the Kid Next Door</td>
<td>Michael T. Miller</td>
</tr>
<tr>
<td>Time</td>
<td>Session Type</td>
<td>Topic</td>
<td>Speaker(s)</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Wed 10:20am–11:10am</td>
<td>Concurrent Session</td>
<td>The Choreography of Collaboration: A case for sustainable academic partnerships</td>
<td>Dave Czesniuk &amp; Kristi Woodworth</td>
</tr>
<tr>
<td>Wed 11:20am–12:10pm</td>
<td>Concurrent Session</td>
<td>Adult Continuing Education/Adult Learners in Higher Education</td>
<td>Lucille A Green</td>
</tr>
<tr>
<td>Wed 1:50pm–2:40pm</td>
<td>Round Table</td>
<td>Continuing Professional Development for Faculty: Making a Difference!</td>
<td>Vivian W. Mott</td>
</tr>
<tr>
<td>Thur 2:10–3:00 pm</td>
<td>Round Table</td>
<td>Taking Education to Go: Skill-Focused Learning</td>
<td>Anna Graf Williams</td>
</tr>
<tr>
<td>Wed 2:50pm–3:40pm</td>
<td>Round Table</td>
<td>Designing and Implementing Effective Continuing Education Programs</td>
<td>Simon Ishaya Guteng</td>
</tr>
<tr>
<td>Thur 3:10pm–4:00pm</td>
<td>Round Table</td>
<td>Distance Learning in Executive Education: A Review of Current and Best Practices</td>
<td>Ann Kolasa Zastrow &amp; Kenneth C Bardach</td>
</tr>
<tr>
<td>Fri 9:10am–10:00am</td>
<td>Round Table</td>
<td>Back to the Future: Adult Education in Executive = Development Programs</td>
<td>Todd Wuestewald</td>
</tr>
<tr>
<td>Wed 2:50pm–3:40pm</td>
<td>Concurrent Session</td>
<td>May I come In? Removing barriers between adult educators and low-resource, diverse adult learners</td>
<td>Nozella Brown</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
<td>Cooperative Extension: Making a Difference in Community Education</td>
<td>Alexandra Bell, Clint E. Cummings, Karen Franck, Barbara Metzger, &amp; Kim L. Niewolny</td>
</tr>
<tr>
<td>Wed 9:00-9:50 am</td>
<td>Round Table</td>
<td>Transformative Learning and a Reconciliation between Adult and Correctional Education: A Case Study</td>
<td>Ron Mottern</td>
</tr>
<tr>
<td>Wed 9:00-9:50 am</td>
<td>Concurrent Session</td>
<td>Our Students' Stories: Leveraging Adult Learners Past Experiences to Build Resiliency through Academic Advising</td>
<td>Jeremy Schwehm</td>
</tr>
<tr>
<td>Wed 9:00-9:50 am</td>
<td>Concurrent Session</td>
<td>The Real Deal on MOOCs: A New Perspective on Adult Participation in Education</td>
<td>Margaret A. Eggleston</td>
</tr>
<tr>
<td>Wed 9:00-9:50 am</td>
<td>Round Table</td>
<td>Mobile Phone Mediated Capacity Building Project for Adult Literacy Facilitators</td>
<td>Omobola Adelore, Gloria Adedoja &amp; Samuel Adeyemo</td>
</tr>
<tr>
<td>Wed 10:20am–11:10am</td>
<td>Concurrent Session</td>
<td>Live Online: Possibilities and Pitfalls of Synchronous Online Teaching and Learning</td>
<td>Mary Ziegler &amp; Erin J Ferris &amp; Michael Duncan Overton &amp; Sara Nasrollahian Mojard &amp; Gwendolyn S. Ruttencutter</td>
</tr>
<tr>
<td>Wed 1:50pm–2:40pm</td>
<td>Concurrent Session</td>
<td>How do faculty create presence in the online environment?</td>
<td>Anita Samuel</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Topic</td>
<td>Speakers</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Wed 1:50pm–2:40pm</td>
<td>Round Table</td>
<td>The Development of a Distance Education Faculty Learning Community</td>
<td>Steve Schmidt, Elizabeth Hodge &amp; Christina M. Tschida</td>
</tr>
<tr>
<td>Wed 1:50pm–2:40pm</td>
<td>Concurrent Session</td>
<td>Blended Learning - Using Emerging Technologies to Enhance the Adult Learning Experience</td>
<td>Leslie Cordie, James E. Witte &amp; Maria Martinez Witte</td>
</tr>
<tr>
<td>Wed 2:50pm–3:40pm</td>
<td>FEATURED SESSION: CDLT</td>
<td>Faculty Perceptions of Utilizing Academic Coaches for Large Online Classes</td>
<td>Paul B. Roberts, Rochell R. McWhorter &amp; Donna S. Mancuso</td>
</tr>
<tr>
<td>Wed 2:50pm–3:40pm</td>
<td>Concurrent Session</td>
<td>Tweeting and Talking: Effective methods to communicate with today's students</td>
<td>Jill Buban</td>
</tr>
<tr>
<td>Wed 2:50pm–3:40pm</td>
<td>Concurrent Session</td>
<td>Sharpening the saw: Building a digital community of higher degree scholars</td>
<td>Shirley Reushle &amp; Maxine Mitchell</td>
</tr>
<tr>
<td>Thur 8:00am–8:50am</td>
<td>Concurrent Session</td>
<td>Building Learner Persistence in 2-year and 4-year Colleges and Universities through Online Instructor/Student Engagement</td>
<td>Earl Emanuel Thomas &amp; Robin James</td>
</tr>
<tr>
<td>Thur 8:00am–8:50am</td>
<td>Round Table</td>
<td>A Repository of Web Learning Tools Makes a Difference at Penn State</td>
<td>Carol A. McQuiggan</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
<td>Turning Learning on its Head: Three Reasons to Flip your ESL Classroom</td>
<td>Helaine W. Marshall</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Concurrent Session</td>
<td>Engaging Adult Online Learners: Towards Lifelong Learning and Adult Learning Theory</td>
<td>Lynne Orr</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
<td>Informal Feedback to enhance student learning in the online environment</td>
<td>Simone C Conceição &amp; Anita Samuel</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
<td>Professional Doctoral Learning Communities</td>
<td>Yazmene Thomas</td>
</tr>
<tr>
<td>Thur 2:10-3:00 pm</td>
<td>Concurrent Session</td>
<td>Online Learning Boot Camp for the New Instructor: The Learner Experience</td>
<td>David Stein &amp; Constance Wanstreet</td>
</tr>
<tr>
<td>Thur 3:10pm–4:00pm</td>
<td>Round Table</td>
<td>Distance and Adult Learning: A Natural Fit</td>
<td>Leann M.R. Kaiser</td>
</tr>
<tr>
<td>Thur 3:10-4:00 pm</td>
<td>Concurrent Session</td>
<td>The Blended Education Design Process: Designing using Andragogy at the University of Central Oklahoma</td>
<td>Len A. Bogner &amp; Jessie J. Daws</td>
</tr>
<tr>
<td>Fri  8:10am–9:00am</td>
<td>Round Table</td>
<td>Effective use of video and audio in online education</td>
<td>Phillip Dawalt</td>
</tr>
<tr>
<td>Fri 9:10am–10:00am</td>
<td>Round Table</td>
<td>Does Interactive eLearning Drive Engagement?</td>
<td>Keisha Raines</td>
</tr>
<tr>
<td>Fri 9:10-10:00 am</td>
<td>Concurrent Session</td>
<td>Artists vs. the Internet: Breaking Down Barriers to Using Technology in an Urban Arts College</td>
<td>David S Noffs</td>
</tr>
<tr>
<td>Fri 10:30am–11:20am</td>
<td>Round Table</td>
<td>Early Career Conversations: Mentoring at a Distance</td>
<td>Christina Hughes &amp; Kristi Archuleta</td>
</tr>
</tbody>
</table>
### Health Professionals

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 1:50pm–2:40pm</td>
<td>Concurrent Session</td>
<td>Development of a Graduate Certificate Program for Physicians as Educators in Academic Medicine</td>
<td>Terry Carter</td>
</tr>
<tr>
<td>Wed 2:50pm–3:40pm</td>
<td>Shared Concurrent Session</td>
<td>Adult Educators: Making a Difference in Transitional Care</td>
<td>Jean E Fleming</td>
</tr>
<tr>
<td>Wed 2:50pm–3:40pm</td>
<td>Shared Concurrent Session</td>
<td>I Think I Can! Positive Psychology for Health Professional Programs</td>
<td>Julie Hall</td>
</tr>
<tr>
<td>Wed 4:10pm–5:00pm</td>
<td>Concurrent Session</td>
<td>Health access in millennials: The doctor will skype you now.</td>
<td>Valerie Bryan, Fran G Kamin, Kristin Brittain &amp; Elizabeth G. Swann</td>
</tr>
<tr>
<td>Thur 8:00am–8:50am</td>
<td>Concurrent Session</td>
<td>A Multidisciplinary Study of Faculty-to-Faculty Incivility in Academic Health Centers</td>
<td>Lilian H Hill &amp; Melissa Wright</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
<td>Experiential Learning Abroad: Teaching Laboratory Skills in Malawi, Africa</td>
<td>Shaliah M Armstrong</td>
</tr>
<tr>
<td>Thur 9:00-9:50 am</td>
<td>Concurrent Session</td>
<td>Quality Does Matter: Designing an Online Health Studies Graduate Program</td>
<td>Bonnie Flynn</td>
</tr>
<tr>
<td>Fri 8:10am–9:00am</td>
<td>Concurrent Session</td>
<td>Mindfulness in Adult Education and Health Promotion</td>
<td>Michelle Lee D'Abundo</td>
</tr>
<tr>
<td>Fri 10:30am–11:20am</td>
<td>Concurrent Session</td>
<td>Leveraging evaluation strategies to increase impact of Continuing Professional Education on health professionals’ practice</td>
<td>Kristine M. Alpi</td>
</tr>
</tbody>
</table>

### History and Philosophy of Adult Education

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 10:20am–11:10am</td>
<td>Concurrent Session</td>
<td>Reflections on the History of the Adult Education Associations</td>
<td>Waynne B. James, Douglas Smith &amp; Ezzard C. Bryant, Jr.</td>
</tr>
<tr>
<td>Thur 2:10-3:00</td>
<td>Concurrent Session</td>
<td>The Charters Library of Resources for Educators of Adults at Syracuse University: Yesterday and Today</td>
<td>Alex Charters &amp; Lori Risley</td>
</tr>
<tr>
<td>Fri 9:10am–10:00am</td>
<td>Round Table</td>
<td>Cultivating Democracy: Cooperative Extension Agents as Crucial and Deliberative Practitioners</td>
<td>Timothy Shaffer</td>
</tr>
<tr>
<td>Fri 10:30am–11:20am</td>
<td>Concurrent Session</td>
<td>Making (a) Difference: The Ontological Politics of &quot;Evidence-Based&quot; Education</td>
<td>Thomas Archibald</td>
</tr>
</tbody>
</table>

### Human Resource Development

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 11:20am–12:10pm</td>
<td>Concurrent Session</td>
<td>Learning Style and Entrepreneurial Operations: A Small Business Research Study Facilitated Session</td>
<td>Carla Pacalo</td>
</tr>
<tr>
<td>Wed 2:50 pm –3:40 pm</td>
<td>Round Table</td>
<td>Action Learning in Graduate Adult Learning Programs</td>
<td>Robin Hurst</td>
</tr>
<tr>
<td>Wed 4:10pm-5:00pm</td>
<td>Round Table</td>
<td>Using the Theory of Planned Behavior to Measure Learner Propensity to Transfer Training</td>
<td>Jonathan McKissack &amp; Jonathan Taylor</td>
</tr>
<tr>
<td>Time</td>
<td>Event Description</td>
<td>Speaker(s)</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Wed 4:10pm–5:00pm</td>
<td>&quot;Words Unspoken&quot;: Understanding the Psychological Contracts of Contingent Faculty Teaching in Urban, Proprietary Institutions</td>
<td>AnnMarie Marlier</td>
<td></td>
</tr>
<tr>
<td>Thur 8:00am–8:50am</td>
<td>Analyzing Existing Diversity Awareness Among University Staff</td>
<td>Cheryl Roshell Grice</td>
<td></td>
</tr>
<tr>
<td>Thur 3:10pm–4:00pm</td>
<td>Midnight Running: How IHR managers make meaning of expatriate adjustment</td>
<td>Todd Stephenson</td>
<td></td>
</tr>
<tr>
<td>Fri 8:10am–9:00am</td>
<td>With a Degree, Now What?</td>
<td>Jie Ke &amp; Millard Juette Bingham</td>
<td></td>
</tr>
<tr>
<td>Fri 9:10am–10:00am</td>
<td>Let’s Discuss Autism and HRD</td>
<td>Michelle R. Perez</td>
<td></td>
</tr>
</tbody>
</table>

**International Adult Education**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Speaker(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 9:00-9:50 am</td>
<td>Transnational adult education and human resource development: A comparative perspective.</td>
<td>Emmanuel Jean Francois</td>
</tr>
<tr>
<td>Wed 10:20am–11:10am</td>
<td>Recognition, Respect, Dignity and Capital Accumulation: Putting the adult learner into the centre of things</td>
<td>Séamus Ó Tuama</td>
</tr>
<tr>
<td>Wed 10:20am–11:10am</td>
<td>A Transforming Experience for Italian Doctoral Students: Trust</td>
<td>Mario Giampaolo, Lori Risley, Monica Fedeli &amp; Ettore Felisatti</td>
</tr>
<tr>
<td>Wed 11:20am–12:10pm</td>
<td>Botswana’s Kgotla: A Viable Addition to the Dialogic Process in Adult Education</td>
<td>Mejai B. M. Avoseh &amp; Dama Foster Mosweunyane</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>International Students in Higher Education: Educational and Social Experiences [W]</td>
<td>Xi Lin &amp; Minerva Brauss</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>American &amp; European study abroad programs increasing diverse leaders: Why Europe is leading the Way</td>
<td>Crystal D Reimler &amp; Lori Risley</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Group Self-directed Adult Learning from International Perspectives: Japan, Sweden, and the U.S. [W]</td>
<td>Eunkyung Na &amp; Waynne B. James</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Culture as Process: Implications for Adult Learning</td>
<td>Haijun Kang &amp; Susan M.Yelich Biniecki</td>
</tr>
<tr>
<td>Thur 3:10pm–4:00pm</td>
<td>Developing a Community of Practice for Adult Literacy Learners in Jamaica</td>
<td>Deborah Nalani Leialoha, Shelly R Leialoha &amp; Sherry B Leialoha-Waipa</td>
</tr>
<tr>
<td>Fri 8:10am–9:00am</td>
<td>Global Leadership Competency Development in Adult Education Graduate Programs</td>
<td>Arthur Ray McCrory</td>
</tr>
</tbody>
</table>
### Military & Counseling and Adult Learner Services

**Wed 9:00-9:50 am**
**Concurrent Session**
- Making A Difference To Vets and Others: What Brain Research Says About Stress and Learning
  - Janet N Zadina

**Thur 10:20am–11:10am**
**Posters**
- Instilling Resilience into Adult Family Members of US Military Servicemembers and their Families
  - Burke Sorenson

**Thur 2:10-3:00**
**FEATURED SESSION: MILITARY SIG**
- Military Spouse Tips to Maximize Educational and Career Success
  - Alisha Miller, John Aldrich & Kelly Wilmeth
- Veteran Educational and Transition Services (VETS): Making a Difference for Vets Entering Academia
  - LaNette Weiss Thompson & Janet Bagby

### Professional Development

**Wed 9:00-9:50 am**
**Concurrent Session**
- Teaching Reading to Adults: The Impact of Professional Development on Adult Literacy Teachers’ Instructional Practices
  - Carmine Stewart

**Wed 9:00-9:50 am**
**Concurrent Session**
- Online & Blended Professional Development for Adult Educators Designed for Networked Learning
  - Joanne Huebner

**Wed 2:50pm–3:40pm**
**Round Table**
- Using Coaching as a Leadership Development Strategy with Adult/Higher Education Doctoral Students
  - Suzette S Sookdeo & Dionne J Ferguson

**Wed 4:10pm–5:00pm**
**Round Table**
- Teacher Identity Adjustment in ABE Teachers: Adapting to the new GED exam and Common Core
  - Cynthia Macleay Campbell

**Thur 9:00am–9:50am**
**Shared Concurrent Session**
- Effective Practices to Increase Your Writing Productivity
  - Jill Zarestky, Dominique T. Chlup, Catherine A. Cherrstrom & Patricia Goodson

**Thur 9:00am–9:50am**
**Shared Concurrent Session**
- Effective Strategies to Increase Your Publishing Success
  - Catherine A. Cherrstrom, Jill Zarestky & Mary V. Alfred

**Thur 10:20am–11:10am**
**Concurrent Session**
- Do you know how lost I feel?: Developing a new professional identity after changing careers.
  - Margaret Rice, Joann S Olson & Mary W. Lasater

**Thur 2:10-3:00 Round Table**
- Transforming ways adult educators learning about mobile learning
  - Maxine Mitchell

**Thur 2:10-3:00 Concurrent Session**
- We’re Only Human! How Emotions Influence our Teaching, Health, and Well-being.
  - Cecilia Teal, Kellee Vess, Jeffrey Russell & Valerie K. Ambrose

**Fri 8:10am–9:00am**
**Concurrent Session**
- Designing an Internal Development Program: A Leadership & Management Development Case Study
  - Matt Painter

**Fri 8:10am–9:00am**
**Concurrent Session**
- The Swiss Train the Trainer System - A Success Story
  - André Schlaefli
## Professors of Adult Education

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Topic</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 1:50pm–2:40pm Concurrent Session</td>
<td>Conducting Ethical Research in the Workplace: the Dual Role of Researcher and Worker</td>
<td>Becky C. Smeltzer &amp; Ralph G. Brockett</td>
<td></td>
</tr>
<tr>
<td>Wed 2:50pm–3:40pm Round Table</td>
<td>The changing tide: The ebb and flow of professional/academic adult education</td>
<td>Amy D. Rose &amp; Catherine A Hansman</td>
<td></td>
</tr>
<tr>
<td>Thur 2:10-3:00 Round Table</td>
<td>In Becoming a “We“- The New Professoriate</td>
<td>Kalpana Gupta &amp; Leann Kaiser</td>
<td></td>
</tr>
<tr>
<td>Fri 8:10am–9:00am Concurrent Session</td>
<td>Collaborative Auto-Ethnography: Exploring the Evolution of a Self-Organizing, Non-Traditional Doctoral Cohort</td>
<td>Kevin H Mokhtarian, Ashley Gleiman &amp; Davin Knolton</td>
<td></td>
</tr>
</tbody>
</table>

## Program Management and Administration

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Topic</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 10:20am–11:10am Concurrent Session</td>
<td>Advancing Educational Programs with Relevant and Research Based Practices</td>
<td>Matt Bergman, Kevin Rose &amp; Kit Kacirek</td>
<td></td>
</tr>
<tr>
<td>Wed 1:50pm–2:40pm Round Table</td>
<td>Leadership and the Art of Dance</td>
<td>Linda Edington, EdD</td>
<td></td>
</tr>
<tr>
<td>Thur 9:00-9:50am Round Table</td>
<td>Building Your Organization through Marketing</td>
<td>Rosemary Caffarella &amp; Sandra Radcliff Daffron</td>
<td></td>
</tr>
</tbody>
</table>

## Publications

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Topic</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thur 8:00am–8:50am Concurrent Session</td>
<td>Adult Learning Editors’ Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thur 9:00am–9:50am Concurrent Session</td>
<td>AEQ Editors’ Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thur 2:10 pm - 3:00 pm Concurrent Session</td>
<td>How to write for AEQ, AL, JTED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri 10:30am–11:20am Concurrent Session</td>
<td>JTED Editors’ Meeting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Religious Adult Education

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Topic</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 1:50pm–2:40pm Concurrent Session</td>
<td>Making a Lifelong Difference Across the City: A Case Study of the Ministry Fellows Program</td>
<td>Maria Liu Wong &amp; Geomon George</td>
<td></td>
</tr>
<tr>
<td>Thur 9:00-9:50am Round Table</td>
<td>The Bigger, the Better?: The Megachurch and Adult Education</td>
<td>Paulette Isaac-Savage &amp; Michael L Rowland</td>
<td></td>
</tr>
<tr>
<td>Thur 10:20am–11:10am Posters</td>
<td>Faith-Based Nonformal Adult Educators: Making a Difference!</td>
<td>Phil Gerke</td>
<td></td>
</tr>
<tr>
<td>Thur 2:10-3:00 Round Table</td>
<td>Spirituality, Culture and Teaching in a Complex World</td>
<td>Kathryn Hix, Kristen Benoit, Audrey Dentith, Jason Finley, Susan Inman, Michelle Murray, Kristen Ruiz &amp; Latasha Sturdivant</td>
<td></td>
</tr>
<tr>
<td>Fri 9:10am–10:00am Concurrent Session</td>
<td>Learning by example: Using mentoring to facilitate transfer of spiritual embodied knowledge.</td>
<td>Carmela Nanton</td>
<td></td>
</tr>
</tbody>
</table>
### Sustainability and Environmental Adult Education

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Speaker(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 1:50pm–2:40pm</td>
<td>Round Table</td>
<td>Learning to Be: The Sustainable Path of Flexible Life Trajectories</td>
<td>Brian Hentz</td>
</tr>
<tr>
<td>Wed 10:20-11:10 am</td>
<td>Concurrent Session</td>
<td>The Role of PAR in Advancing Community Sustainability</td>
<td>Wendy Griswold</td>
</tr>
<tr>
<td>Thur 8:00am–8:50am</td>
<td>Concurrent Session</td>
<td>Bringing Cultures Together: Working with Native Americans and Non-Indian Fishers in Sustainability Education</td>
<td>Stan Goto, Melina Zahalka &amp; Josh Pierson</td>
</tr>
<tr>
<td>Thur 9:00am–9:50am</td>
<td>FEATURED SESSION: SUSTAINABILITY SIG</td>
<td>Give Green a Chance: Countering Sustainability Politicization through Adult Education</td>
<td>Carol J Haddad</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Concurrent Session</td>
<td>Adult Educators: Seeds of Ecological Change</td>
<td>Wendy Griswold &amp; Maggie Stephens</td>
</tr>
</tbody>
</table>

### Vocational and Career Education

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Speaker(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thur 8:00am–8:50am</td>
<td>Round Table</td>
<td>The relationship between the number of full-time professors and student employment rate: the case of universities of technology in southern Taiwan</td>
<td>Li-Ching Lin, Shwu Ming Wu, Hsiou-Hsiang Liu &amp; Cheng-Hong Yang</td>
</tr>
</tbody>
</table>

### Women's Issues, Status and Education

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Speaker(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 11:20am–12:10pm</td>
<td>Round Table</td>
<td>Fluffy Women: Cats Are Not The Only Fluffy Creatures Who Are Beautiful</td>
<td>Natalie Hendrix</td>
</tr>
<tr>
<td>Wed 11:20am–12:10pm</td>
<td>Concurrent Session</td>
<td>History Matters in Research Contradictions &amp; Relationships: Mainland China and Hong Kong University Women Leaders</td>
<td>Kathleen P King</td>
</tr>
<tr>
<td>Wed 2:50pm–3:40pm</td>
<td>Concurrent Session</td>
<td>Inventing Wings: Contributions of the Grimke Sisters of Charleston to Abolition and Women's Rights</td>
<td>Lucy Madsen Guglielmino</td>
</tr>
<tr>
<td>Wed 4:10pm–5:00pm</td>
<td>Shared Concurrent Session</td>
<td>Intentional Learning: Women Mentoring Women in Doctoral Education</td>
<td>Geleana Drew Alston</td>
</tr>
<tr>
<td>Thur 8:00am–8:50am</td>
<td>Concurrent Session</td>
<td>Gray Shades of 50</td>
<td>Jamie Cooper &amp; Kelly McCarthy</td>
</tr>
<tr>
<td>Thur 10:20am–11:10am</td>
<td>Posters</td>
<td>Career Development Experiences of Women Leaders in Higher Education</td>
<td>Shatrela Washington-Hubbard</td>
</tr>
<tr>
<td>Fri 9:10am-10:00am</td>
<td>Concurrent Session</td>
<td>Ecofeminism and the Future of Feminism</td>
<td>Audrey Dentith</td>
</tr>
</tbody>
</table>
The Voice of Adult Basic Education

SAVINGS
Conference discount
Journal discount
VIP vendor discounts
Group membership NIFL scholarship
National awards
Incentive grants
Scholarships
Mini Grants

ADVOCACY
Contact network
Public policy alerts
Calls to action

CONNECTEDNESS
National conference
Degree portal
Employment bulletin
Journal blog
LinkedIn group

13,000 members strong and growing. Learn more today at www.coabe.org

Join us for our annual national conference in Denver, CO on April 21-24, 2015

Download the COABE APP

Stop by the COABE Booth and pick up your copy of the COABE Journal
Educate.
Motivate.
Support.

Join the fast-growing field of online education.

Online programs continue to grow. But online students often require different support, and higher education institutions are looking for professionals who are equipped to serve the needs of this unique population. **UWM's 15-credit Graduate Certificate in Support Services for Online Students in Higher Education** provides the skills and expertise you need to succeed in this growing field.

**Apply now.**
We use a rolling admissions process, and the GRE isn't required.

**For more information go to:**
onlinesupportHE.uwm.edu
or contact Program Coordinator Simone C.O. Conceição, Ph.D.
at (414) 416-4248 or onlinesupportcertificate@uwm.edu

---

**M A S T E R**
THE WARRIOR SPIRIT.

© 2014 Troy University

troy.edu/spirit • 1-800-586-9771 • troy.edu/education

---

TROY can help you succeed in adult education. Get the personal attention and education you need to inspire and instruct adult students as they balance work, family and education. Earn your master's in adult education from a university that understands your commitment. Our accredited, public university has options to fit your career needs and busy schedule, including in-class, online, day, night and weekend courses. TROY's College of Education is ready to help you thrive in your career. Do what you love, and be great at it. That's the warrior spirit, and it's alive and well at Troy University.
<table>
<thead>
<tr>
<th>Presenters</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aira Abdrahim</td>
<td><a href="mailto:aira.abdrahim@gmail.com">aira.abdrahim@gmail.com</a></td>
</tr>
<tr>
<td>Gloria Olusola Adedoja</td>
<td><a href="mailto:sadedoja@yahoo.com">sadedoja@yahoo.com</a></td>
</tr>
<tr>
<td>Omobola Adelore</td>
<td><a href="mailto:omobola.adelore@yahoo.com">omobola.adelore@yahoo.com</a></td>
</tr>
<tr>
<td>Samuel Adeyemo</td>
<td><a href="mailto:sa.adesola@gmail.com">sa.adesola@gmail.com</a></td>
</tr>
<tr>
<td>Susan Aguinaga</td>
<td><a href="mailto:saquina2@gmail.com">saquina2@gmail.com</a></td>
</tr>
<tr>
<td>Duane Akroyd</td>
<td><a href="mailto:duane_akroyd@ncsu.edu">duane_akroyd@ncsu.edu</a></td>
</tr>
<tr>
<td>John Aldrich</td>
<td><a href="mailto:jaldrich@apus.edu">jaldrich@apus.edu</a></td>
</tr>
<tr>
<td>Mary V. Alfred</td>
<td><a href="mailto:malfred@tamu.edu">malfred@tamu.edu</a></td>
</tr>
<tr>
<td>Kristine M. Alpi</td>
<td><a href="mailto:kmalpi@ncsu.edu">kmalpi@ncsu.edu</a></td>
</tr>
<tr>
<td>Geleana Drew Alston</td>
<td><a href="mailto:gdalston@ncat.edu">gdalston@ncat.edu</a></td>
</tr>
<tr>
<td>Valerie K. Ambrose</td>
<td><a href="mailto:vambrose@utk.edu">vambrose@utk.edu</a></td>
</tr>
<tr>
<td>George M. Amolsch</td>
<td><a href="mailto:gmamolsch@centurytel.net">gmamolsch@centurytel.net</a></td>
</tr>
<tr>
<td>Kofi Amponsah</td>
<td><a href="mailto:kfoi.amponsah@ucawd.suny.edu">kfoi.amponsah@ucawd.suny.edu</a></td>
</tr>
<tr>
<td>Josie Andrews</td>
<td><a href="mailto:jandrews48370@troy.edu">jandrews48370@troy.edu</a></td>
</tr>
<tr>
<td>Thomas Archibald</td>
<td><a href="mailto:tcgarch@vt.edu">tcgarch@vt.edu</a></td>
</tr>
<tr>
<td>Kristi Archuleta</td>
<td><a href="mailto:kfrush@uco.edu">kfrush@uco.edu</a></td>
</tr>
<tr>
<td>Shallah M. Armstrong</td>
<td><a href="mailto:armstsm@auburn.edu">armstsm@auburn.edu</a></td>
</tr>
<tr>
<td>Meagan Caridad Arrastia</td>
<td><a href="mailto:meagan.arrastia@gmail.com">meagan.arrastia@gmail.com</a></td>
</tr>
<tr>
<td>Donna C. Atkins</td>
<td><a href="mailto:Jayda814@aol.com">Jayda814@aol.com</a></td>
</tr>
<tr>
<td>Linda Autry</td>
<td><a href="mailto:AutryL@uhv.edu">AutryL@uhv.edu</a></td>
</tr>
<tr>
<td>Mejai B. M. Avoseh</td>
<td><a href="mailto:mavoseh@usd.edu">mavoseh@usd.edu</a></td>
</tr>
<tr>
<td>Janet Bagby</td>
<td><a href="mailto:janet_bagby@baylor.edu">janet_bagby@baylor.edu</a></td>
</tr>
<tr>
<td>Alan A. Bailey</td>
<td><a href="mailto:abai236@utk.edu">abai236@utk.edu</a></td>
</tr>
<tr>
<td>Bernice Bain</td>
<td><a href="mailto:b.bain@snhu.edu">b.bain@snhu.edu</a></td>
</tr>
<tr>
<td>Susan J. Barcinas</td>
<td><a href="mailto:susan_barcinas@ncsu.edu">susan_barcinas@ncsu.edu</a></td>
</tr>
<tr>
<td>Kenneth C. Bardach</td>
<td><a href="mailto:kbardach5@gmail.com">kbardach5@gmail.com</a></td>
</tr>
<tr>
<td>Mary A. Barnes</td>
<td><a href="mailto:barnesma@gwu.edu">barnesma@gwu.edu</a></td>
</tr>
<tr>
<td>Alexandra Bell</td>
<td><a href="mailto:sandy.bell@uconn.edu">sandy.bell@uconn.edu</a></td>
</tr>
<tr>
<td>Anne Benoit</td>
<td><a href="mailto:abenoit@curry.edu">abenoit@curry.edu</a></td>
</tr>
<tr>
<td>Kristen Benoit</td>
<td><a href="mailto:kbenoit2@lesley.edu">kbenoit2@lesley.edu</a></td>
</tr>
<tr>
<td>Matt Bergman</td>
<td><a href="mailto:matt.bergman@louisville.edu">matt.bergman@louisville.edu</a></td>
</tr>
<tr>
<td>Justin T. Bernstine</td>
<td><a href="mailto:justb@gwu.edu">justb@gwu.edu</a></td>
</tr>
<tr>
<td>Millard Juette Bingham</td>
<td><a href="mailto:millard.j.bingham@jsu.edu">millard.j.bingham@jsu.edu</a></td>
</tr>
<tr>
<td>Mark Boccia</td>
<td><a href="mailto:mark.boccia@marriott.com">mark.boccia@marriott.com</a></td>
</tr>
<tr>
<td>Carrie J. Boden-McGill</td>
<td><a href="mailto:cjb131@txstate.edu">cjb131@txstate.edu</a></td>
</tr>
<tr>
<td>Len A. Bogner</td>
<td><a href="mailto:lbogner@uco.edu">lbogner@uco.edu</a></td>
</tr>
<tr>
<td>Sylvia Boltic</td>
<td><a href="mailto:sylvia_boltic@bellsouth.net">sylvia_boltic@bellsouth.net</a></td>
</tr>
<tr>
<td>Joe E. Boyum</td>
<td><a href="mailto:joe_boyum@yahoo.com">joe_boyum@yahoo.com</a></td>
</tr>
<tr>
<td>J. Bernard Bradley</td>
<td>southernmissalumni.com</td>
</tr>
<tr>
<td>Minerva R. Brauss</td>
<td><a href="mailto:mbr0005@tigermail.auburn.edu">mbr0005@tigermail.auburn.edu</a></td>
</tr>
<tr>
<td>Tabitha L. Brecke</td>
<td><a href="mailto:tzbo019@auburn.edu">tzbo019@auburn.edu</a></td>
</tr>
<tr>
<td>Larry K. Bright</td>
<td><a href="mailto:Larry.Bright@usd.edu">Larry.Bright@usd.edu</a></td>
</tr>
<tr>
<td>Kristin Brittain</td>
<td><a href="mailto:kbrittai@fau.edu">kbrittai@fau.edu</a></td>
</tr>
<tr>
<td>Ralph G. Brockett</td>
<td><a href="mailto:brockett@utk.edu">brockett@utk.edu</a></td>
</tr>
<tr>
<td>Nozella L. Brown</td>
<td><a href="mailto:nlbrown2@ksu.edu">nlbrown2@ksu.edu</a></td>
</tr>
<tr>
<td>Valerie Bryan</td>
<td><a href="mailto:bryan@fau.edu">bryan@fau.edu</a></td>
</tr>
<tr>
<td>Ezzard C. Bryant, Jr.</td>
<td><a href="mailto:ebryantj@usf.edu">ebryantj@usf.edu</a></td>
</tr>
<tr>
<td>Freda Bryson</td>
<td><a href="mailto:a_b323@txstate.edu">a_b323@txstate.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Affiliation</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Jill Buban</td>
<td>Post University</td>
</tr>
<tr>
<td>Kristi Bulluck</td>
<td>University of South Florida</td>
</tr>
<tr>
<td>Miriam Burt</td>
<td>Center for Applied Linguistics</td>
</tr>
<tr>
<td>Melinda Bynog</td>
<td>South Louisiana Community College</td>
</tr>
<tr>
<td>Maria Caceres</td>
<td>University of Illinois at Chicago</td>
</tr>
<tr>
<td>Rosemary Caffarella</td>
<td>Cornell University</td>
</tr>
<tr>
<td>Ruby Cain</td>
<td>Ball State University</td>
</tr>
<tr>
<td>Cynthia Macleay Campbell</td>
<td>Gold Apple Services</td>
</tr>
<tr>
<td>Joseph Cappa</td>
<td>Southern New Hampshire University</td>
</tr>
<tr>
<td>Terry Carter</td>
<td>Virginia Commonwealth University</td>
</tr>
<tr>
<td>Angie Carter</td>
<td>University of Georgia</td>
</tr>
<tr>
<td>Bo Chang</td>
<td>Ball State University</td>
</tr>
<tr>
<td>Alex Charters</td>
<td>Syracuse University</td>
</tr>
<tr>
<td>Catherine A. Cherstrom</td>
<td>Texas A&amp;M University</td>
</tr>
<tr>
<td>Dominique T. Chlup</td>
<td>Texas A&amp;M University</td>
</tr>
<tr>
<td>Valerie Ann Choleit</td>
<td>Penn State Berks</td>
</tr>
<tr>
<td>James L. Christensen</td>
<td>Auburn University</td>
</tr>
<tr>
<td>Bethany Cleveland</td>
<td>Auburn University</td>
</tr>
<tr>
<td>Kelly L. Coke</td>
<td>Texas A&amp;M University-Texarkana</td>
</tr>
<tr>
<td>Joshua C. Collins</td>
<td>University of Arkansas</td>
</tr>
<tr>
<td>Mark G. Collins</td>
<td>College of DuPage</td>
</tr>
<tr>
<td>Royce Ann Collins</td>
<td>Kansas State University</td>
</tr>
<tr>
<td>Simone C. Conceição</td>
<td>University of Wisconsin</td>
</tr>
<tr>
<td>Carol M. Connor</td>
<td>Arizona State University</td>
</tr>
<tr>
<td>Jamie Cooper</td>
<td>University of South Florida</td>
</tr>
<tr>
<td>Leslie Cordie</td>
<td>Auburn University</td>
</tr>
<tr>
<td>Michelle Covert</td>
<td>Penn State University</td>
</tr>
<tr>
<td>Thomas D. Cox</td>
<td>University of Central Florida</td>
</tr>
<tr>
<td>Joan H. Crane</td>
<td>Suncoast Art Academy</td>
</tr>
<tr>
<td>Clint Cummings</td>
<td>University of Tennessee</td>
</tr>
<tr>
<td>Dave Czesniuk</td>
<td>Northeastern University, College of</td>
</tr>
<tr>
<td>Michelle Lee D’Abundo</td>
<td>UNCW</td>
</tr>
<tr>
<td>Sandra Radcliff Daffron</td>
<td>Western Washington University</td>
</tr>
<tr>
<td>Janet Deal Daniel</td>
<td>UNC Charlotte</td>
</tr>
<tr>
<td>Phillip Dawalt</td>
<td>Ivytech.edu</td>
</tr>
<tr>
<td>C. Amelia Davis</td>
<td>Georgia Southern University</td>
</tr>
<tr>
<td>Jessie J. Daws</td>
<td>University of Central Oklahoma</td>
</tr>
<tr>
<td>Audrey Dentith</td>
<td>Lesley University</td>
</tr>
<tr>
<td>Cody Depe</td>
<td>University of Central Oklahoma</td>
</tr>
<tr>
<td>Vicki Dieffenderfer</td>
<td>University of Tennessee, Knoxville</td>
</tr>
<tr>
<td>Michael Dillon</td>
<td>The University of Georgia</td>
</tr>
<tr>
<td>Frank DiSilvestro</td>
<td>Indiana University</td>
</tr>
<tr>
<td>Francis H. Dong</td>
<td>The Rogers Center for Adult and Continuing Education</td>
</tr>
<tr>
<td>Stephen E. Earnest</td>
<td>Indiana University</td>
</tr>
<tr>
<td>Linda Edington</td>
<td>LMedington Associates</td>
</tr>
<tr>
<td>Grey Edwards</td>
<td>HUB CHIEF ACES U.S. Army Garrison</td>
</tr>
<tr>
<td>Margaret A. Eggleston</td>
<td>Capella University</td>
</tr>
<tr>
<td>Lisa Elsinger</td>
<td>Dean Health Plan &amp; University of Wisconsin-Madison</td>
</tr>
<tr>
<td>Leona M. English</td>
<td>St. Francis Xavier University</td>
</tr>
<tr>
<td>Presenters</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Tim Eubanks**  
Texas State University-San Marcos  
te1085@txst.edu |
| **Emma Fawcett**  
University of Hamburg  
emma.fawcett@uni-hamburg.de |
| **Monica Fedeli**  
University of Padua  
monica.fedeli@unipd.it |
| **Ettore Felisatti**  
University of Padua  
etto.felisatti@unipd.it |
| **Erin J. Ferris**  
University of Tennessee  
eferris@utk.edu |
| **Jason Finley**  
Lesley University  
jfinley2@lesley.edu |
| **Michael Fire**  
Fire and Associates  
fireball0245@yahoo.com |
| **Nancy Fire**  
University of N. Texas: Center for Learning Enhancement, Assessment, & Redesign  
nancy.fire@unt.edu |
| **Jean E. Fleming**  
AAACE  
JeanColo@aol.com |
| **Andrea Flores**  
Texas State University  
andreaflrs@txstate.edu |
| **Bonnie Flynn**  
National Louis University  
bonnaie.flynn@nl.edu |
| **Karen Franck**  
University of Tennessee Extension  
kfranck@utk.edu |
| **Emmanuel Jean Francois**  
University of Wisconsin Oshkosh  
jeanfran@ohio.edu |
| **Nan Frydland**  
Neighbor’s Link English for Work Program  
nanfrydland@gmail.com |
| **Steven B. Frye**  
Tennessee Technological University  
sfrye@tntech.edu |
| **Iris Fulton**  
Texas State University  
ijf1@txstate.edu |
| **Paula F. Furr**  
Northwestern State University  
furrp@nsula.edu |
| **Phil Gerke**  
University of Arkansas  
pgerke@uark.edu |
| **Mario Giampaolo**  
University of Padua  
igiampaolomario@gmail.com |
| **Andrea K. Ginter**  
University of Central Oklahoma  
aginter@uco.edu |
| **Rob Glaubitz**  
University of Central Oklahoma  
rglaubitz@uco.edu |
| **Ashley Gleiman**  
Kansas State University  
agleiman@ksu.edu |
| **Michelle Glowacki-Dudka**  
Ball State University  
mdudka@bsu.edu |
| **Patricia Goodson**  
Texas A&M University  
pgoodson@tamu.edu |
| **Stan Goto**  
Western Washington University  
Stan.Goto@wwu.edu |
| **Lucille A. Green**  
Jackson State University/School of Lifelong Learning  
lucille.a.green@jsums.edu |
| **Anne Greenawalt**  
Penn State Harrisburg  
auge236@psu.edu |
| **Daphne Greenberg**  
Georgia State University  
dgreenberg@gsu.edu |
| **Cheryl Grice**  
Kansas State University  
cdgrice@ksu.edu |
| **Wendy Griswold**  
Kansas State University  
griswold@ksu.edu |
| **Kenda S. Grover**  
University of Arkansas  
kgrover@uark.edu |
| **Yolanda Reyes Guevara**  
Texas State University  
yrg6@txstate.edu |
| **Lucy Madsen Guglielmino**  
Florida Atlantic University  
lguglie@fau.edu |
| **Kalpana Gupta**  
Regis University  
kgupta@regis.edu |
| **Elizabeth Hodge**  
East Carolina University  
eholbroo@student.uwtx.edu |
| **Catherine A. Hansman**  
Cleveland State University  
c.hansman@csuohio.edu |
| **Alycia Harris**  
Northcentral University  
alycia.harris@gmail.com |
| **John D. Harrison**  
Louisiana Tech University  
johnharrison25@gmail.com |
| **Virginia L. Heaven**  
Columbia College Chicago  
vheaven@colum.edu |
| **Natalie Hendrix**  
Texas State University  
aprinatalie95@txstate.edu |
| **John Arthur Henschke**  
Lindenwood University  
jhenschke1@lindenwood.edu |
| **Brian Hentz**  
University of Connecticut  
bri-an.hentz@business.uconn.edu |
| **Sharon Herbers**  
The University of the Incarnate Word  
herbers@uiwtx.edu |
| **Lilian H. Hill**  
University of Southern Mississippi  
lilian.hill@usm.edu |
| **Melissa Thorpe Hill**  
mthorpe@ncsu.edu |
| **Kathryn Hix**  
Lesley University; Greenville Technical College  
khix@lesley.edu |
| **Elizabeth Hodge**  
East Carolina University  
eholbroo@student.uwtx.edu |
<table>
<thead>
<tr>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Coberly Holt</td>
</tr>
<tr>
<td>Armstrong Atlantic State Univer-</td>
</tr>
<tr>
<td>city</td>
</tr>
<tr>
<td><a href="mailto:Patricia.Holt@armstrong.edu">Patricia.Holt@armstrong.edu</a></td>
</tr>
<tr>
<td>Jennifer K. Holtz</td>
</tr>
<tr>
<td>University of Arkansas at Little Rock</td>
</tr>
<tr>
<td><a href="mailto:jkholtz@ualr.edu">jkholtz@ualr.edu</a></td>
</tr>
<tr>
<td>Marye E. Hooker</td>
</tr>
<tr>
<td>Louisiana Tech University</td>
</tr>
<tr>
<td><a href="mailto:MEH047@latech.edu">MEH047@latech.edu</a></td>
</tr>
<tr>
<td>Joanne Huebner</td>
</tr>
<tr>
<td>VCU Virginia Adult Learning</td>
</tr>
<tr>
<td>Resource Center</td>
</tr>
<tr>
<td><a href="mailto:huebnerjm@vcu.edu">huebnerjm@vcu.edu</a></td>
</tr>
<tr>
<td>Matt Huml</td>
</tr>
<tr>
<td>University of Louisville</td>
</tr>
<tr>
<td><a href="mailto:matt.huml@louisville.edu">matt.huml@louisville.edu</a></td>
</tr>
<tr>
<td>Yvonne Hunter-Johnson</td>
</tr>
<tr>
<td>The College of the Bahamas</td>
</tr>
<tr>
<td><a href="mailto:yohunter@mail.usf.edu">yohunter@mail.usf.edu</a></td>
</tr>
<tr>
<td>Robin Hurst</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
</tr>
<tr>
<td><a href="mailto:rrhurst@vcu.edu">rrhurst@vcu.edu</a></td>
</tr>
<tr>
<td>Paulette Isaac-Savage</td>
</tr>
<tr>
<td>University of Missouri-St. Loui</td>
</tr>
<tr>
<td><a href="mailto:EPIsaac@umsl.edu">EPIsaac@umsl.edu</a></td>
</tr>
<tr>
<td>Susan Isenberg</td>
</tr>
<tr>
<td>Lindenwood University</td>
</tr>
<tr>
<td><a href="mailto:isenberg@lindenwood.edu">isenberg@lindenwood.edu</a></td>
</tr>
<tr>
<td>Audra P. Jackson</td>
</tr>
<tr>
<td>University of Georgia</td>
</tr>
<tr>
<td><a href="mailto:audraj@uga.edu">audraj@uga.edu</a></td>
</tr>
<tr>
<td>Wayne B. James</td>
</tr>
<tr>
<td>University of South Florida</td>
</tr>
<tr>
<td><a href="mailto:wjames7846@aol.com">wjames7846@aol.com</a></td>
</tr>
<tr>
<td>Robin James</td>
</tr>
<tr>
<td>William Rainey Harper College</td>
</tr>
<tr>
<td><a href="mailto:rjames@harpercollege.edu">rjames@harpercollege.edu</a></td>
</tr>
<tr>
<td>Carrie Johnson</td>
</tr>
<tr>
<td>Eastern Illinois University</td>
</tr>
<tr>
<td><a href="mailto:cejohnson@eiu.edu">cejohnson@eiu.edu</a></td>
</tr>
<tr>
<td>Juanita Johnson-Bailey</td>
</tr>
<tr>
<td>The University of Georgia</td>
</tr>
<tr>
<td><a href="mailto:jjb@uga.edu">jjb@uga.edu</a></td>
</tr>
<tr>
<td>Melanie S. Jones</td>
</tr>
<tr>
<td>Mohave Community College</td>
</tr>
<tr>
<td><a href="mailto:mjones@mohave.edu">mjones@mohave.edu</a></td>
</tr>
<tr>
<td>Jenny Jordan</td>
</tr>
<tr>
<td>University of Georgia</td>
</tr>
<tr>
<td><a href="mailto:jwj4h@uga.edu">jwj4h@uga.edu</a></td>
</tr>
<tr>
<td>Kit Kacirek</td>
</tr>
<tr>
<td>University of Arkansas- Fayetteville</td>
</tr>
<tr>
<td><a href="mailto:kitk@uark.edu">kitk@uark.edu</a></td>
</tr>
<tr>
<td>Leann M. R. Kaiser</td>
</tr>
<tr>
<td>Colorado State University</td>
</tr>
<tr>
<td><a href="mailto:leann.kaiser@colorstate.edu">leann.kaiser@colorstate.edu</a></td>
</tr>
<tr>
<td>Afsaneh Kamangar</td>
</tr>
<tr>
<td>The George Washington University</td>
</tr>
<tr>
<td><a href="mailto:afsanehk@gwu.edu">afsanehk@gwu.edu</a></td>
</tr>
<tr>
<td>Fran G. Kamin</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
</tr>
<tr>
<td><a href="mailto:fkamin@fau.edu">fkamin@fau.edu</a></td>
</tr>
<tr>
<td>Haijun Kang</td>
</tr>
<tr>
<td>Kansas State University</td>
</tr>
<tr>
<td><a href="mailto:hjkang@k-state.edu">hjkang@k-state.edu</a></td>
</tr>
<tr>
<td>Carol Kasworm</td>
</tr>
<tr>
<td>North Carolina State University</td>
</tr>
<tr>
<td><a href="mailto:carol_kasworm@ncsu.edu">carol_kasworm@ncsu.edu</a></td>
</tr>
<tr>
<td>Sarah Strom Kays</td>
</tr>
<tr>
<td>Elmhurst College</td>
</tr>
<tr>
<td><a href="mailto:sasks@yahoo.com">sasks@yahoo.com</a></td>
</tr>
<tr>
<td>Jie Ke</td>
</tr>
<tr>
<td>Jackson State University</td>
</tr>
<tr>
<td><a href="mailto:jie.ke@jsums.edu">jie.ke@jsums.edu</a></td>
</tr>
<tr>
<td>Pamela Kennebrew</td>
</tr>
<tr>
<td><a href="mailto:pkennebrew@email.fielding.edu">pkennebrew@email.fielding.edu</a></td>
</tr>
<tr>
<td>Deborah Kennedy</td>
</tr>
<tr>
<td>Center for Applied Linguistics</td>
</tr>
<tr>
<td><a href="mailto:dkennebrew@cal.org">dkennebrew@cal.org</a></td>
</tr>
<tr>
<td>Rosary Kennedy</td>
</tr>
<tr>
<td><a href="mailto:rosaryjoyce@hotmail.com">rosaryjoyce@hotmail.com</a></td>
</tr>
<tr>
<td>Kathleen P. King</td>
</tr>
<tr>
<td>University of South Florida</td>
</tr>
<tr>
<td><a href="mailto:drkpking@gmail.com">drkpking@gmail.com</a></td>
</tr>
<tr>
<td>Davin Knoyton</td>
</tr>
<tr>
<td>Kansas State University</td>
</tr>
<tr>
<td><a href="mailto:davin.knoyton@gmail.com">davin.knoyton@gmail.com</a></td>
</tr>
<tr>
<td>Mary W. Lasater</td>
</tr>
<tr>
<td>University of Houston-Victoria</td>
</tr>
<tr>
<td><a href="mailto:lasaterm@uhv.edu">lasaterm@uhv.edu</a></td>
</tr>
<tr>
<td>Tennaile Lasker-Scott</td>
</tr>
<tr>
<td>The University of Georgia</td>
</tr>
<tr>
<td><a href="mailto:tlasker@uga.edu">tlasker@uga.edu</a></td>
</tr>
<tr>
<td>Jennifer Leach</td>
</tr>
<tr>
<td>Federal Trade Commission</td>
</tr>
<tr>
<td><a href="mailto:jleach@ftc.gov">jleach@ftc.gov</a></td>
</tr>
<tr>
<td>Deborah Nalani Leialoha</td>
</tr>
<tr>
<td>Graceland University</td>
</tr>
<tr>
<td><a href="mailto:leialoha@graceland.edu">leialoha@graceland.edu</a></td>
</tr>
<tr>
<td>Shelly R. Leialoha</td>
</tr>
<tr>
<td>Graceland University</td>
</tr>
<tr>
<td><a href="mailto:srleialo@graceland.edu">srleialo@graceland.edu</a></td>
</tr>
<tr>
<td>Sherry B. Leialoha-Waipa</td>
</tr>
<tr>
<td>Graceland University</td>
</tr>
<tr>
<td><a href="mailto:sleialo@graceland.edu">sleialo@graceland.edu</a></td>
</tr>
<tr>
<td>Risa Lilly</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
</tr>
<tr>
<td><a href="mailto:Milly1@uco.edu">Milly1@uco.edu</a></td>
</tr>
<tr>
<td>Li-Ching Lin</td>
</tr>
<tr>
<td>National Kaohsiung University of Applied Sciences</td>
</tr>
<tr>
<td><a href="mailto:lindalin1206@yahoo.com.tw">lindalin1206@yahoo.com.tw</a></td>
</tr>
<tr>
<td>Xi Lin</td>
</tr>
<tr>
<td>Auburn University</td>
</tr>
<tr>
<td><a href="mailto:xzl0024@auburn.edu">xzl0024@auburn.edu</a></td>
</tr>
<tr>
<td>Hsiou-Hsiang Liu</td>
</tr>
<tr>
<td>National Kaohsiung University of Applied Sciences</td>
</tr>
<tr>
<td><a href="mailto:jackliu@cc.kuas.edu.tw">jackliu@cc.kuas.edu.tw</a></td>
</tr>
<tr>
<td>Maria Liu Wong</td>
</tr>
<tr>
<td>City Seminary of New York</td>
</tr>
<tr>
<td><a href="mailto:maria@cityseminaryny.org">maria@cityseminaryny.org</a></td>
</tr>
<tr>
<td>Kathy Lohr</td>
</tr>
<tr>
<td>East Carolina University</td>
</tr>
<tr>
<td><a href="mailto:LOHRK@ECU.EDU">LOHRK@ECU.EDU</a></td>
</tr>
<tr>
<td>Doreath Lomax</td>
</tr>
<tr>
<td>DePaul University</td>
</tr>
<tr>
<td><a href="mailto:doreathlomax@gmail.com">doreathlomax@gmail.com</a></td>
</tr>
<tr>
<td>Maribel Lopez</td>
</tr>
<tr>
<td>National Louis University</td>
</tr>
<tr>
<td><a href="mailto:Mlopez968@gmail.com">Mlopez968@gmail.com</a></td>
</tr>
<tr>
<td>Omar S. Lopez</td>
</tr>
<tr>
<td>Texas State University</td>
</tr>
<tr>
<td><a href="mailto:ol4@txstate.edu">ol4@txstate.edu</a></td>
</tr>
<tr>
<td>Michael Lopez</td>
</tr>
<tr>
<td>University of Central</td>
</tr>
<tr>
<td>Oklahoma</td>
</tr>
<tr>
<td><a href="mailto:Mlopez968@gmail.com">Mlopez968@gmail.com</a></td>
</tr>
<tr>
<td>Viviane Lopuch</td>
</tr>
<tr>
<td>Marist College</td>
</tr>
<tr>
<td><a href="mailto:viviane.lopuch@marist.edu">viviane.lopuch@marist.edu</a></td>
</tr>
<tr>
<td>Ramo J. Lord</td>
</tr>
<tr>
<td>Walden University, College of Education and Leadership</td>
</tr>
<tr>
<td><a href="mailto:ramo.lord@gmail.com">ramo.lord@gmail.com</a></td>
</tr>
<tr>
<td>Natalie Manbeck</td>
</tr>
<tr>
<td>National Louis University</td>
</tr>
<tr>
<td><a href="mailto:nmanbeck@nl.edu">nmanbeck@nl.edu</a></td>
</tr>
<tr>
<td>Donna S. Mancuso</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
</tr>
<tr>
<td><a href="mailto:donnaman@tamu.edu">donnaman@tamu.edu</a></td>
</tr>
<tr>
<td>AnnMarie Marlier</td>
</tr>
<tr>
<td>Midland University</td>
</tr>
<tr>
<td><a href="mailto:Marlier@Midland.edu">Marlier@Midland.edu</a></td>
</tr>
<tr>
<td>David X. Marquez</td>
</tr>
<tr>
<td>University of Illinois at Chicago</td>
</tr>
<tr>
<td><a href="mailto:marquezd@uic.edu">marquezd@uic.edu</a></td>
</tr>
<tr>
<td>Helaine W. Marshall</td>
</tr>
<tr>
<td>Long Island University -</td>
</tr>
<tr>
<td>Hudson Graduate Campus</td>
</tr>
<tr>
<td><a href="mailto:helaine.marshall@liu.edu">helaine.marshall@liu.edu</a></td>
</tr>
<tr>
<td>Presenters</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>Larry G. Martin</td>
</tr>
<tr>
<td>University of Wisconsin-Milwaukee</td>
</tr>
<tr>
<td><a href="mailto:lmartin@uwm.edu">lmartin@uwm.edu</a></td>
</tr>
<tr>
<td>Heather Martin</td>
</tr>
<tr>
<td>Waubonsee Community College</td>
</tr>
<tr>
<td><a href="mailto:heatherzmartin@gmail.com">heatherzmartin@gmail.com</a></td>
</tr>
<tr>
<td>Julie A. Maure</td>
</tr>
<tr>
<td>The Ohio State University</td>
</tr>
<tr>
<td><a href="mailto:maurer.99@osu.edu">maurer.99@osu.edu</a></td>
</tr>
<tr>
<td>Kathryn Ann McAtee</td>
</tr>
<tr>
<td>Cuyahoga Community College</td>
</tr>
<tr>
<td><a href="mailto:kathryn.mcatee@tri-c.edu">kathryn.mcatee@tri-c.edu</a></td>
</tr>
<tr>
<td>Ted McCadden</td>
</tr>
<tr>
<td>Community College of Baltimore County</td>
</tr>
<tr>
<td><a href="mailto:tmccadden@ccbcmd.edu">tmccadden@ccbcmd.edu</a></td>
</tr>
<tr>
<td>Kelly McCarthy</td>
</tr>
<tr>
<td>University of South Florida</td>
</tr>
<tr>
<td><a href="mailto:kemccart@mail.usf.edu">kemccart@mail.usf.edu</a></td>
</tr>
<tr>
<td>Arthur Ray McCrory</td>
</tr>
<tr>
<td>University of South Florida</td>
</tr>
<tr>
<td><a href="mailto:amccrory@mail.usf.edu">amccrory@mail.usf.edu</a></td>
</tr>
<tr>
<td>Jacqueline McGinty</td>
</tr>
<tr>
<td>Colorado State University</td>
</tr>
<tr>
<td><a href="mailto:jacqueline.mcginty@colorstate.edu">jacqueline.mcginty@colorstate.edu</a></td>
</tr>
<tr>
<td>Jonathan McKissack</td>
</tr>
<tr>
<td>Troy University</td>
</tr>
<tr>
<td><a href="mailto:jmckissack.aaace@gmail.com">jmckissack.aaace@gmail.com</a></td>
</tr>
<tr>
<td>Carol A. McQuiggan</td>
</tr>
<tr>
<td>The Pennsylvania State University – Harrisburg</td>
</tr>
<tr>
<td><a href="mailto:cam240@psu.edu">cam240@psu.edu</a></td>
</tr>
<tr>
<td>Rochell R. McWhorter</td>
</tr>
<tr>
<td>The University of Texas at Tyler</td>
</tr>
<tr>
<td><a href="mailto:rmcwhorter@uttyler.edu">rmcwhorter@uttyler.edu</a></td>
</tr>
<tr>
<td>Jonathan E. Messemer</td>
</tr>
<tr>
<td>Cleveland State University</td>
</tr>
<tr>
<td><a href="mailto:j.messemer@csuohio.edu">j.messemer@csuohio.edu</a></td>
</tr>
<tr>
<td>Barbara Metzger</td>
</tr>
<tr>
<td>University of Tennessee Extension</td>
</tr>
<tr>
<td><a href="mailto:bmetzge1@utk.edu">bmetzge1@utk.edu</a></td>
</tr>
<tr>
<td>Michael T. Miller</td>
</tr>
<tr>
<td>University of Arkansas</td>
</tr>
<tr>
<td><a href="mailto:mtmille@uark.edu">mtmille@uark.edu</a></td>
</tr>
<tr>
<td>Alisha Miller</td>
</tr>
<tr>
<td>Thomas Edison State College</td>
</tr>
<tr>
<td><a href="mailto:amiller@tesc.edu">amiller@tesc.edu</a></td>
</tr>
<tr>
<td>Christine Dunagin Miller</td>
</tr>
<tr>
<td>Georgia State University</td>
</tr>
<tr>
<td><a href="mailto:cmiller53@student.gsu.edu">cmiller53@student.gsu.edu</a></td>
</tr>
<tr>
<td>Maxine Mitchell</td>
</tr>
<tr>
<td>University of Southern Queensland</td>
</tr>
<tr>
<td><a href="mailto:mitchell@usc.edu">mitchell@usc.edu</a></td>
</tr>
<tr>
<td>Jeffry Moe</td>
</tr>
<tr>
<td>Old Dominion University</td>
</tr>
<tr>
<td><a href="mailto:jmoee@odu.edu">jmoee@odu.edu</a></td>
</tr>
<tr>
<td>Kevin H. Mokhtarian</td>
</tr>
<tr>
<td>Kansas State University</td>
</tr>
<tr>
<td><a href="mailto:kevinm@ksu.edu">kevinm@ksu.edu</a></td>
</tr>
<tr>
<td>Linda E. Morris</td>
</tr>
<tr>
<td>Virginia Tech</td>
</tr>
<tr>
<td><a href="mailto:lin-da_morris11495@yahoo.com">lin-da_morris11495@yahoo.com</a></td>
</tr>
<tr>
<td>Bill Morrison</td>
</tr>
<tr>
<td>Northwestern State University</td>
</tr>
<tr>
<td><a href="mailto:morrisonb@nsula.edu">morrisonb@nsula.edu</a></td>
</tr>
<tr>
<td>Dama Foster Mosweunyane</td>
</tr>
<tr>
<td>University of Botswana</td>
</tr>
<tr>
<td><a href="mailto:mosweunyane@mopipi.ub.bw">mosweunyane@mopipi.ub.bw</a></td>
</tr>
<tr>
<td>Vivian W. Mott</td>
</tr>
<tr>
<td>East Carolina University</td>
</tr>
<tr>
<td><a href="mailto:mottv@ecu.edu">mottv@ecu.edu</a></td>
</tr>
<tr>
<td>Ron Mottern</td>
</tr>
<tr>
<td>Mottern Institute for Mind-Body Wellness</td>
</tr>
<tr>
<td><a href="mailto:ron.mottern@gmail.com">ron.mottern@gmail.com</a></td>
</tr>
<tr>
<td>Casey D. Mull</td>
</tr>
<tr>
<td>The University of Georgia</td>
</tr>
<tr>
<td><a href="mailto:mullcd2@uga.edu">mullcd2@uga.edu</a></td>
</tr>
<tr>
<td>Cathy Mullet</td>
</tr>
<tr>
<td>Ball State University</td>
</tr>
<tr>
<td><a href="mailto:clmullett@bsu.edu">clmullett@bsu.edu</a></td>
</tr>
<tr>
<td>Jennifer Murray</td>
</tr>
<tr>
<td>Ball State University</td>
</tr>
<tr>
<td><a href="mailto:jmurraywriteteacherlearner@gmail.com">jmurraywriteteacherlearner@gmail.com</a></td>
</tr>
<tr>
<td>Kayon Murray</td>
</tr>
<tr>
<td>Texas State University</td>
</tr>
<tr>
<td><a href="mailto:kkm56@txstate.edu">kkm56@txstate.edu</a></td>
</tr>
<tr>
<td>Michelle Murray</td>
</tr>
<tr>
<td>Lesley University</td>
</tr>
<tr>
<td><a href="mailto:mur-ray.m.michelle@gmail.com">mur-ray.m.michelle@gmail.com</a></td>
</tr>
<tr>
<td>Lisa G. Myers</td>
</tr>
<tr>
<td>Texas A&amp;M University-Texarkana</td>
</tr>
<tr>
<td><a href="mailto:lisa.myers@tamut.edu">lisa.myers@tamut.edu</a></td>
</tr>
<tr>
<td>Eunkyung Na</td>
</tr>
<tr>
<td>University of South Florida</td>
</tr>
<tr>
<td><a href="mailto:ena@mail.usf.edu">ena@mail.usf.edu</a></td>
</tr>
<tr>
<td>Lee W. Nabb</td>
</tr>
<tr>
<td>Morehead State University</td>
</tr>
<tr>
<td><a href="mailto:lw.nabb@moreheadstate.edu">lw.nabb@moreheadstate.edu</a></td>
</tr>
<tr>
<td>Carmela Nanton</td>
</tr>
<tr>
<td>Palm Beach Atlantic University</td>
</tr>
<tr>
<td><a href="mailto:carmela_nanton@pba.edu">carmela_nanton@pba.edu</a></td>
</tr>
<tr>
<td>Sara Nasrollahan Mojarad</td>
</tr>
<tr>
<td>University of Tennessee, Knoxal</td>
</tr>
<tr>
<td><a href="mailto:knsroll@utk.edu">knsroll@utk.edu</a></td>
</tr>
<tr>
<td>Kate Nelson</td>
</tr>
<tr>
<td>Auburn University</td>
</tr>
<tr>
<td><a href="mailto:kwn0001@auburn.edu">kwn0001@auburn.edu</a></td>
</tr>
<tr>
<td>Marion Nesbit</td>
</tr>
<tr>
<td>Lesley University</td>
</tr>
<tr>
<td><a href="mailto:mnesbit@lesley.edu">mnesbit@lesley.edu</a></td>
</tr>
<tr>
<td>Karen Nestor</td>
</tr>
<tr>
<td>The George Washington University</td>
</tr>
<tr>
<td><a href="mailto:knestor@me.com">knestor@me.com</a></td>
</tr>
<tr>
<td>Rhonda R. Newton</td>
</tr>
<tr>
<td>Penn State University</td>
</tr>
<tr>
<td><a href="mailto:rrn124@psu.edu">rrn124@psu.edu</a></td>
</tr>
<tr>
<td>Eric Niemi</td>
</tr>
<tr>
<td>Chippewa Valley Technical College</td>
</tr>
<tr>
<td><a href="mailto:ericniemi@hotmail.com">ericniemi@hotmail.com</a></td>
</tr>
<tr>
<td>Kim L. Niewolny</td>
</tr>
<tr>
<td>Virginia Tech</td>
</tr>
<tr>
<td><a href="mailto:niewolny@vt.edu">niewolny@vt.edu</a></td>
</tr>
<tr>
<td>David S. Noffs</td>
</tr>
<tr>
<td>Columbia College Chicago</td>
</tr>
<tr>
<td><a href="mailto:dnoffs@gmail.com">dnoffs@gmail.com</a></td>
</tr>
<tr>
<td>Séamus Ó Tuama</td>
</tr>
<tr>
<td>ACE (Adult Continuing Education), UCC</td>
</tr>
<tr>
<td><a href="mailto:acedirector@ucc.ie">acedirector@ucc.ie</a></td>
</tr>
<tr>
<td>Joann S Olson</td>
</tr>
<tr>
<td>University of Houston-Victoria</td>
</tr>
<tr>
<td><a href="mailto:JoannSOlson@gmail.com">JoannSOlson@gmail.com</a></td>
</tr>
<tr>
<td>Shawn O’Riley</td>
</tr>
<tr>
<td>Adelphi University</td>
</tr>
<tr>
<td><a href="mailto:oriley@adelphi.edu">oriley@adelphi.edu</a></td>
</tr>
<tr>
<td>Lynne Orr</td>
</tr>
<tr>
<td>William Paterson University</td>
</tr>
<tr>
<td><a href="mailto:orrl@wpunj.edu">orrl@wpunj.edu</a></td>
</tr>
<tr>
<td>Kirk Overstreet</td>
</tr>
<tr>
<td>College of DuPage</td>
</tr>
<tr>
<td><a href="mailto:overstreetk@cod.edu">overstreetk@cod.edu</a></td>
</tr>
<tr>
<td>Michael Duncan Overton</td>
</tr>
<tr>
<td>University of Tennessee, Knoxal</td>
</tr>
<tr>
<td><a href="mailto:moverto2@utk.edu">moverto2@utk.edu</a></td>
</tr>
<tr>
<td>Carla Pacalo</td>
</tr>
<tr>
<td>Virginia Tech</td>
</tr>
<tr>
<td><a href="mailto:carlanncarla@yahoo.com">carlanncarla@yahoo.com</a></td>
</tr>
<tr>
<td>Matthew Painter</td>
</tr>
<tr>
<td>Berkshire Health Systems</td>
</tr>
<tr>
<td><a href="mailto:mpainter@free.com">mpainter@free.com</a></td>
</tr>
<tr>
<td>Emily Pawlowski</td>
</tr>
<tr>
<td>American Institute for Research</td>
</tr>
<tr>
<td><a href="mailto:epawlowski@air.org">epawlowski@air.org</a></td>
</tr>
<tr>
<td>Presenters</td>
</tr>
<tr>
<td>------------</td>
</tr>
</tbody>
</table>
| Jennifer L. Pemberton  
Penn State Harrisburg  
jpemberton@ccbc.edu | Shirley Reushle  
University of Southern Queensland  
shirley.reushle@usq.edu.au |
| Michelle R. Perez  
Florida International University and University of Miami  
mpere087@fiu.edu | Christy M. Rhodes  
East Carolina University  
christymrhodes@yahoo.com |
| Claudette M. Peterson  
North Dakota State University  
Clau-dette.Peterson@NDSU.edu | Margaret Rice  
University of Houston-Victoria  
rice@uhv.edu |
| Lori A. Peterson  
Augsburg College  
petersol@augsburg.edu | Joan C. Richards  
National Louis University  
jrichards@wheels.com |
| Tim O. Peterson  
North Dakota State University  
tim.o.peterson@ndsu.edu | Lori Risley  
University of Central Oklahoma  
lrisley@uco.edu |
| Josh Pierson  
Western Washington University  
jprierson8@yahoo.com | Paul B. Roberts  
The University of Texas at Tyler  
proberts@uttyler.edu |
| Fred Prasuhn  
Tech-Wise Educational Services, LLC.  
fprasuhn@gmail.com | Keri L. Rodgers  
Ball State University  
krogers@bsu.edu |
| Amy Prince  
City University of New York  
amy.prince@mail.cuny.edu | Elice E. Rogers  
Cleveland State University  
e.e.rogers@csuohio.edu |
| Keisha Raines  
Keisha.Raines@advocatehealth.com | Amy D. Rose  
Northern Illinois University  
arose@niu.edu |
| Amanda L. Raitano  
Blackstone Valley Community Action Program  
araitano@aol.com | Kevin Rose  
University of Louisville  
kevin.rose@louisville.edu |
| Anne Rapp  
Lewis University  
rappan@lewisu.edu | Mitch Rosin  
ETS  
mrosin@ets.org |
| Crystal D. Reimler  
University of Central Oklahoma  
creimler@uco.edu | Jovita Ross-Gordon  
Texas State University  
jr24@txstate.edu |
| | Michael L. Rowland  
University of Louisville School of Medicine  
michael.rowland@louisville.edu |
| | Kristen Ruiz  
Lesley University  
kruez@lesley.edu |
| | Jeffrey Russell  
University of Tennessee  
jrusse56@utk.edu |
| | Gwendolyn S. Ruttencutter  
University of Tennessee  
gruttenc@utk.edu |
| | Will Ruttencutter  
Valdosta State University  
willruttencutter@hotmail.com |
| | Anita Samuel  
University of Wisconsin – Milwaukee  
ajsamuel@wisc.edu |
| | Lorilee Sandmann  
The University of Georgia  
sandmann@uga.edu |
| | Carolyn L. Sandoval  
Texas A&M University  
sandoval@tamu.edu |
| | Susan A. Santo  
University of South Dakota  
santo@usd.edu |
| | Pierce Sanute  
World Campus, The Pennsylvania State University  
pjs41@psu.edu |
| | Ruth Sauder  
Intensive English Communication Program, Pennsylvania State University  
rmp200@psu.edu |
| | André Schlaefli  
Swiss Federation for Adult Learning  
andre.schlaefli@alice.ch |
| | Becky C. Smeltzer  
UT-MTAS  
beckyc.smeltzer@tennessee.edu |
| | Douglas Smith  
Florida International University  
smithdh@fiu.edu |
| | Gloria Smith  
Jackson State University  
gloria.j.smith@jsums.edu |
<table>
<thead>
<tr>
<th>Presenters</th>
</tr>
</thead>
</table>
| **Kersha Smith**  
The City University of New York, Queensborough  
Community College  
lsmith@qcc.cuny.edu |
| **Elizabeth G. Swann**  
Florida Atlantic University  
lizgrayswann@gmail.com |
| **Jim Sweizer**  
American Military University  
jsweizer@apus.edu |
| **Fujuan Tan**  
Morehead State University  
f.tan@moreheadstate.edu |
| **Jonathan Taylor**  
Troy University  
jetaylor@troy.edu |
| **Cecilia Teal**  
University of Tennessee-Knoxville  
c teal1@vols.utk.edu |
| **Kathryn D. Temple**  
Georgetown University  
nontraditionaleducation@gmail.com |
| **Earl Emanuel Thomas**  
Saint Xavier University  
et_8595@sbcglobal.net |
| **Yazmene Thomas**  
University of Phoenix  
yazmene@email.phoenix.edu |
| **LaNette W. Thompson**  
Baylor University  
lanette_thompson@baylor.edu |
| **Elizabeth Tighe**  
Florida State University  
tighe@psy.fsu.edu |
| **Blaire Willson Toso**  
Penn State  
bwt121@psu.edu |
| **Marjorie E. Treff**  
Indiana University  
metreff@indiana.edu |
| **Christina M. Tschida**  
East Carolina University  
tschidac@ecu.edu |
| **Jonathan Tucker**  
South Louisiana Community College  
Jonathan.Tucker@solacc.edu |
| **Jo Tyler**  
Penn State University  
jat235@psu.edu |
| **Akanimo Sam Udoh**  
University of Central Oklahoma  
Audoh@uco.edu |
| **Thomas Valentine**  
The University of Georgia  
tvnj@uga.edu |
| **Priscilla Vasquez**  
University of Illinois at Chicago  
pvasqu3@uic.edu |
| **Jeff Vawter**  
Premier Healthcare Alliance  
jeff_vawter@premierinc.com |
| **Kellee Vess**  
Tennessee Wesleyan College  
kvess@utk.edu |
| **Micki Voelkel**  
University of Arkansas-Fort Smith  
micki.voelkel@uafs.edu |
| **Cecelia Wagner**  
Institute for Career Development  
cwagner@icdlearning.org |
| **Constance Wanstreet**  
Ohio State University  
wanstreet.2@osu.edu |
| **Christen Warrington-Broxton**  
Lesley University  
cwarring@lesley.edu |
| **Michael L. Washington**  
San Diego State & Claremont Graduate University  
michael@themixx.com |
| **Shatrela Washington-Hubbard**  
The University of Georgia  
SBWHubbard@yahoo.com |
| **Karen Watkins**  
The University of Georgia  
k Watkins@uga.edu |
| **Leigh Ann Whittle**  
Elon University; Liberty University Online  
leighanndwitt1@gmail.com |
| **Vincent Wiggins**  
City Colleges of Chicago Harold Washington College  
vwiggins1@ccc.edu |
| **Anna Graf Williams**  
Learnovation, LLC  
anna@learnovation.com |
| **Kelly Wilmeth**  
University of Maryland University College  
kelly.wilmeth@umuc.edu |
| **Paula A. Wilson**  
The Rogers Center for Adult and Continuing Education  
pwilson@richland2.org |
| **Nancy Winfrey**  
Lesley University  
nwinfrey@lesley.edu |
| **James E. Witte**  
Auburn University  
witteje@auburn.edu |
| **Maria Martinez Witte**  
Auburn University  
witte@auburn.edu |
| **Maria Liu Wong**  
The City Seminary of New York  
maria@cityseminaryny.org |
## Presenters

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kristi Woodworth</strong></td>
<td>Northeastern University</td>
<td><a href="mailto:k.woodworth@neu.edu">k.woodworth@neu.edu</a></td>
</tr>
<tr>
<td><strong>Melissa Wright</strong></td>
<td>Rowland Medical Library, University of Mississippi Medical Center</td>
<td><a href="mailto:mwright2@umc.edu">mwright2@umc.edu</a></td>
</tr>
<tr>
<td><strong>Robin Redmon Wright</strong></td>
<td>Penn State University, Harrisburg</td>
<td><a href="mailto:rrw12@psu.edu">rrw12@psu.edu</a></td>
</tr>
<tr>
<td><strong>Shwu-Ming Wu</strong></td>
<td>National Kaohsiung University of Applied Sciences</td>
<td><a href="mailto:mingwu@kuas.edu.tw">mingwu@kuas.edu.tw</a></td>
</tr>
<tr>
<td><strong>Todd Wuestewald</strong></td>
<td>University of Oklahoma</td>
<td><a href="mailto:twuestewald@ou.edu">twuestewald@ou.edu</a></td>
</tr>
<tr>
<td><strong>Cheng-Hong Yang</strong></td>
<td>National Kaohsiung University of Applied Sciences</td>
<td><a href="mailto:chyang@cc.kuas.edu.tw">chyang@cc.kuas.edu.tw</a></td>
</tr>
<tr>
<td><strong>Susan M. Yelich Biniecki</strong></td>
<td>Kansas State University</td>
<td><a href="mailto:susanyb@k-state.edu">susanyb@k-state.edu</a></td>
</tr>
<tr>
<td><strong>Janet N. Zadina</strong></td>
<td>Tulane University School of Medicine</td>
<td><a href="mailto:jzadina@uno.edu">jzadina@uno.edu</a></td>
</tr>
<tr>
<td><strong>Melina Zahalka</strong></td>
<td>Western Washington University</td>
<td><a href="mailto:andertm@students.wwu.edu">andertm@students.wwu.edu</a></td>
</tr>
<tr>
<td><strong>Jill Zarestky</strong></td>
<td>Texas A&amp;M University</td>
<td><a href="mailto:zarestky@tamu.edu">zarestky@tamu.edu</a></td>
</tr>
<tr>
<td><strong>Ann Kolasa Zastrow</strong></td>
<td>Kellogg Executive Education, Northwestern University</td>
<td><a href="mailto:zastrow3@comcast.net">zastrow3@comcast.net</a></td>
</tr>
<tr>
<td><strong>Mary Ziegler</strong></td>
<td>University of Tennessee</td>
<td><a href="mailto:mziegler@utk.edu">mziegler@utk.edu</a></td>
</tr>
<tr>
<td><strong>Comfort C. Zuofa</strong></td>
<td>Niger Delta University</td>
<td><a href="mailto:zuofac@yahoo.com">zuofac@yahoo.com</a></td>
</tr>
<tr>
<td><strong>Susan M. Yelich Biniecki</strong></td>
<td>Kansas State University</td>
<td><a href="mailto:susanyb@k-state.edu">susanyb@k-state.edu</a></td>
</tr>
<tr>
<td><strong>Janet N. Zadina</strong></td>
<td>Tulane University School of Medicine</td>
<td><a href="mailto:jzadina@uno.edu">jzadina@uno.edu</a></td>
</tr>
<tr>
<td><strong>Melina Zahalka</strong></td>
<td>Western Washington University</td>
<td><a href="mailto:andertm@students.wwu.edu">andertm@students.wwu.edu</a></td>
</tr>
<tr>
<td><strong>Jill Zarestky</strong></td>
<td>Texas A&amp;M University</td>
<td><a href="mailto:zarestky@tamu.edu">zarestky@tamu.edu</a></td>
</tr>
<tr>
<td><strong>Ann Kolasa Zastrow</strong></td>
<td>Kellogg Executive Education, Northwestern University</td>
<td><a href="mailto:zastrow3@comcast.net">zastrow3@comcast.net</a></td>
</tr>
<tr>
<td><strong>Mary Ziegler</strong></td>
<td>University of Tennessee</td>
<td><a href="mailto:mziegler@utk.edu">mziegler@utk.edu</a></td>
</tr>
<tr>
<td><strong>Comfort C. Zuofa</strong></td>
<td>Niger Delta University</td>
<td><a href="mailto:zuofac@yahoo.com">zuofac@yahoo.com</a></td>
</tr>
</tbody>
</table>

---

**The Adult Higher Education Alliance**

**Adult and Higher Education in the Contemporary World: Its Role in Cultural Literacy**

[www.ahea.org/conferences/](http://www.ahea.org/conferences/)

2015 Conference
Morgridge International Reading Center
Orlando, FL
March 6-7, 2015

Hosted by
College of Education and Human Performance
University of Central Florida
Commission for International Adult Education (CIAE)

CIAE provides a forum for the discussion of international issues related to adult education in general, as well as adult education in various countries around the globe. The following purposes summarize the work of the Commission:

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

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

Director: Dr. Marcie Boucouvalas (Marcie@vt.edu)

Commission of Professors of Adult Education (CPAE)

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 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 (SIG’s) include critical theory, faculty development, human resource development, instructional improvement, international/intercultural issues, research & theory, women’s research, and neuroscience. There is also often an additional less formal meeting at the annual Adult Education Research Conference (AERC) in early June. The Commission maintains an active listserv used to disseminate information to members and others concerned with the preparation of adult educators.

Director: Dr. Elizabeth J. Tisdell (ejt11@psu.edu)
CIAE Pre-Conference At-A-Glance

Sunday, November 2
7:00 PM – 9:30 PM  CIAE Opening Reception & Meeting

Monday, November 3
9:00 AM – 6:00 PM  CIAE cont’d

Tuesday, November 4
9:00 AM – 2:00 PM  CIAE cont’d

CPAE Co-Conference At-A-Glance

Thursday, November 6
3:15 PM – 6:00 PM  CPAE Registration Open
3:45 PM – 5:15 PM  CPAE Welcome & Opening Session: Dr. Ron Cervero
5:15 pm – 6:15 PM  CPAE Reception
6:15 PM – 8:15 PM  CPAE Business Meeting

Friday, November 7
8:00 AM – 11:00 AM  CPAE Registration Open
8:00 AM -9:30 AM  Concurrent Session 1
9:30 AM – 9:50 AM  Break
9:50 AM – 11:20 AM  Concurrent Session 2
11:30 AM – 2:00 PM  Join AAACE for General Session, Lunch & Business Meeting
2:10 PM – 3:40 PM  Concurrent Session 3
3:40 PM – 3:45 PM  Beverage Break
3:45 PM – 5:00 PM  Closing Session
2014 International Pre-conference Presentations
Commission for International Adult Education (CIAE)
Director: Dr. Marcie Boucouvalas, Virginia Tech  Email: Marcie@vt.edu

Session abstracts may be accessed through the AAACE website on the CIAE home page at http://www.aaace.org/ciae

Across My Bridge: The Experienced Perceptions of Two Female Adults of the European and African Cultures in a Didactic Situation
Presenters: Bolanle Clara Simeon-Fayomi & Monica Fedeli
Email: gbola202000@yahoo.com

An Appreciative Inquiry (AI) Approach to the Creation of a Global Leadership Competency Development Interview Protocol for Adult Education Graduate Programs
Presenters: Arthur Ray McCrory & Waynne B. James
Email: amccrory@usf.edu

Benkyoukai (Study Forum) in Japan: Group Self-Directed Adult Learning
Presenters: Eunkyung Na & Waynne B. James
Email: ena@mail.usf.edu

Beyond The Borders: An International Dual Language Program Case Study
Presenter: Amy Rell
Email: arell@regis.fayomi

Botho: Botswana’s Indigenous Power for Humanizing the “Vuvuzelas” of Globalization
Presenter: Mejai B.M. Avoice
Email: mavoseh@usd.edu

Collaboration and Adventures Across the Atlantic: Learning From an International Faculty Exchanges Between BSU (USA) and NUI-Maynooth (Ireland)
Presenters: Michelle Glowacki-Dudka & Fergal Finnegan
Email: mdudka@bsu.edu

Cosmopolitanism and Adult Education: A Review of the Research Literature
Presenters: Joellen E. Coryell & Oleksandra Sehin
Email: coryell@txstate.edu

Ethno-National Identity on the Divided Island of Cyprus: Young Adults’ Narratives About Their Early Education
Presenter: Christos Anagiotos
Email: christos.anagiotos@gmail.com

First Step of Italian National Research on Teaching and Learning Methods in Higher Education
Presenters: Monica Fedeli, Daniela Frisoni & Joellen Coryell
Email: monica.fedeli@unipd.it

How Does ‘Good Learning’ Happen in Emergency Settings? Towards Theory in Practice
Presenters: Allyson Krupar & Farah Manji
Email: AlyxKrupar@psu.edu

Knowledge, Attitudes, and Behaviour Towards HIV/AIDS Among the Basarwa of Botswana: Exploring Indigenous Education Options
Presenter: Dama Mosweunyane
Email: mosweunyane@mopipi.ub.bw
Learning and Biography in Adult Education in Austria and Germany. Established Concepts; Changes in Practice and Research Questions in the Context of Lifelong Learning  
**Presenter:** Daniela Rothe  
**Email:** daniela.rothe@univie.ac.at

Occupational Biographical Decisions of U.S. Nursing Professionals for Doing a Ph.D. – Consequences for the Education in Nursing Science In Germany  
**Presenter:** Astrid Seltrecht  
**Email:** seltrecht@em.uni-frankfurt.de

Perceptions of Campus Climate and Intercultural Communication Strategies of Integration by International Students in The United States  
**Presenter:** Emmanuel Jean Francois  
**Email:** jeanfran@ohio.edu

Pre-Service Teachers as Adult Learners: Applying Principles of Adult Learning to Teaching Practicum in the Bahamas  
**Presenter:** Yvonne Hunter-Johnson  
**Email:** yohunter@mail.usf.edu

Recent Critical Discoveries Included in Global Andragogical Perspectives  
**Presenter:** John A. Henschke  
**Email:** jhenschke1@lindenwood.edu

Recognition, Respect, Dignity, and Capital Accumulation: Putting the Adult Learner into the Centre of Things  
**Presenter:** Séamus Ó Tuama  
**Email:** acedirector@ucc.ie

Saudi Graduate Students’ Perceptions of Synchronous Distance Education  
**Presenters:** Sarah M. Alajlan, Obaidalah H. Aljohani & Claudette M. Peterson  
**Email:** sarah.alajlan@my.ndsu.edu

Teacher Professional Development and Academic Educational Innovation: New Learning Strategies to Improve Teaching Practices at the University of Padova  
**Presenters:** Anna Serbati, Ettore Felisatti & Cristina Mazzucco  
**Email:** anna.serbati@unipd.it

Teaching Nonliterate Adults: Insights from Illiter’s Learning Theory  
**Presenter:** LaNette W. Thompson  
**Email:** lanette_thompson@baylor.edu

The Learning Contract as Core Element of the Personalized Learning Plan: From Theory to Practice  
**Presenters:** Mario Giampaolo, Ettore Felisatti & Cristina Mazzucco  
**Email:** giampaolomario@gmail.com

The Psychology and Dynamics of Informal Mentoring Method and Administration Among Lecturers in a Nigerian University  
**Presenters:** Ekundayo Opeyemi Oyewunmi, Bolanle Clara Simeon-Fayomi & Adebakin Azeez Babatunde  
**Email:** opewunmi@gmail.com

The University-Business Cooperation in the European Context: An Italian Experience With Master Degree Students, Managers, and Instructors  
**Presenters:** Daniela Frison & Anna Serbati  
**Email:** daniela.frison@unipd.it

Understanding the Role of Guan Xi, Gender Roles and History Among Academic Women Higher Education Leaders in the People’s Republic Of China  
**Presenter:** Kathleen P. King  
**Email:** drkpking@gmail.com
The HiSET® exam — making a difference in adult education

Until 2014, the GED® test was the only high school equivalency test available, but now there is a more accessible, more affordable alternative — the HiSET® exam from nonprofit ETS. The fastest-growing test on the market, the HiSET exam is currently available in more than 12 jurisdictions.

The HiSET exam features important advantages:

- Paper- and computer-based formats available
- Least expensive test on the market
- English and Spanish versions available

Give out-of-school youth and adults the best opportunity to demonstrate their readiness for college or career.

For more information, visit hiset.ets.org.

Indiana University

How are you making a difference in the lives of adult learners?

Indiana University’s commitment to adult learners spans generations, and we are just getting started.

We are ranked #2 Best Online Education Program by U.S. News & World Report (2014). Our graduates encourage and enable adults to expand their knowledge, develop new skills, pursue their dreams, and build stronger communities.

IU’s online graduate program in adult education helps you make a difference in the lives of adult learners around the world. We are honored to participate in the AAACE Conference.

Are YOU ready to take the next step in YOUR career?

education.indiana.edu/adult-education

facebook.com/IU.MS.AdultEd
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:15 p.m. - 6:00 p.m.</td>
<td>Commission of Professors of Adult Education (CPAE) Co-Conference Registration</td>
</tr>
<tr>
<td>3:45 p.m. - 5:15 p.m. (C1 &amp; C2)</td>
<td>CPAE Opening Session</td>
</tr>
<tr>
<td>FOCUS ON MISSION, MONEY, AND STRATEGY TO STRENGTHEN ADULT EDUCATION GRADUATE PROGRAMS</td>
<td></td>
</tr>
<tr>
<td>Ronald M. Cervero, Associate Vice President of Instruction, University of Georgia</td>
<td></td>
</tr>
<tr>
<td>Higher Education is in the midst of a large scale and historic transformation driven by political-economic dynamics, leading to the privatization of public higher education. Colleges of Education are also in a period of great transformation, with the rise of alternative providers for professional certification and a re-focus on clinical preparation of professionals and the substantial use of distance technologies for instruction. Graduate programs must have a strategy that is based on an understanding of how your institutional mission and funding priorities are being impacted by these transformational changes. Elements of such a strategy include faculty hiring practices, research productivity, a focus on access and completion of academic programs, substantial partnerships and outreach, and effective internal and external public relation</td>
<td></td>
</tr>
<tr>
<td>5:15 p.m. - 6:15 p.m. (C3)</td>
<td>Reception</td>
</tr>
<tr>
<td>6:15 p.m. - 8:00 p.m. (C1 &amp; C2)</td>
<td>CPAE Business Meeting</td>
</tr>
<tr>
<td>Libby Tisdell, Chair</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>7:00 a.m. - 8:00 a.m.</td>
<td>Breakfast Provided by Hotel</td>
</tr>
<tr>
<td>8:00 a.m. - 9:30 a.m.</td>
<td>CPAE Concurrent Session 1</td>
</tr>
<tr>
<td></td>
<td><strong>Instructional Improvement SIG (C1)</strong></td>
</tr>
<tr>
<td></td>
<td>Jeff Zacharakis</td>
</tr>
<tr>
<td></td>
<td>Royce Ann Collins</td>
</tr>
<tr>
<td></td>
<td>Developing a Flexible and Multi-disciplinary Online Masters Degree in Adult Education</td>
</tr>
<tr>
<td></td>
<td>This session describes Kansas State University's Adult and Continuing Education Program Online Masters Degree Program. Its creative strength is its interdisciplinary opportunities using graduate certificates in other disciplines as electives.</td>
</tr>
<tr>
<td></td>
<td><strong>International/Intercultural SIG (C2)</strong></td>
</tr>
<tr>
<td></td>
<td>Omar S. Lopez</td>
</tr>
<tr>
<td></td>
<td>Carrie J. Boden-McGill</td>
</tr>
<tr>
<td></td>
<td>Portia Gottschall</td>
</tr>
<tr>
<td></td>
<td>From Sage on the Stage to a Guide Online: Presenting Graduate Research to Global Audiences</td>
</tr>
<tr>
<td></td>
<td>This presentation provides an overview of the process, outcomes, and benefits of using facilitative techniques to present a graduate research forum online to the global stage.</td>
</tr>
<tr>
<td></td>
<td><strong>Management Of Enterprise Active learning Project: The Singapore Experience</strong></td>
</tr>
<tr>
<td></td>
<td>Linda Fang</td>
</tr>
<tr>
<td></td>
<td>Digital Storytelling in Family Literacy: A Case Study from Ireland</td>
</tr>
<tr>
<td></td>
<td>This session will explore how racially/ethnically diverse parents in Ireland created digital stories and used them to promote intergenerational learning with their children.</td>
</tr>
<tr>
<td></td>
<td>Management Of Enterprise Active learning Project: The Singapore Experience</td>
</tr>
<tr>
<td></td>
<td>The MOE Active Learning Project explores strategies to enhance learning, the learning experience, and engage learners. Findings could reveal which active learning strategies work on which types of post-secondary, young adult Gen Y students in Singapore.</td>
</tr>
<tr>
<td>Neuroscience SIG (C3)</td>
<td>The Neuroscience of Expertise</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Jane Fishback (moderator)</td>
<td>Emotions, the Brain, and Learning</td>
</tr>
<tr>
<td>Sandy Bell</td>
<td></td>
</tr>
<tr>
<td>Chad Hoggan</td>
<td></td>
</tr>
<tr>
<td>9:30 a.m. – 9:50 a.m.</td>
<td>CPAE Break</td>
</tr>
<tr>
<td>9:50 a.m. - 11:20 a.m.</td>
<td>CPAE Concurrent Session 2</td>
</tr>
<tr>
<td>Women’s Research SIG (C1)</td>
<td></td>
</tr>
<tr>
<td>Leona English</td>
<td>Introducing the Handbook of North American Early Women Adult Educators</td>
</tr>
<tr>
<td>Carol Kasworm</td>
<td></td>
</tr>
<tr>
<td>Lisa Merriweather</td>
<td></td>
</tr>
<tr>
<td>Marilyn Parrish</td>
<td></td>
</tr>
<tr>
<td>Amy Rose</td>
<td></td>
</tr>
<tr>
<td>Jovita Ross-Gordon</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Tisdell</td>
<td></td>
</tr>
<tr>
<td>Shauna Butterwick</td>
<td></td>
</tr>
<tr>
<td>Gabriele Strohschen</td>
<td>Bullied Women in Academe: Strategies for Dealing with Good Ol’ Boys, Mean Girls, Cyber-Stalkers, &amp; Tyrants</td>
</tr>
<tr>
<td>Amy L. Sedivy-Benton</td>
<td></td>
</tr>
<tr>
<td>Carrie J. Boden-McGill</td>
<td></td>
</tr>
<tr>
<td>Geleana Drew Alston</td>
<td>Women Mentoring Women in Doctoral Education: Negotiation of Power Within Cultures</td>
</tr>
</tbody>
</table>
### Women’s Research SIG (C1) continued

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Presentation Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daphne W. Ntiri</td>
<td>Introducing Literacy as Gendered Discourse: Engaging the Voices of Women in Global Societies.</td>
<td>This session focuses on advancement, challenges, hopes and aspirations associated with literacy, gendered inequality and the empowerment of women. It explores the challenges of literacy as an instrument simultaneously of gendered inequality and women’s emancipation.</td>
</tr>
</tbody>
</table>

### Faculty Development SIG (C2)

<table>
<thead>
<tr>
<th>Speakers</th>
<th>Presentation Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leann Kaiser</td>
<td>Contingent Faculty: Developing a Major Contributor to the Field of Adult Education</td>
<td>In this session we will discuss how to encourage faculty development for the unique and varied needs of the growing population of contingent faculty in higher education.</td>
</tr>
<tr>
<td>Kalpana Gupta</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Preparation for a Longitudinal Study of Faculty Teaching

<table>
<thead>
<tr>
<th>Speakers</th>
<th>Presentation Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lillian H. Hill</td>
<td>Preparation for a Longitudinal Study of Faculty Teaching</td>
<td>Discussion of the development of a longitudinal study of tenure-track faculty members’ development in the teaching role, and presentation of preliminary data.</td>
</tr>
<tr>
<td>Lenore Moore</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Continuum of Experience Model for Community College Faculty Development

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Presentation Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duane Ackroyd</td>
<td>Continuum of Experience Model for Community College Faculty Development</td>
<td>This session will review the Continuum of Experience model used by North Carolina State University to provide a range of community college faculty development activities from non-credit through an executive format doctoral degree.</td>
</tr>
</tbody>
</table>

### Dialogues in Andragogy SIG (C3)

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Presentation Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johannes Matata Mokoele</td>
<td>Fight for Economic Rights through Popular Education in South Africa: Labor Unions and Principles of Andragogy</td>
<td>The aims and activities of labor unions in South Africa in their promotion of socio-economic change are analyzed with regard to how they embrace and implement the principles of andragogy.</td>
</tr>
<tr>
<td>Panel/Event</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Dialogues in Andragogy SIG (C3)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Henschke</td>
<td>Extensive Recent Discoveries in the 2014 Update of Global Andragogical Perspectives</td>
<td></td>
</tr>
<tr>
<td>Susan Isenberg</td>
<td>Presenting new discoveries in the growing andragogical strength for addressing adult learning needs, when compared with other adult learning theories. Various practical applications will also be shared and discussed.</td>
<td></td>
</tr>
<tr>
<td>Lori Risley</td>
<td>Italian Doctoral Students Perceptions of Andragogical Strategies</td>
<td></td>
</tr>
<tr>
<td>Monica Fedeli</td>
<td>This session focuses on Italian doctoral student perceptions reporting their evaluation of an andragogical visiting professor, including frequent perceptions regarding the excellent benefits of group work and active participation.</td>
<td></td>
</tr>
<tr>
<td>Mario Giampaolo</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11:30 a.m. - 2:00 p.m.</strong></td>
<td>Join AACCE for Keynote Speaker, Annual Meeting and Lunch</td>
<td></td>
</tr>
<tr>
<td><strong>2:10 p.m. - 3:40 p.m.</strong></td>
<td>CPAE Concurrent Session 3</td>
<td></td>
</tr>
<tr>
<td><strong>Critical Theory SIG (C1)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jill Zarestky</td>
<td>Economic Justice Versus Social Justice: Priority Dilemmas for Adult Education Programs in Developing Regions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This exploration of adult learners’ needs and priorities in developing regions will consider the ways programs may strike a strategic balance between education for economic justice versus social justice.</td>
<td></td>
</tr>
<tr>
<td><strong>Dionne Rosser-Mims</strong></td>
<td>&quot;Swimming Upstream&quot;: Gendered Racism in the Experience of Black Men, A Critical Race Analysis</td>
<td></td>
</tr>
<tr>
<td>Brendaly Drayton</td>
<td>This panel presentation coincides with the publication of New Directions sourcebook on Black Males in Adult Education. Presenters analyze the unique positionality of Black men in the context of adult education.</td>
<td></td>
</tr>
<tr>
<td>Joni Shwartz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talmadge Guy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gabriele Strohschen</td>
<td>Dismantling Barriers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This session shows how university adult education programs can be offered wherein individuals critically examine and clarify assumptions and values that maintain racist and classist structures.</td>
<td></td>
</tr>
<tr>
<td>Research and Theory SIG (C2)</td>
<td>Positive Psychology: A Critical and Generative Conversation About Its Usefulness to Adult Education Researchers</td>
<td>Positive psychology takes an assets rather than deficit/problem approach to research. An interactive conversation on its usefulness to adult education follows a critical review of the theory’s presuppositions and research.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Elizabeth Roumell</td>
<td>Dialecticism in Research: How Can We Encourage Convergent and Divergent Discourse in Educational Research?</td>
<td>This session will present an overarching framework and discussion on the nature of dialectic thinking and why this is important in pushing educational theory.</td>
</tr>
<tr>
<td>Human Resource Development SIG (C3)</td>
<td>Work Related Suicides in India: Employee Wellbeing and its Implications for HR Professionals</td>
<td>Within the next two decades, Indian work related suicides will soon surpass the ‘normal’ death rate. This session will focus on the question that now being asked of technology giants and small Indian entrepreneurs, “How is employee well being built into organizational process?”</td>
</tr>
<tr>
<td>Annie Almond</td>
<td>Preventing and Diffusing Technologically-Infused Workplace Harassment</td>
<td>The focus of this session is workplace harassment in academic and corporate settings. Prevention tools and diffusion techniques will be discussed along with dealing with potential legal ramifications for employees and employers.</td>
</tr>
<tr>
<td></td>
<td>3:40 p.m. - 3:45 p.m.</td>
<td>CPAE Break</td>
</tr>
</tbody>
</table>

**AAACE 2014**
<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:45 p.m. - 5:00 p.m.</td>
<td>CPAE Closing Session</td>
</tr>
<tr>
<td>(C1 &amp; C2)</td>
<td></td>
</tr>
</tbody>
</table>

**The State of Adult Education Graduate Programs: The Good, the Bad, and the Ugly**

This session will examine the status of graduate programs in adult education. Beginning with an historical overview, we will move to several cases of a program that has died; a program that is beginning; a program that is expanding; and a program that has maintained its strength, and an adult education faculty member who is teaching in a non-adult ed program. We will then discuss the implications of these case studies and actions we can take to support and strengthen adult education graduate programs now and in the future as we move forward as a field.

**Moderators:** Amy Rose and Cathy Hansman

**Panelists:**

- Amy D. Rose, Northern Illinois University
- Catherine A. Hansman, Cleveland State University
- Alisa Belzer, Rutgers University
- Shauna Butterwick, University of British Columbia
- C. Amelia Davis, Georgia Southern University
- Jeffrey Zacharakis, Kansas State University

**Conclusions:** Amy Rose and Cathy Hansman
“The future is out there, ready to be changed. You must be creative, imaginative, and courageously dedicated for the long haul.”

Myles Horton, 1982

Learn more about Highlander programs and educational resources available from our bookstore at our website:
http://highlandercenter.org/

Join MAC! Mentored Academic Communities

RESOURCES for NON-TRADITIONAL STUDENTS and VETERANS

We have one mission: To help ALL college students succeed whatever their life experiences or preparation.

We provide:

- Individual coaching on a semester basis.
- A clearing house for tips, advice, and information to help non-traditional students navigate the sometimes confusing world of higher education.
- Membership in an online support and accountability group.

For more information visit:

www.AltStudentSuccess.com

Brought to you by the National Center for Student Success
Meet our Exhibitors at the President’s Reception

The Adult Higher Education Alliance (AHEA)
350 Will Wynne Road
Rayle, GA 30660-2515
706.255.5581
http://ahea.org

Alpha Sigma Lambda Honor Society
SCE, Eastern Illinois University
600 Lincoln Ave, 2209 Blair Hall
Charleston, IL 61920
217.581.7106
www.alphasigmalambda.org

American Association for Adult and Continuing Education (AAACE) Bookstore
Representing: Jossey-Bass, A Wiley Brand
SAGE Publishing
Krieger Publishing
www.aace.org

American Academy of Research (AIR)
1000 Thomas Jefferson Street, NW
Washington, D.C. 20007
202.403.5000
www.air.org

American Military University
American Public University System
10110 Battleview Parkway, Suite 114
Manassas, VA 20106
703.396.6882
www.apus.edu

Association for Non-Traditional Students in Higher Education (ANTSHE)
19134 Olde Waterford Road
Hagerstown, MD 21742
301.992.2901
www.myantshe.org

Aztec Software
51 Commerce St
Springfield, NJ 07081
800.273.0033
www.aztecsopftware.com

B.E. Publishing/EduTyping.com
P.O. Box 8558
Warwick, RI 0288
888.781.6921
www.bepublishing.com

Ball State University
Department of Educational Studies
Teachers College
2000 W. University Ave TC845
Muncie, IN 47306
765.285.5461
http://cms.bsu.edu/

Cambridge Educational Services
Chicago O'Hare Atrium
2860 South River Road
Des Plaines, IL 60018
847.299.2930
800.444.4373
www.cambridgeed.com

Commission on Adult Basic Education (COABE)
PO Box 620
Syracuse, NY 13206
888-44-COABE
www.coabe.org

CourseMosaic
2201 Cooperative Way
Suite 600
Herndon, VA 20171
703.884.9131
www.coursemosaic.com

ETS HiSET
660 Rosedale Rd
Princeton, NJ 08541
609.683.2202
www.ets.org

Federal Trade Commission
Consumer & Business Education Bureau of Consumer Protection
600 Pennsylvania Ave, NW, CC-10402
Washington, DC 20580
202.326.2933
www.ftc.gov

McGraw Hill Education
2301 Sturbridge Drive
LaGrange, GA 30240
706.333.5351
www.mcheducation.com

National Center for Student Success
2503d N. Harrison St
Arlington, VA 22207-1616
703.216.5734
www.altstudentsuccess.com

National Coalition for Literacy (NCL)
PO Box 2932
Washington, DC 20013-2932
e-mail: ncl@ncladvocacy.org
http://national-coalition-literacy.org/

The Pennsylvania State University-Harrisburg
777 W. Harrisburg Pike
Middletown, PA 17057
717.948.6000
http://hbg.psu.edu/

Townsend Press
439 Kelley Drive
West Berlin, NJ 08091-9164
800.772.6410
www.townsendpress.com

Vocational Research Institute (VRI)
1845 Walnut Street, Suite 660
Philadelphia, PA 19103
800.874.5387
www.vri.org

Voice of Adult Learners United to Educate (VALUE)
One West Second Street
Media, PA 19063
484.443.8457
www.valueusa.org
Sunday, November 2, 2014
7:00 PM– 9:30 PM.................CIAE Opening Reception & Meeting

Monday, November 3, 2014
9:00 AM– 6:00 PM .................CIAE cont’d
6:30– 9:00 PM ........................AAACE Board of Directors Meeting

Tuesday At A Glance
Tuesday, November 4, 2014
7:30 AM — 8:30 AM.............AALPD Registration
8:30 AM — 3:00 PM.............AAALD Pre-Conference
9:00 AM – 5:00 PM.............AAACE Registration Open
9:00 AM – 2:00 PM.............CIAE cont’d
10:00 AM – 7:30 PM.............Connection Central/AAACE Central Open
3:30 PM – 5:30 PM.............Conference Welcome & Keynote Address: Dr. Victoria Marsick
5:30 PM – 7:30 PM.............President’s Reception & Opening of Exhibits

Wednesday At A Glance
Wednesday, November 5, 2014
7:00 AM – 5:30 PM.............AAACE Registration Open
7:00 AM – 7:00 PM.............Connection Central/AAACE Central Open
7:30 AM – 8:50 AM .............Breakfast & Keynote Address: Dr. Behrang Foroughi
9:00 AM – 5:00 AM.............Exhibits Open
9:00 AM – 9:50 AM ..........Session 1: Concurrent Sessions & Round Tables
9:00 AM – 9:50 AM .............Featured Concurrent Session: Community Development (CCMNFE)
9:50 AM – 10:20 AM ..........Break with Exhibitors
10:20 AM – 11:10 AM ..........Session 2: Concurrent Sessions & Round Tables
11:20 AM – 12:10 PM..........Session 3: Concurrent Sessions & Round Tables
12:20 PM – 1:40 PM..........Lunch & Keynote Address: Dr. Johan Uvin, OCTAE
1:50 PM – 2:40 PM..........Session 4: Concurrent Sessions & Round Tables
2:50 PM – 3:40 PM..........Session 5: Concurrent Sessions & Round Tables
2:50 PM – 3:40 PM..........Featured Concurrent Session: Distance Learning & Technology (CDLT)
3:40 PM – 4:10 PM..........Break with Exhibitors
4:10 PM – 5:00 PM..........Session 6: Concurrent Sessions & Round Tables
5:10 PM – 6:00 PM..........Business Meetings: SIGs and Commissions
6:30 PM – 10:00 PM..........A Night in Historic Charleston (Reservations Required)
Conference Notes
General Session Keynote Address

Tuesday, November 4, 2014, 3:30 to 5:30 p.m.

Victoria J. Marsick is Professor of Adult Learning & Leadership at Columbia University, Teachers College where she directs academic programs in Adult Learning and Leadership. She holds a Ph.D. in Adult Education from the University of California, Berkeley, and an M.P.A. in International Public Administration from Syracuse University. She worked extensively in Asia and other countries with not-profit organizations, and directed staff development and training at UNICEF, prior to joining the faculty at Teachers College.

Victoria co-directs (with Martha A. Gephart) the J.M. Huber Institute for Learning in Organizations, dedicated to advancing the state of knowledge and practice for learning and change in organizations. She is a founding member of Partners for Learning and Leadership, a group that works with organizations to design, develop and implement action learning and other strategic learning interventions. She is faculty and coach in the Cahn Fellows Program at Teachers College for distinguished public school principals.

Victoria's research examines naturally occurring, informal learning at work—in individual learners, and through their collaborative work with others in, and on behalf of, groups, communities and organizations. She has written on transformative learning, action learning, and organizational learning cultures. She has collaborated in the development of research-based assessment tools for team learning and for organizational learning. Some of her publications include: Strategic Organizational Learning (with Martha Gephart, Springer-Verlag, forthcoming); Evaluating informal learning in the workplace (with Karen Watkins and Miren Fernández de Álava, in Promoting, assessing, recognizing and certifying lifelong learning: International perspectives and practices, edited by S. Billett, T. Halttunen, & M. Koivisto, Springer-Verlag, in press.); Using the DLOQ to support learning in Republic of Korea SMEs [with Young-Saing Kim, Advances in Developing Human Resources, 15(2), 2013]; Understanding action learning (with Judy O'Neil, 2007, also translated into Chinese, New York: AMACOM); and Making learning count! Diagnosing the learning culture in organizations [with Karen Watkins, Advances in Developing Human Resources, 5(2), 2003].

Informal Learning: Re-framing and Re-tooling to Meet Emerging Needs

Adult educators have always valued informal learning, witness the early work of Dewey, Lindemann and Knowles. In the industrial era, attention shifted to classrooms and formally structured education. We improved instructional toolkits and teaching methods. In today's complex, global, postmodern, technology-intensive era, attention has moved back to informal learning—which is often social, always contextual, and dependent on the learning environment. These new demands call for reframing how we understand our roles in supporting adult learners. The learning environment broadens to encompass a wide range of natural challenges and everyday situations. Learners need to enhance capabilities for learning in the moment, and educators need to learn how to support this.

Victoria Marsick will focus on what adult educators can do to enhance and enrich these kinds of informal learning skills and environments. How can learners gain insight into unconscious situational judgments and assumptions that affect how they perceive patterns and learn new ways of thinking and acting? How can adult educators support awareness, diagnosis, and enrichment of the learning environment? How can learners themselves influence conditions that support or inhibit their learning? Victoria will draw on her current research in schools and organizations to illustrate and examine this emerging informal learning terrain.
General Session Keynote Address

Wednesday, November 5, 2014, 7:30 to 8:50 a.m.

Dr. Behrang Foroughi, Associate Professor, Department of Adult Education and Coady International Institute, St. Francis Xavier University, Antigonish, Nova Scotia

Behrang is an Associate Professor of Adult Education at St. Francis Xavier University, Nova Scotia. His work is divided between the Coady International Institute and the Department of Adult Education. His community organizing and development work involves working with street children, nomadic and indigenous communities, refugees and immigrants, grassroots leaders and youth activists, teacher trainers, and the staff of the Engineers without Borders in India, the Middle East, and North America. He teaches in the areas of facilitation and training approaches for social change, asset-based community planning and management, and reflective practice in development work; his research focuses on exploring the learning dimension, learning spaces and learning outcomes, of participatory social change efforts at community level. Behrang has graduate degrees in Engineering and Planning and a PhD in Adult Education (University of Toronto).

Moments of Community from Buffalo West to Eastern Kurdistan:
Exposing the Fallacy of Have not in Development

This presentation is based on my experience working with several organizations and groups, most notably the Coady International Institute in Nova Scotia, Canada. In simple words, it is an asset-based approach to community development (ABCD). This approach is innovative because it up-ends the more conventional practice of external agencies delivering projects to address community needs, a practice that has often inadvertently led to an overdependence on external assistance and a weakening of local potential to organize and mobilize. In my presentation, I will briefly introduce the ABCD approach and, through several stories, I will present examples of appreciative and strength-based approaches/strategies to Community Development that inspire collaborative partnerships amongst various individual actors and organizations. It is in those moments of inspiration, I will argue, that moments of community are created, moments that encourage further action and collaboration. It is in this process that I will emphasize the role of an adult educator as convener, rower, and provocateur in the context of Community Development. It is to help create and ignite community(ies) of leader(ship) who advance the participatory paradigm in our troubled times.
General Session Keynote Address

Wednesday, November 5, 2014, 12:20 to 1:40 p.m.

Johan E. Uvin, Acting Assistant Secretary, Office of Career, Technical, and Adult Education, U.S. Department of Education, joined the Office of Career, Technical, and Adult Education in December 2009 as senior policy advisor to Assistant Secretary Brenda Dann-Messier. In 2011, Uvin was appointed to the position of deputy assistant secretary for policy and strategic initiatives. In that capacity, he coordinates all policy and strategy development for the Office of Career, Technical, and Adult Education (OCTAE). This office is responsible for the Department’s adult education portfolio, including corrections and reentry education, secondary, postsecondary and adult career and technical education, and community colleges.

In 2012, Uvin assumed additional responsibilities as the acting director of the Policy Research and Evaluation Services Division of OCTAE and the co-chair of the Interagency Forum on Disconnected Youth, a multi-agency federal collaboration to improve the outcomes of disconnected youths. Since 2010, he has also been a member of the steering committee of the Domestic Policy Council’s New Americans Citizenship and Integration Initiative, which developed a framework for federal efforts on immigrant integration. Uvin further leads the Department’s Pay for Success work and coordinates the Department’s responsibilities related to the implementation of the Presidential Memorandum on Job-Driven Training. In May 2014, U.S. Secretary of Education Arne Duncan named Uvin acting assistant secretary for career, technical, and adult education.

Prior to his appointments at the Department, Uvin led the Rhode Island state office that oversees adult education, career and technical education, and GED testing and held several leadership positions in education and workforce development in both the public and private sectors.

Uvin holds a doctorate in administration, planning and social policy and a master’s degree in international education from Harvard University. He also holds a Master of Arts in teaching English to speakers of other languages (TESOL) from the School of International Training in Brattleboro, Vt.

Making Skills Everyone’s Business: A Call to Transform Adult Learning in the U.S.

Skills are everyone’s business. To ensure that every American has the opportunity to find a good job that pays a decent wage, we need to find ways to invest in our current and future workers. A report released by OECD last year focuses on America’s low-skilled population and illustrates that compared to other countries, we are lagging behind in skills in the areas of literacy, numeracy, and problem-solving in technology-rich environments. Of the 36 million youth and adults that have low skills in our country, two-thirds of these Americans are employed and are lacking opportunities for more mobility into the middle class. We have a major challenge on our hands: we risk America’s ability to be globally competitive if we ignore the call to increase the education and skills of our most vulnerable adults. This challenge also presents a great opportunity to make foundation skills a priority not just for the Department and the Administration, but nationally. Since last fall, the Office of Career, Technical, and Adult Education (OCTAE) at the U.S. Department of Education has actively engaged various stakeholders and thought leaders on how we can find new and creative ways to focus our resources to solving the issue of low skills. The Department’s National Action Plan, released this past summer, outlines key strategies for improving the skills deficit that communities, public and private entities, and all levels of government can adopt to achieve a collective-impact approach.
**Featured Session: CCMNFE. Follow-up to Community Development Panel: Commission on Community, Minority, and Non-Formal Education (CCMNFE)**

*Meeting Room 3*

This session focuses upon the role of adult educators in community-building and is a follow-up session to the keynote by Dr. Behrang Foroughi. Participants will have an opportunity to share their community building experiences and concerns through stories about community situations that are both challenging and exciting. Dr. Foroughi and Dr. Jo Tyler, both community builders and researchers, will join in the conversations to further share ideas and experiences. Participants will leave with new ideas for experimentation in their own work fostering community development.

*Panelists: Behrang Foroughi & Jo Tyler*

---

**Teaching Reading to Adults: The Impact of Professional Development on Adult Literacy Teachers’ Instructional Practices.**

*Meeting Room 6*

Teaching reading is a complex process. Despite its complexity, adult literacy instructors typically receive little professional development on how to teach reading to adult learners with a range of reading abilities. This presentation will describe the impact of engaging in a 15-week course on ten instructors from three Midwest states.

*Presenter: Carmine Stewart*

**Making A Difference To Vets and Others: What Brain Research Says About Stress and Learning.**

*Meeting Room 7*

Post-Traumatic Stress Disorder (PTSD). PTSD and anxiety exist in veterans and many other students with a significant negative impact on learning. Learn about the effects of trauma or stress on learning and what teachers can do to alleviate the impact.

---

**Strategies that assist these learners benefit all learners as well. Presenter: Janet Zadina**

**Online & Blended Professional Development for Adult Educators Designed for Networked Learning.**

*Meeting Room 8*

The Internet, Web 2.0, and increasing access to mobile technology have fundamentally altered instructional practices and set the stage for learning in a networked environment. Participants will explore a Google-based professional development course that incorporates networked learning practices and design an online or blended learning experience for program improvement.

*Presenter: Joanne Huebner*

**Empowering and Transformative? Critical Reflection (or lack thereof) in Prior Learning Assessment.**

*Meeting Room 9*

This session explores the possibilities and limitations of PLA for promoting critical reflection and perspective transformation. Using a content analysis of student essays as a point of departure, the presentation seeks to stimulate discussion about the purposes and meaning of PLA. *Presenter: Anne Rapp*

**Underrepresentation of Women in Art History: New Structures for a Changed World in Adult Education.**

*Meeting Room 10*

The study examines the issues that are thought to cause the underrepresentation of women artists in Western art history? The findings guide the outcome of this study and suggest constructing an art history courses based on the six basic principle of the feminist pedagogy.

*Presenters: Joan H. Crane & Joe E Boyum*
Our Students’ Stories: Leveraging Adult Learners Past Experiences to Build Resiliency through Academic Advising.

Meeting Room 11

This presentation includes the following: strategies for using intrusive advising principles to encourage adult students to share past experiences; techniques to use past experience as an advising tool to build resilience; how resilience can positively impact involvement, academic self-efficacy, and sense of belonging for adult learners in fully-online programs. 

Presenter: Jeremy Schwehm

Young Adult Learners in a Complex Society: Meeting Transitional Needs and Making a Difference & Meet the Millennials: Young Adults and Communities of Faith [Shared Concurrent Session]

Meeting Room 12

First session: This session focuses on meeting the educational needs of young adults through an interdisciplinary discussion that highlights the transitional needs of young adult learners including: the ambiguity of transition, the complexity of contemporary society, young adults’ need for belonging and community, and the need for future research regarding young adults. Presenters: C. Amelia Davis & Joann S. Olson.

Second session: This session focuses on how faith communities are meeting the educational and developmental needs of learners as they navigate the journey from adolescence to young adulthood. The unique experiences and needs of the Millennial Generation can offer special challenges that require creativity, connection, authenticity, dialog, and real-world application. Presenter: Steven B. Frye

The Real Deal on MOOCs: A New Perspective on Adult Participation in Education.

Meeting Room 14

Educators are making a difference via Massive Open Online Courses (MOOCs). Participants’ interests include inquisitiveness about new topics, refreshing existing knowledge, and self-development. MOOCs allow adults to overcome deterrents to education. Participation in a MOOC is a great way to understand subject matter, before paying tuition for a course! 

Presenter: Margaret A. Eggleston

Roundtables: All Roundtables are held in Ballroom B

Bridging the Gap: Learning Style Transitions of Chinese Adult Learners in the US.

Adult learning style focuses on the cognitive, affective and physiological dimensions of adult learners. Chinese students’ learning styles have been constructed by previous learning circumstances. However, with the changes of learning environment, Chinese adult learners try to employ strategies to adjust their learning styles to accommodate the new environment. Presenter: Yuewei Shi

Transformative Learning and a Reconciliation between Adult and Correctional Education: A Case Study.

This paper examines the success of a community based correctional facility which uses Transformative Learning as its operational philosophy with adult felony offenders. Recidivism statistics will be presented, as will measures of transformational change based on the Core Beliefs Inventory, which is given at different phases in the treatment process. Presenter: Ron Mottern
Exploring Adult Identity Through Three Lenses: Contradiction, Transition, and Disability.
What challenges to adult identity exist for the adult learner? This research and experience-based interactive roundtable discussion seeks to enhance understanding and inquiry into how challenging discontinuities and transitions affect adult identity and self-concept. Bring your questions, insights, experiences, and research interests to add to the conversation. Presenters: Anne Benoit, Viviane Lopuch & Doreath Lomax

Legal Content in Adult Education Graduate Education: New Data and Programs.
This session discusses new data newly developed programs concerning legal content in adult education programs. Building on prior research, new information shared specifically concerns results of surveyed adult education graduate students concerning perceptions about legal content in adult education graduate programs and newly developed programs to accommodate the expressed need. Presenter: Lee W. Nabb

Transnational migration has transformed the demographic profile of many countries and metropolitan areas around the world. The purpose of this presentation is to analyze the implications of transnational migration on the emergence of transnational adult, continuing education, and human resource development practices across national borders. Presenter: Emmanuel Jean Francois

Mobile Phone Mediated Capacity Building Project for Adult Literacy Facilitators.
Making Adult Education relevant in a technology driven society cannot be over-emphasized. Both facilitators and learners need relevant mobile technology capacity development in order to function effectively in the learning situation. This project provides learning content on the mobile phone platform for learners and facilitators to interact with. Presenters: Omobola Adelore, Gloria Adedoja & Samuel Adeyemo

Reaching the Tuned Out: Increasing Student Engagement in Online Classes.
What developmental, motivational, goal-oriented or design factors may underlie behaviors of online students who do not engage, miss deadlines, or submit sloppy or others’ work? Join this roundtable dialogue to identify and understand the factors, share research, perspectives and best practices and gain insight to increase engagement. Presenters: Linda Morris, Paula Furr & Bill Morrison

9:50 to 10:20 Break

Wednesday 10:20-11:10
Concurrent Sessions

A Transforming Experience for Italian Doctoral Students: Trust.
Meeting Room 3
Facilitators utilize elements of trust within learning environments and learners notice! In this interactive session, we will share finding from the evaluation survey of a recent seminar conducted for Italian Doctoral Students including perceptions of facilitator trust and the use of andragogical strategies. Presenters: Mario Giampaolo, Lori Risley, Monica Fedeli & Ettore Felisatti

Live Online: Possibilities and Pitfalls of Synchronous Online Teaching and Learning.
Meeting Room 6
View a demonstration of a “live online” class that shows the engagement of instructor and learners in real time. Explore the possibilities for this new form of synchronous online teaching and learning and discuss strategies for overcoming potential pitfalls.  

**Presenters:** Mary Ziegler, Erin J. Ferris, Michael Duncan Overton, Sara Nasrollahian Mojarad & Gwendolyn S. Ruttencutter

---

**Advancing Educational Programs with Relevant and Research Based Practices.**  
**Meeting Room 7**

This session is designed for individuals at colleges and universities that have or will develop programs that facilitate efficient paths to bachelor’s, master’s, or doctoral degrees. The session will explore various methods of establishing friendly practices that secure and facilitate quality programming.  

**Presenters:** Matt Bergman, Kevin Rose & Kit Kacirek

---

**Teaching Older Adults in Higher Education: Barriers and Gateways.**  
**Meeting Room 8**

How do you best teach older adults interested in higher education? The session describes the growing number of adults age 55 and older, why many are interested in higher education, how to best teach these older adult learners and examples of successful programs in higher education that teach older adults.  

**Presenter:** Frank DiSilvestro

---

**Implementing a Mutually Adaptive Model of Instruction for ESL Literacy in a Community-Based Program.**  
**Meeting Room 9**

Immigrants with limited formal schooling have different assumptions about learning from those of their teachers. We describe a culturally responsive instructional model, Mutually Adaptive Learning Paradigm™ (MALP), implemented in a CBO, examining how it encouraged participation, developed language and literacy skills, and helped learners to produce artifacts for real-life use.  

**Presenters:** Nan Fryland & Helaine W. Marshall

---

**The Choreography of Collaboration: A Case for Sustainable Academic Partnerships.**  
**Meeting Room 10**

The Boston Ballet Education Program at Northeastern University has garnered nationwide attention as a revolutionary partnership that supports motivated learners with complex lives. Leveraging academic synthesis, program flexibility, cohort support, and high-touch service, this partnership framework can be used as a model to transcend traditional partnership pitfalls in continuing education.  

**Presenters:** Dave Czesniuk & Kristi Woodworth

---

**Culturally-Responsive Learning Opportunities for Native American Adult Learners in Westernized Formal and Non-formal Educational Environments.**  
**Meeting Room 11**

Native American adult learners have difficulty succeeding in our education systems today. Studies show that their success increases when they can connect their cultural identity to their learning in these settings. Participants will gain ideas for designing culturally-responsive learning strategies that increase these connections and support these Native American students.  

**Presenters:** Nancy Fire & Michael Fire

---

**Reflections on the History of the Adult Education Associations.**  
**Meeting Room 12**

Two past presidents and a technology specialist will present a rich history of AAACE and its predecessor organizations, including extensive photos of past leaders in the field and video clips of selected leaders from the field.  

**Presenters:** Wayne B. James, Douglas Smith & Ezzard C. Bryant, Jr.
Skill Attainment During Vocational Training and Its Relationship to Employment Outcomes for Visually Impaired Participants.

*Meeting Room 13*

This presentation will discuss the findings of research to determine the relationship between skill levels in the areas of the use of assistive technology and academics, and employment outcomes for visually impaired participants in vocational training. The data were gathered from a nonprofit vocational rehabilitation agency in a Southern state.

*Presenters:* Tabitha L. Brecke & Maria Martinez Witte

**The Role of PAR in Advancing Community Sustainability.**

*Meeting Room 14*

Communities are becoming increasingly involved in identifying and addressing environmental, social and economic issues, creating opportunities for adult educators with an understanding of participatory action research (PAR) methods. Come learn about PAR by exploring its use in communities engaged in sustainability efforts. *Presenter:* Wendy Griswoild

**Wednesday 10:20-11:10**

**Roundtables:**

*All Roundtables are held in Ballroom B.*

**Using Conceptual Change Framework Theories to Understand Learning Resistance.**

Conceptual Change Theory suggests that individuals use internal framework theories to make sense of and interpret the world. This session provides an overview of a qualitative study of teachers as adult learners. Using an imported taxonomy, presenters examined teacher’s conceptual framework theories to understand learner resistance in mandatory training.

*Presenters:* Jonathan Taylor & Steven B. Frye

**Recognition, Respect, Dignity and Capital**

**Accumulation: Putting the adult learner into the centre of things.**

Discuss theory and practice informed by orientations like Axel Honneth (recognition, respect, dignity) and Tom Schuller (human capital, social capital, identity capital). Putting adult learners at the core of theory and practice, to help rebuild/refocus their learning journey starting with recognition and identity capital (special focus economically/educationally disadvantaged communities).

*Presenter:* Sëamus Ó Tuama

**Appraising Adult Education and Traditional Gender Norms: Implications for Socio-Economic Development in the Niger Delta.**

Currently in Nigeria, several strategies have been adopted towards boosting the socioeconomic development and overall welfare of its Niger Delta region. This study utilized questionnaire surveys to appraise how adult education and traditional gender norms have influenced equitable socioeconomic development in the Niger Delta region of Nigeria.

*Presenter:* Comfort C. Zuofa

**A Teaching Philosophy Based on Principles of Self-Directed Learning: You Might Just Regret It!**

This session explores graduate students’ perceptions of instruction of a professor who holds an adult education philosophy of self-directed learning (SDL). Graduate students were asked to rank 10 of the professor’s behaviors in the courses based on their level of comfort with the behavior. The pros and cons of the individual SDL strategies are discussed.

*Presenter:* Thomas D. Cox
The Tango and Tao of Teaching and Learning: Transformative Learning through Co-Facilitation. Co-facilitation brings a heightened sense of awareness and presence to the classroom, enabling educators to connect with students on a multitude of levels. This challenges the hegemonic assumptions that there may only be one "sage on the stage." Experiences of co-facilitation will be portrayed via digital storytelling and readers theater. **Presenters:** Ruby Cain, Keri L. Rodgers & Cathy L Mullett

Writing as Thinking: Encouraging Critical and Creative Thought in the Adult Classroom. Writing that moves beyond convention and conformity can motivate and empower adult students to learn on a deeper level. In this session, we begin by touring the literature on "writing-as-thinking" through the lens of adult learning theory then uncover narrative tools that support critical and creative learning. **Presenter:** Kathy Lohr

Understanding Appalachian Adult Learners: Implications for Culturally Responsive Education. Adult learners in Appalachian areas carry unique and specific cultural characteristics that elicit implications regarding the practice of effective teaching and the facilitation of holistic development for these students. This session discusses research employing in-depth interviews to probe the attributes of Appalachian adult learners and suggestions for culturally responsive teaching. **Presenter:** Fujuan Tan

**Wednesday 11:20-12:20**

**Concurrent Sessions**

**Adult Continuing Education/Adult Learners in Higher Education.**
**Meeting Room 3**
A fundamental aspect to continuing higher education is overcoming barriers of learning when dealing with non-traditional students. With non-traditional student enrollment on the rise, continuing higher education programs have an obligation to address issues of accessibility, affordability and accountability in higher education. **Presenter:** Lucille A. Green

**From Cell Block to Reentry: Culturally Responsive Andragogy in Action.**
**Meeting Room 6**
This research study focuses on the application of culturally responsive andragogy towards social justice and equity for adult students of color in California correctional education. Utilizing Critical Race Theory as a framework, this mixed method study resulted in reduced recidivism with promising future implications and applications. **Presenter:** Michael L. Washington

**History Matters in Research Contradictions & Relationships: Mainland China and Hong Kong University Women Leaders.**
**Meeting Room 7**
Mao, Rebellions, Reform... Contrary to mainstream news stories, China’s “Westernization” hasn’t permeated gender roles. This research study reveals a journey which explores higher education women leaders' experiences across mainland China and Hong Kong. Learn and discuss the unexpected discoveries of how ancient and recent history matters in our professional lives. **Presenter:** Kathleen P. King
Learning Style and Entrepreneurial Operations: A Small Business Research Study Facilitated Session.
Meeting Room 8
Americans spent $47.7 billion on pet products/services in 2010, making the pet industry a market segment ripe with opportunity for entrepreneurial business venture. This session will explore decision making by using the construct of David A. Kolb’s Learning Style Inventory to examine an entrepreneurial operation in the pet dog-training industry. Presenter: Carla Pacalo

Participatory Video Research to Capture Lived Experiences of Foreign Students in the U.S.
Meeting Room 9
This session focuses on the use of participatory video research to present the lived experiences of a group of international students in a Midwest University in the U.S. The presentation will provide the study background, explain the research process, present a video of their lived experiences, and discuss its implications. Presenters: Simone C. Conceição & Todd Southern

Billy Jack in the Classroom: A Tribute to Tom Laughlin and Education Entertainment.
Meeting Room 10
This session looks at actor/director Tom Laughlin’s contribution to the field of education and social justice through his use of film as a form of Entertainment-Education (E-E). Mr. Laughlin’s contributions will be examined, especially his most popular film, Billy Jack. Presenter: Ron Mottern

Meeting Room 11
This panel session highlights a cross-disciplinary perspective on learning through interaction. Four doctoral students in the Graduate School of Education share their scholarly perspectives from their own programs as well as their practical application in their work. Presenters: Mary A. Barnes, Justin Bernstine, Mark Boccia & Afsaneh Kamangar

ETS High School Equivalency Testing (HiSET) Program.
Meeting Room 12
Educational Testing Service (ETS) and the University of Iowa (ITP) have collaborated and developed a high school equivalency testing (HiSET) program that launched January 2014 at the request of more than 30 states. The assessment is an alternative to the GED. This session will provide information about the ETS HiSET Program. Presenter: Mitch Rosin

From Russia With Love.
Meeting Room 13
Come to this session to learn how Vygotsky’s theory can transform your approach to adult learning. Learn how to foster contextual learning, develop a zone of proximal development, and apply critical thinking and problem solving in your practice. Experiment with 10 quick strategies for applying these ideas in your practice. Presenters: Sara Nasrollahian Mojarrad & Gwendolyn S. Ruttcrueter

Developing English Reading Skills and Financial Literacy with Online Materials.
Meeting Room 14
Persons with limited literacy in English may struggle to understand finance-related material and be vulnerable to scams. Presenters share online, print, audio, and video financial literacy materials developed for this audience and discuss strategies for using them that can reinforce adult learners’ reading, writing, and listening skills. Presenters: Miriam Burt, Jennifer Leach & Deborah Kennedy
Lead, Leader, Leadership: Opportunities to Use Your Talents at AAACE.
AAACE Central: Ballroom Foyer
Membership is cool, but have you ever wanted to do more or contribute a little something extra to AAACE? Well, as a member of the association, there are ways you can share those awesome talents! We are constantly on the lookout for SIG leaders, commission directors, conference planning team members, and a host of others with leadership ability. In this session, you will be introduced to a variety of opportunities and informed on how to make a difference in your AAACE. We know you like options, so take the lead or just get involved. It begins with this session! Presenters: Jonathan Taylor & Christy M. Rhodes

Wednesday 11:20-12:10
Roundtables:
All Roundtables are held in Ballroom B.

Botswana's Kgotla: A Viable Addition to the Dialogic Process in Adult Education.
This session explores Botswana's Kgotla and its democratic footprints in relation to adult education. The presentation analyzes Kgotla as a grassroots democratic process in Botswana. The session concludes by offering the Kgotla from the platform of indigenous knowledge as a unique dialogic process in adult education. Presenters: Mejai B. M. Avoseh, & Dama Foster Mosweunyane

Advance Directives for the Classroom: Avoiding Chaos in Trying Times.
Adult educators can make a difference in the lives of their learners and often form a strong bond. Sometimes the learning is disrupted due to accident, illness, aging, or death. In this session we will discuss how to support learners, colleagues, and each other by creating academic advance directives. Presenters: Claudette M. Peterson & Tim O. Peterson

The Primary Motivational Factors That Affect Adult Participation and Persistence in Alabama's GED Programs.
This presentation will cover the motivational factors identified from a recent study that affect student participation and persistence rates in General Education Development Programs within the State of Alabama. Presenter: Bethany Cleveland

The Games Men Play: How Community College Students Use Video Games to Construct Their Masculinity.
This session will present qualitative data and explore how community college men use video games to construct their masculinity. Presenter: Eric Niemi

Fluffy Women: Cats Are Not The Only Fluffy Creatures Who Are Beautiful.
As both researcher and subject, this autoethnographical presentation will explore cultural, social and political implications about my life as a fluffy woman, i.e. overweight. Self-acceptance and societal tolerance will be discussed and promoted so that people of all shapes and sizes can feel included and valued in today's society. Presenter: Natalie Hendrix
Sharing Power in Adult Learning Environments.
Adult educators strive to help improve student achievement and satisfaction. Can educators use power sharing to enhance student achievement and satisfaction? This roundtable will spark discussion concerning the presence of power, the use of power sharing strategies, and proven techniques to enhance student achievement and satisfaction in adult learning environments. **Presenter: Pierce Sanute**

**12:20 PM - 1:40 PM**
Lunch and Keynote: Dr. Johan Uvin, OCTAE
Making Skills Everyone’s Business: A Call to Transform Adult Learning in the U.S.

**Wednesday 1:50-2:40**
Concurrent Sessions

**Andragogy in the Virtual World—The Design of the Learner-Centered Website.**
**Meeting Room 3**
The purpose of this study is to discuss how to transform the assumptions of andragogy into some tactical elements in an educational website design. These elements include tools such demonstration, ratings, categorization, self-evaluation, knowledge map, forum, etc. **Presenter: Bo Chang**

**Conducting Ethical Research in the Workplace: The Dual Role of Researcher and Worker.**
**Meeting Room 6**
Some graduate students maintain dual roles and conduct research while employed in a professional position. These students may access potential research participants through their workplace or may choose to conduct their research projects within their host organization. These researchers must take additional steps to meet ethical standards. **Presenters: Becky C. Smeltzer & Ralph G. Brockett**

**Fostering Client Autonomy: Applying Adult Learning Strategies in Community-based Non-profit Agencies.**
**Meeting Room 7**
The objective of this session is to explore applying adult learning strategies in community-based non-profit agencies. **Presenters: Will Ruttencutter & Gwendolyn S. Ruttencutter**

**Making a Lifelong Difference Across the City: A Case Study of the Ministry Fellows Program.**
**Meeting Room 8**
Facing increasingly complex challenges, urban ministry practitioners seek accessible, affordable, and relevant theological training. This session examines the impact of an urban ministry leadership program emphasizing experiential learning in a diverse, longitudinal community of practice. After a presentation and video, we will engage in a small group activity and dialogue. **Presenter: Maria Liu Wong**

**Meeting the Needs of Mainstreamed ELLs in a University Setting: A Case Study.**
**Meeting Room 9**
Understanding the needs of adult English Language Learners in mainstream university settings is paramount to providing appropriate instruction and services. This session will focus on research related to understanding student’s second language learning experiences through an analysis of their language acquisition narrative story. **Presenter: Hong Shi**
Development of a Graduate Certificate Program for Physicians as Educators in Academic Medicine.  
*Meeting Room 10*

This session describes the development of an innovative, new graduate certificate program as a collaboration between a School of Education and a School of Medicine to enhance teaching skills and to promote scholarship in medical education among physician educators in a large, urban U.S. medical center. *Presenter: Terry Carter*

**Engagement Tourism — A Contemporary Approach to Learning, Serving, and Working Toward Change Through Adult Education.**  
*Meeting Room 11*

With the participation of colleagues from Kenya and Afghanistan, the concept of Engagement Tourism (EnTo) will be described and discussed. Combining learning and teaching of skills in an exchange program with increasing cross-cultural understanding, EnTo is a strategy to provide assistance to disfranchised communities globally in a mutually beneficial exchange of knowledge and skills. This session concludes with information on how to put EnTo into practice in your educational or service settings. *Presenter: Gabriele Strohschen*

**How Do Faculty Create Presence in the Online Environment?**  
*Meeting Room 12*

Creating presence is a key part of any successful online course. Students have expressed preferences for various strategies that create a sense of presence for them in the online learning environment. This session will explore how online faculty engage their students and how their strategies align with student expectations. *Presenter: Anita Samuel*

**Digital Storytelling: A Supplement to the Academic Essay & Stories from the ATX: Hip Hop Artists Using Voice and Story to Transform Community. [Shared Concurrent Session]**  
*Meeting Room 13*

**First session:** Higher education instructors laud digital storytelling so much that some believe it could replace academic writing because it encourages 21st century skills and builds upon traditional literacies. Most educators see digital storytelling as an activity that can be used to supplement traditional academic writing, not replace it. *Presenter: Anne Greenawalt*

**Second Session:** The purpose of this session is to illuminate the ways Hip-Hop pedagogy uses storytelling as transformational learning. Stories from Austin, Texas (ATX) Hip-Hop artists who are impacting their community using a set of traditions located within discursive, verbal, visual, textual practices. *Presenters: Freda Bryson & Tim Eubanks*

**Blended Learning — Using Emerging Technologies to Enhance the Adult Learning Experience.**  
*Meeting Room 14*

Blended learning combines the best elements of online and face-to-face teaching and may emerge as the predominant educational model of the future. Programs that offer synchronous video conferencing and take advantage of technologies that provide collaboration, resource sharing, and high interaction may take the lead in higher education graduate courses. *Presenters: Leslie Cordie, James E. Witte & Maria Martinez Witte*
Developing and Revitalizing Your SIG: What Role Can You Play?
AAACE Central: Ballroom Foyer
Find out what’s new with AAACE’s program of SIG development and revitalization. Learn what current SIG leaders are doing to enhance member engagement and the steps you can take to assume a future leadership role in your SIG. Presenters: Christy M. Rhodes & Michelle Glowacki-Dudka

Wednesday 1:50-2:40 pm

Roundtables:
All Roundtables are held in Ballroom B.

Continuing Professional Development for Faculty: Making a Difference!
Continuing professional development can be both an opportunity and challenge for faculty at any stage of their career. This session provides faculty, administrators, mentors, and HR professionals an open platform for discussion of this critical, but often overlooked, aspect of faculty life.
Presenters: Vivian W. Mott

Fostering Student Well-Being: Overcoming Barriers Using Expressive Writing and Gratitude.
This session demonstrates how educators can use expressive writing that incorporates gratitude to help students overcome academic and personal stressors. By using this teaching and learning tool, educators can help students learn to reflect on, organize, and process their problems in a positive manner in order to improve students’ well-being.
Presenters: Andrew E. Seidler, Jeffrey Russell & Mary Ziegler

Leadership and the Art of Dance.
Adult educators are leaders from several different perspectives, in the learning setting, in the organization, in the community and in professional associations. This session will literally and figuratively use the art of dance to illustrate leader and follower behavior patterns and rhythms that keep the music beat. Presenter: Linda Edington

Learning to Be: The Sustainable Path of Flexible Life Trajectories.
Sustainability addresses the extent to which adults’ use of resources—including time—allows future generations to prosper. With respect to time, more adults are choosing flexible life trajectories as adaptive responses to 21st century demands. This session explores the role that learning plays for adults who follow this alternative tradition.
Presenter: Brian Hentz

Engaging through Life Circumstances.
Caregiving has the potential to be overwhelming. This presentation will examine the process of engagement, utilizing Illeris’ three dimensions of learning, to assist adult learners in finding emotional balance and dealing with deficiency of information, knowledge, and skills when assuming the role of caregiver for loved ones. Presenter: Josie Andrews

The Development of a Distance Education Faculty Learning Community.
This roundtable session will feature discussion of the development of a faculty learning community for distance education instructors. As part of efforts to provide continuing professional education for faculty, facilitators organized and developed this community during the 2013-14 school year. Their experiences will be shared at this discussion.
Presenters: Steve Schmidt, Elizabeth Hodge & Christina M. Tschida
Autoethnographies of Experiences in Today's Higher Education Classroom.
Autoethnographies of three higher education faculty members were analyzed to uncover their perceptions of the culture of today's higher education classrooms, focusing on implications of the emerging use of technology, the inclusion of various generational cohorts, the gap(s) between student and faculty expectations, and the relationship between faculty and administration.

Presenters: Kathryn Ann McAtee, Catherine A Hansman & George M. Amolsch

Wednesday 2:50-3:40
Concurrent Sessions

FEATURED SESSION: CDLT. Learner Interaction: How Much is Necessary in Online Learning for Adults?
Meeting Room 3
While promoting interaction through discussion board assignments is an accepted practice in online teaching, some researchers are now questioning the value of forced interactions. This featured session of the AAACE’s new Commission for Distance Learning and Technology (CDLT) explores the types of interactions, tools to foster meaningful interaction in varied institutional settings, and the question of how much interaction is necessary for adults to sustain high levels of learner engagement. Emphasis is on best-practices as informed by practical experience and research from the diverse yet complementary fields of adult learning, training, communications and psychology.

Facilitators: David Stein, J. Bernard Bradley.
Panelists: Susan Isenberg, Leann Kaiser, Alycia Harris, & Leigh Ann Whittle

Adult Educators: Making a Difference in Transitional Care & I Think I Can! Positive Psychology for Health Professional Programs.
[Shared Concurrent Session]
Meeting Room 6

First Session: Transitional care is needed to facilitate the moves patients make among healthcare providers, particularly during chronic or terminal illnesses. Patient education lies at the heart of its success. This session offers five recommendations for how adult educators can make a difference interacting with healthcare providers and requests additional insights from participants.

Presenter: Jean E Fleming
Second Session: We will explore positive psychology methods as a way to enable adult students in healthcare educational programs to focus on using natural talents and performance strengths.
**Presenter:** Julie Hall

Developing Competence in Andragogy: Elements and Contexts.
**Meeting Room 7**
Andragogy is a word that has different meanings to adult educators. It is possible for andragogy to be implemented with various elements in various contexts. More important elements appear to be for the teacher and learners: trust each other, have empathy for each other, and, be sensitive toward each other. **Presenter:** John Arthur Henschke

Jump-Starting Self-Directedness in Adult Learning Using Mobile Apps.
**Meeting Room 8**
Adult learners born and raised during the past two decades have grown up immersed in a technologically saturated culture, at least outside the classroom. Within classrooms, technology integration has comparatively lagged. Explore with us how to incorporate the self-directedness of adult learners’ use of mobile apps into formal educational settings. **Presenters:** Michael Duncan Overton, Alan A. Bailey, Sara Nasrollahian Mojarad, Andrew E. Seidler & Connie K. Shih

Inventing Wings: Contributions of the Grimke Sisters of Charleston to Abolition and Women’s Rights.
**Meeting Room 9**
Participants will explore the contributions of Sarah and Angelina Grimké, Charleston natives who were pioneers in both the abolition and women’s rights movements in the U.S. The difficulties they faced in speaking out in opposition to slavery forced them to realize that women needed to be liberated as well. **Presenter:** Lucy Madsen Guglielmino

Waubonsee Community College GED Enhanced: Incorporating College and Career Readiness into the Language Arts Curriculum.
**Meeting Room 10**
How can we prepare our students for college and careers? This session will share Waubonsee Community College’s GED Enhanced Language Arts curriculum, which focuses on preparing their adult learners for the GED exam, while getting them college and career ready. Materials and classroom activities will be provided. **Presenters:** Heather Martin & Tara Schwab

May I Come In? Removing Barriers Between Adult Educators and Low-resource, Diverse Adult Learners.
**Meeting Room 11**
Trying to conduct research, or educational programming with low-resource, diverse learners? Inexperienced and uncomfortable around low-resource, diverse learners? Facing funding, personnel, or trust barriers? In this session discover how one Extension nutrition educator used adult education principles, theory, and practices to design and implement effective programming for low-resource Latino and African American learners. **Presenter:** Nozella Brown

**Meeting Room 12**
African American women are more likely than White women to be economically insecure during retirement. A community-based project, Fit for F.I.F.T.Y was implemented to provide culturally relevant financial education, improve personal mastery and otherwise ameliorate the adverse effects of durable inequality on retirement. **Presenter:** Pamela Kennebrew
Instructional Mapping: Linking Your Course to a Broader World.
Meeting Room 13
'Instructional accountability' has an ever changing definition. In today's world, there is a lot of focus placed on curriculum mapping - ensuring that courses are aligned with the mission, vision, objectives and goals of educational programs, departments, and the institution itself.
Presenter: Melanie S. Jones

Wednesday 2:50-3:40
Roundtables:
All Roundtables are held in Ballroom B.

Sharing Equity: Collaborations for Sustainability in Environmental, Socio-economic and Educational Access Contexts in Local Communities.
This session will initiate collaborative conversations towards local community engagement and capacity building about sustainability, socio-economic issues, and access to education. AAACE is in a strong position to impact communities through our national and regional conferences and outreach to local community action groups. Presenters: Ramo J. Lord, Nancy Fire, Jacqueline McGinty & Wendy Griswold

The Changing Tide: The Ebb and Flow of Professional/Academic Adult Education.
Adult Education is a field under development, and the movement of the field into academe as a professional field has been largely unexplored. To better understand the changing face of academic adult education programs, this session examines the professional field of adult education using archival materials and contemporary printed documents.
Presenters: Amy D. Rose & Catherine A Hansman

Using Coaching as a Leadership Development Strategy with Adult/Higer Education Doctoral Students.
Coaching for leadership development is a popular practice in business and healthcare fields. Though more empirical research is needed on the efficacy of this practice, it is believed to have positive and effective results for coachees and their organizations. Should doctoral programs in adult/higher education offer this type of opportunity to students? Presenter: Suzette S. Sookdeo

Creativity and the Older Adult: Findings and Nurturance.
Creativity as it relates to the older adult (65 years of age and older) is a topic that warrants attention. As the aging population grows, an understanding of the creative process in relation to this population stratum allows adult leaders insights for providing opportunities for growth and fulfillment.
Presenter: James L. Christensen

Adults’ Perceived Abilities to Teach for Social Justice: Voices of the Deep South.
A narrative dissertation study exploring adult doctoral students’ sense of self-efficacy to teach for social justice in the Deep South while taking an advanced graduate course in diversity, oppression, and K12 education curriculum will be discussed.
Presenter: Christen Warrington-Broxtom

Designing and Implementing Effective Continuing Education Programs.
This paper presents critical requirements for designing and implementing effective continuing education programs at tertiary level. It discusses models of continuing education programs and critical administrative structures, program development processes, and coordination strategies. It concludes with recommendations for designing and implementing effective continuing education programs. Presenter: Simon Ishaya Guteng, Sr.
Action Learning in Graduate Adult Learning Programs.
This session is designed to explore the effectiveness of student groups partnering with organizations to address their critical issues using Action Learning, as well as understanding student learning during the process. Presenter: Robin Hurst

Break 3:40 to 4:10

Wednesday 4:10-5:00

Concurrent Sessions

49ers Finish: Graduation Makes All the Difference.
Meeting Room 3
Often retention initiatives focus on students’ first years at the university; however, at UNC Charlotte the 49er Finish Program recaptures seniors. This session explains program development, funding, research design, and programming for a successful graduation initiative. The presentation shares barriers to graduation and relates findings into design and implementation. Presenter: Janet Deal Daniel

Educational Barriers and Persistence of Low-Income African American Adults & Intentional Learning: Women Mentoring Women in Doctoral Education [Shared Concurrent Session]
Meeting Room 6
First Session: Examining the internal and external barriers African American adults, in the lowest socioeconomic income status, face and how those real and perceived barriers affect their perceptions of formal education. Presenter: Tennille Lasker-Scott

Second Session: This session will highlight findings from a research project that explored the experiences of Black female faculty and their White female doctoral student mentees. A common thread woven through the conversations shared between the women were the intentionality to trust, communicate, and learn from each other through mentoring. Presenter: Geleana Drew Alston

The Art of Facilitation: Applying Participation Training as a Developmental Dialogue Model at Highlander.
Meeting Room 7
Hear, learn, and apply tools that deliberately promote individual and group development. You will be able to learn about what happened at the Authentic Leadership workshop at Highlander, and share your experiences with methods, techniques, and best practices using collaborative activities, and other ways to support individual and group development. Presenters: Marjorie E. Treff, Stephen E. Earnest & Michelle Glowacki-Dudka

2014 Keeping all the Balls in the Air, Part 1.
Meeting Room 8
Developing competency-based courses for adults requires focus on multiple facets. This workshop focuses on one such model and how the developers/designers keep all the proverbial balls in the air. Presenters: Fred Prasuhn & Scarlett Spears Studdard

Health Access in Millennials: The Doctor Will Skype You Now.
Meeting Room 9
In recent years, there has been increased discussion about bringing medicine into the technological era. How will this transform access to health care? What does patient centered eHealth look like? Who are our ePatients? How will our understanding of adult education facilitate better access to tele-medicine? Presenters: Valerie Bryan, Fran G. Kamin, Kristin Brittain & Elizabeth G. Swann

"Words Unspoken": Understanding the Psychological Contracts of Contingent Faculty Teaching in Urban, Proprietary Institutions.
Meeting Room 10
Everyone brings unwritten expectations to an employment relationship; these expectations are called psychological contracts. Learn more about the expectations contingent faculty teaching in urban,
proprietary institutions bring and how those expectations are fulfilled, or in some cases, violated. Benefits and consequences of the psychological contracts formed will also be discussed. **Presenter:** AnnMarie Marlier

**Sharpening the Saw: Building a Digital Community of Higher Degree Scholars.**

**Meeting Room 11**

A university teacher describes the genesis of a digital learning community developed for Higher Degree Research students called “Sharpening the Saw”. The session acknowledges the changing educational landscape of networked teachers and learners; the changing roles of facilitators and learners; and the shared leadership practices in a connected learning community. **Presenters:** Shirley Reushle & Maxine Mitchell

**Tweeting and Talking: Effective Methods to Communicate with Today's Students.**

**Meeting Room 12**

Texting, tweeting, pinning, Instagramming or talking on the phone? With so many options for communication, what do students prefer? Do their preferences range between age groups? This presentation explores the communication methods that adult learners of varying ages prefer in the online environment. **Presenter:** Jill Buban

**Secret Agents: Adult Literacy Educators as Agents for Educational & Social Justice Change.**

**Meeting Room 13**

This session will provide insight into Adult Literacy instructors' experiences as educators and agents for educational and social justice change. Through this documentary, attendees will be able to explore educator perspectives and practices as partners in learning with their students. **Presenter:** Rosary Kennedy

The Invisible Elephant in the Room: Adult Students' Dispositional Barriers to Higher Education.

**Meeting Room 14**

Attendees will participate in a workshop session developed by the CUNY CareerPATH program to help adult students identify and address the dispositional barriers (self-doubt, fear, etc.) that may be holding them back from pursuing higher education, as well as working on the development of a session for their own students. **Presenter:** Amy Prince

**Wednesday 4:10-5:00**

**Roundtables:**

All Roundtables are held in Ballroom B.

**A University’s Evaluation of Adult Learners’ Perceptions of Support Services at Off-Site Community Learning Centers.**

This study, A University’s Evaluation of Adult Learners’ Perceptions of Support Services Offered at Off-Site Community Learning Centers was designed to provide administrators and service providers with information about the extent to which student support services meet students’ needs and achieve the goals of the administrators and service providers. **Presenter:** Gloria Smith

**Collaborations Between Industry and Academia: Creating Pathways for Success for Employees in the Teleconferencing Industry.**

Educational opportunities for the workforce population have resulted in hourly workers completing certifications and college degrees. The aim of this paper is to explore the collaboration between a teleconferencing company and a local university. These two entities provide full-time employees opportunities to earn college credits or complete a degree program. **Presenter:** Kate Nelson
Examining College Choice Among Freshmen Native Americans in Undergraduate Studies.
During this session, the preferences of Native American freshmen when selecting a college for their undergraduate studies will be discussed. The presenter will discuss the results from a review of factors influencing the college choice of Native Americans through the Admitted Student Questionnaire administered by the College Board. 
*Presenters: John D. Harrison & Marye E Hooker*

Through the Learners’ Lens: Learners Perspectives on How Facilitators Create Trust in the Learning Environment.
Facilitators utilize elements of trust within learning environments everyday; however, if students do not recognize these elements is the trust actually present? In this interactive session students will present their perspectives on what trust in the learning environment “looks and feels like” and its transforming nature. *Presenters: Lori Risley, Risa Lilly, Crystal D. Reimler, Cody Depee, Andrea K Ginter, Akanimo Sam Udoh & Mike Lopez*

Teacher Identity Adjustment in ABE Teachers: Adapting to the new GED exam and Common Core.
Big changes impact teacher identity. Explore how the new GED® Exam and the Common Core affect the teacher identity of adult basic literacy instructors and how reflection strategies can help. *Presenter: Cynthia Macleay Campbell*

Faculty Perceptions of Utilizing Academic Coaches for Large Online Classes.
Fain (2010) reported that fast-growing online courses have necessitated the need for additional help such as the usage of academic coaches hired to help with teaching, grading, course management and other duties typically done by faculty members. This session will explore faculty perceptions of the use of academic coaches in large online courses and examine best practices surrounding this teaching method. *Presenters: Paul B. Roberts, Rochell R. McWhorter & Donna S. Mancuso*

Using the Theory of Planned Behavior to Measure Learner Propensity to Transfer Training.
This roundtable will discuss the development of a learning assessment based on Ajzen’s Theory of Planned Behavior. The inventory is being developed to assess learner attitudes and the likelihood of transfer in the workplace. Dialogue will be facilitated regarding the efficacy and implications of such a project. *Presenters: Jonathan McKissack & Jonathan Taylor*

**Wednesday 5:10-6:00**
Business Meetings: SIGs and Commissions
Ballroom B and Meeting Rooms: Check AAACE Central

---

**A Night in Historic Charleston: Dinner, Ghosts, and Graveyards!**

6:30 PM
Leave hotel (transportation provided)
7:00 - 8:00 PM
Dinner at T-Bonz Restaurant on Historic Market Street
8:00 - 9:30 PM
Tour of historic downtown Charleston, and the famous Charleston Graveyard!
9:30 PM
Return to hotel (transportation provided)
ACTIVE DUTY TODAY. VETERAN TOMORROW.

A LEADING UNIVERSITY FOR U.S. VETERANS.

AMU is the #1 provider of higher education to the U.S. military,* offering more than 90 career-relevant online degree programs including Cybersecurity, Information Technology, and many more.

As an AMU student, you’ll be part of a close-knit community. We offer a wide range of services that address the needs of our respected student veteran community including:

- Student Veterans Chapter – More than 1,400 members and mentors.
- Virtual Veterans Center – Career services, academic advising, and other resources.
- Career Transition Advice – Learn tips when switching from military to civilian life.
- Affordable Tuition – Covered by your earned Veterans benefits.

LEARN FROM THE LEADER.
VISIT: WWW.AMUONLINE.COM/VETERANS

*Based upon 2012 DoD enrollment figures for U.S. service members. Image courtesy of the DoD.
†Leading university for veterans as listed in Military Times 2013 Online College Rankings, “Best for Vets: Colleges”
Thursday At A Glance

Thursday, November 6, 2014

6:00 AM – 8:00 AM    Breakfast on Own (in hotel)
6:45 AM – 7:50 AM    Graduate Students Breakfast and Panel
7:00 AM – 7:00 PM    Connection Central/AAACE Central Open
7:15 AM – 8:50 AM    Past Presidents Breakfast
8:00 AM – 5:00 PM    AAACE Registration Open
8:00 AM – 5:00 PM    Exhibits Open
8:00 AM – 8:50 AM    Session 7: Concurrent Sessions & Round Tables
8:00 AM – 8:50 AM    Adult Learning Editors Meeting
9:00 AM – 9:50 AM    Session 8: Concurrent Sessions & Round Tables
9:00 AM – 9:50 AM    Featured Concurrent Session: Sustainability (Sustainability & Environmental SIG)
9:00 AM – 9:50 AM    AEQ Editors Meeting
9:50 AM – 10:20 AM   Break with Exhibitors
10:20 AM – 11:10 AM  Session 9: Concurrent Sessions & Poster Exhibits
11:20 AM – 12:30 PM  General Session: Military Veterans Panel
12:50 PM – 2:00 PM   AAACE Awards Luncheon
2:10 PM – 3:00 PM    Session 10: Concurrent Sessions & Round Tables
2:10 PM – 3:00 PM    Featured Concurrent Session: Military Veterans (Military SIG)
2:10 PM – 3:00 PM    How to Write for the AAACE Journals: AL, AEQ, & JTED
3:10 PM – 4:00 PM    Session 11: Concurrent Sessions & Round Tables
5:00 PM              Close of Exhibits

CPAE Co-Conference

3:15 PM – 6:00 PM    CPAE Registration Open
3:45 PM – 5:15 PM    CPAE Welcome & Opening Session: Dr. Ron Cervero
5:15 PM – 6:15 PM    CPAE Reception
6:15 PM – 8:15 PM    CPAE Business Meeting
General Session: The Impact of Combat Experience on Veteran Students in Adult Learning Environments
Thursday, November 6, 2014, 11:20 a.m. to 12:30 p.m.

Dr. Sarah Jane Fishback, Associate Professor in Educational Leadership, College of Education, Kansas State University. M.S. and Ph.D. from Kansas State University in Adult Education. She was actively involved in teaching and advocacy for Army Spouses and families for 34 years, from the company level to brigade level as an Army spouse. Areas of interest are neuroscience, the effects of combat stress on learning, self-efficacy and teaching, motivation, gender issues and diversity.

Lieutenant Colonel Paul Berg, U.S. Army, is Assistant Professor in the Department of Command and Leadership and Team Leader at the U.S. Army Command and General Staff College, Fort Leavenworth, Kansas. He holds a B.B.A. and M.B.A. from the University of North Texas and a M.S. in Adult and Continuing Education from Kansas State University. During his career, LTC Berg served with the 1st Cavalry Division, 101st Airborne Division (Air Assault), 25th Infantry Division (Light) to include four combat tours. He has also been an instructor for the Aviation Officer Basic Course and the Aviation Captains Career Course. He is currently a doctoral student at Kansas State University majoring in Adult and Continuing Education. His doctoral research is in the effects of combat-related Post Traumatic Stress and adult learning in a gender case study.

Dr. Maria Clark completed a BA in Special Education, an MA in Professional Counseling Human Resources-Behavior, and a Ph.D in Adult, Occupational & Continuing Education. Her research interests are in education program evaluation, adult learning, classroom participation, and the effects of stress and trauma on learning and education success. Her recent study, Out of Combat and into the Classroom: How combat experiences affect combat veteran students in adult learning environments, sought to learn from military students how their combat experience affects them in the classroom. She developed the first Human Research Protections Program and Institutional Review Board (IRB) for CGSC and now also serves as the Human Protections Administrator and manager of the IRB.
Kevin P. Shea, Ed.D is a leader, educator, and Soldier. He is an Assistant Professor at the US Army’s Command and General Staff College at Fort Leavenworth, KS where he teaches Leadership. His military career encompassed three decades of service. As an Infantryman he commanded with distinction from platoons through battalion; he is a veteran of Operation Desert Storm where he served with an Army Special Operations unit. Kevin’s civilian career included over six years of corporate experience with successful stints at Payless Shoe Source and Sprint–Nextel. His academic research and focus on Combat Stress has led to workshops, presentations, and publications on that topic.

The Impact of Combat Experience on Veteran Students in Adult Learning Environments

As thousands of former or current military members enter adult education venues from higher education to workforce training, many bring with them issues related to combat stress. This pane discussion will include individuals associated with the United States Military who have expertise based on research with combat veterans on the topic of how combat stress impacts learning.

The implications for this research are clear; while many institutions are gearing up to provide services to students with military experience, most are only beginning. Educators are on the front lines of post-secondary institutions and they can serve as a link to campus services. With the potential for over 500,000 veterans attending the nation’s schools, the academic impact, as well as the financial and emotional impact is something that educators need to be both aware of and prepared for. The success and retention of these veterans will depend on how well they integrate into the campus community. Educators can assist with the integration of these veterans into their classrooms. Soldiers live with stress and the memories that created that stress. When they begin entering the academic world, whether it is at a full-time school in a college setting, a vocational school, or an occupational institute, they will bring those memories with them. They will also bring into the classrooms the stresses caused by those memories. Schools need to be prepared to recognize this and to have a plan for dealing with it through some form of outreach or counseling or the formation of supportive veterans’ groups. The research of both studies add valuable information to adult education practices and warrants discussion and promulgation to a wider audience.
Thursday, November 6, 2014

6:00 AM to 8:00 AM
Breakfast on Own (in hotel)

6:45 AM to 7:50 AM
Graduate Students Breakfast and Panel

7:00 AM to 7:00 PM
Connection Central/AAACE Central Open

7:15 AM to 8:50 AM
Past Presidents Breakfast

8:00 AM to 5:00 PM
Registration Open

8:00 AM to 5:00 PM
Exhibits Open

Thursday 8:00-8:50
Concurrent Sessions

A Multidisciplinary Study of Faculty-to-Faculty Incivility in Academic Health Centers.
Meeting Room 3
Faculty-to-faculty incivility, experienced by approximately 50% of faculty, has been studied within nursing, but not other health professions. Preliminary results are reported of a national study employing the Incivility in Nursing Education (INE) survey adapted for use with health professions including medicine, nursing, dentistry, pharmacy, physical therapy, and social work.
Presenters: Lilian H. Hill & Melissa Wright

Building Learner Persistence in 2-year and 4-year Colleges and Universities Through Online Instructor/Student Engagement.
Meeting Room 6
This session highlights a preliminary qualitative case study examining faculty online teaching practices at 2-year and 4-year colleges and universities that foster learner engagement, persistence and matriculation in online learning as a factor of student success.
Presenters: Earl Emanuel Thomas & Robin James

Program Satisfaction among Adult Education Graduate Students: A Longitudinal Study at an Urban University.
Meeting Room 7
This session will discuss the findings of an 8-year study of program satisfaction among graduate students completing a master’s degree in adult learning and development at a large urban university.
Presenters: Jonathan E. Messemer & Elice E. Rogers

The Portrait and the Mirror: Transformative Learning and the Social Science Portraiture Method.
Meeting Room 8
This qualitative narrative study focuses on the learning experiences of a retired manager who went on to a second career in workforce development in higher education. This study emphasizes the transformative learning experienced by both the researcher and the participant through the methodology of social science portraiture.
Presenter: Micki Voelkel
Adult Learning Editors’ Meeting and Breakfast: Cooper (Hotel)

"The Race Course is our Classroom": Context-Based Learning and Serious Leisure & Learning in Leisure: Exploring Recreation Specialization as a Theoretical Framework. [Shared Concurrent Session]
Meeting Room 9
First Session: This session is intended to present findings from ongoing research that explores context-based learning, its role in leisure learning, and the ways in which high level sports officials advance their skills and knowledge through reflective practice and interaction with one another.
Presenter: Kenda Shea Grover

Second Session: Does it make a difference to adult learning if the learning occurs in a leisure context? This session will explore recreation specialization - a theoretical framework from the field of leisure studies - for how it can inform studies of adult learning in hobby or other leisure settings.
Presenter: Rhonda R. Newton

Gray Shades of 50.
Meeting Room 10
This phenomenological study explored the lived experiences of post-menopausal women during the time of their menopause transition. In a focus group of women, predominantly 50-years of age and older, this study sought to give voice to experiences that are all too often hushed in our age-phobic society.
Presenters: Jamie Cooper & Kelly McCarthy

Moving Beyond "Bookish Knowledge": Exploring Deep Learning and Film-Based Pedagogy.
Meeting Room 11
Teachers, trainers, and other facilitators engage in their work to help adult learners apply content in a meaningful way to their own contexts. How can we help learners move beyond “bookish knowledge” to personal application? This session explores the idea of “deep learning” as highlighted in a recent qualitative study. Presenters: Joann S. Olson, Linda Autry & Jeffry Moe

Sources of Interpersonal Support for Adult Graduate Students.
Meeting Room 12
The demands of graduate education can have a major impact on the psychological and social well-being of adults. This session will present the results of a survey research study exploring the ways in which the behaviors of key people, both on-campus and off-campus, positively and negatively influence adults’ educational experiences. Presenters: Thomas Valentine & Juanita Johnson-Bailey

Bringing Cultures Together: Working with Native Americans and Non-Indian Fishers in Sustainability Education.
Meeting Room 13
Adult education can promote responsible stewardship of natural resources. However, educators must consider how those practices are embedded in the cultures and histories of the area. This session will describe a project to encourage cooperation between Native Americans and non-Indian sport fishers in maintaining salmon runs in the Pacific Northwest. Presenters: Stan Goto, Melina Zahalka & Josh Pierson
Thursday 8:00-8:50
Roundtables:
All Roundtables are held in Ballroom B.

Academic Entitlement: Are We Preparing Students for Real Life?
With the growing interest on academic entitlement and its influence on the social context of the classroom, this research endeavor explores the current research on academic entitlement to answer the following question: Are we preparing students for the real world? Finally, we will explore learning strategies for promoting relational skills.
Presenters: Jeffrey Russell & Kellee Vess

Analyzing Existing Diversity Awareness Among University Staff.
Research conducted at a large Midwestern Land Grant university identified themes surrounding diversity awareness perceptions among university support staff. Immersing themes include: positional power, ageism and racism. The research recommendations encourage inclusion, communication, accountability and educating employees within the workforce about diversity awareness. Presenter: Cheryl Rossele Grice

A Repository of Web Learning Tools Makes a Difference at Penn State.
Promoting excellence in online teaching and learning is possible through community efforts. A university-wide committee identifies needs and contributes to a comprehensive tool repository to increase faculty interest in online teaching activities, and to pursue collaborative endeavors to build a strong foundation for quality online teaching. Tools will be shared.
Presenter: Carol A. McQuiggan

Faculty in Adult Degree Programs: What They Have Learned From Teaching Adults.
This roundtable will share preliminary findings from a study of faculty in adult degree programs within higher education, focusing on how faculty prepared in academic areas other than adult education perceive the adult learners they work with and how they believe teaching adult college students has influenced their teaching practices.
Presenters: Jovita Ross-Gordon & Kayon Murray

Bullies in Academia.
Bullies are prevalent in schools and the workplace. Universities tend to have more than their fair share of bullies. This session will present an overview of bullies with a specific focus on bullies in adult learning and the university setting.
Presenter: Patricia Coberly Holt

The Relationship Between the Number of Full-time Professors and Student Employment Rate: The Case of Universities of Technology in Southern Taiwan.
This session will discuss the influences the number of full-time professors has on student employment rate at universities of technology in southern Taiwan.
Presenters: Li-Ching Lin, Shwu Ming Wu, Hsiou-Hsiang Liu & Cheng-Hong Yang

“Im a Convicted Felon, but I Actually Love Myself More:” Incarcerated Women’s Narrative Identities.
Using McAdams’s (1993) framework, we uncover the narrative identities of women in jail who participated in a holistic, gender-responsive educational program. We show the effect of the social context and educational programming on the women’s identities. Findings have implications for adult educators in correctional institutions. Presenters: Carolyn L. Sandoval & Lisa M. Baumgartner
Thursday 9:00-9:50
Concurrent Sessions

FEATURED SESSION: SUSTAINABILITY SIG.
Reclaiming the Cultural Commons:
Local Knowledge and Global Sustainability.
Meeting Room 3
Humans have a long history that is reflected in our
diverse cultural traditions. These cultural traditions
or 'commons' have sustained people for thousands
of years. They are evident in the face-to-face
exchanges of knowledge that characterize our
everyday life. The cultural commons are the forms of
knowledge, skills, and patterns of mutual support
that have been shared by adults over thousands of
years. These are practices that exist in every
community and represent the culturally diverse
legacies that are less dependent upon a money
economy and consumerism. These cultural
commons reflect more sound ecological practices
and sustainable goals for all. In fact, some
environmentalists think that the key to thwarting the
ecological crisis we now face can be found in the
revitalization of the cultural commons. Join us in
reconnecting with the knowledge present in all
communities and discussing its relevance in
addressing the ecological problems of today.
The heart of this session is a 20-minute documentary
on the cultural commons. This film produced by one
of the workshop organizers defines and highlights
the cultural commons apparent in every community.
It describes the processes of enclosure or the
eroding of the cultural commons by industrialization,
consumerism and the market economy.
Understanding the concept of the commons and
how to teach others about it is one method of
connecting learners to the practices that might
curtail the ecological crisis.
Facilitators: Audrey Dentith and Wendy Griswold

AEQ Editors’ Meeting: Cooper (Hotel)
Mentoring Beyond the Classroom.
Meeting Room 6
How and why should mentoring continue after
students complete their program of study? By
deconstructing concepts of mentoring and exploring
benefits resulting from a mentoring praxis grounded
in a liberatory education approach, three college
professors will share techniques for longitudinal
mentoring resulting in positive outcomes for diverse
adult learners. Presenters: Virginia I. Heaven, Vincent
Wiggins & Gabriele Strohschen

Gauging Knowledge Construction of Cultural
Content: Three Formal, Adult Education Contexts.
Meeting Room 7
This session will explore themes identified in an
exploratory, qualitative study of adult learners’
knowledge construction of cultural and social
foundations content in formal courses within three
different higher education settings: face-to-face
college campus, face-to-face military setting, and on-
line. Implications for practice will be addressed.
Presenters: Susan M. Yelich Biniecki & Royce Ann
Collins

Lead, Leader, Leadership: Opportunities to Use
Your Talents at AAACE.
AAACE Central: Ballroom Foyer
Membership is cool, but have you ever wanted to do
more or contribute a little something extra to
AAACE? Well, as a member of the association, there
are ways you can share those awesome talents! We
are constantly on the lookout for SIG leaders,
commission directors, conference planning team
members, and a host of others with leadership
ability. In this session, you will be introduced to a
variety of opportunities and informed on how to
make a difference in your AAACE. We know you like
options, so take the lead or just get involved. It
begins with this session! Presenters: Christy M.
Rhodes & Jonathan Taylor
Effective Practices to Increase Your Writing Productivity & Effective Strategies to Increase Your Publishing Success [Shared Concurrent Session]
Meeting Room 8
First Session: Writing is a pervasive job requirement for adult educators in all specialties. Whether writing to publish research, obtain grant funding, or disseminate innovative practitioner ideas, participants will leave this session with knowledge of effective practices and resources for increasing writing productivity and quality.
Presenters: Jill Zarestky, Dominique T. Chlup, Catherine A. Cherrstrom & Patricia Goodson

Second Session: Adult education practitioners and academics face the challenge of publishing in order to contribute to theory, practice, and policy. Participants will leave this session with effective strategies, vetted resources, and a customized action plan for publishing success.
Presenters: Catherine A. Cherrstrom, Jill Zarestky & Mary V. Alfred

Using Graduate Students’ MBTI Profiles to Discover Learning Preferences.
Meeting Room 9
Participants of this session will learn how graduate students’ Myers-Briggs Type Indicator (MBTI) profiles differ from established norms. Results from this study will inform attendees on how to adapt their existing instructional strategies to meet the needs of different learner profiles.
Presenters: Kelly McCarthy & Jamie Cooper

Communicative Attributions, Power, and Situational Sensitivity: Developing a Culture of Inclusion on campus.
Meeting Room 10
Communicative attributions are often employed by both the accuser and the accused in university-based race/ethnicity critical incident encounters. This session explores the power relationships that permit attributions to either enhance or restrict the practice of situational sensitivity in an urban university.
Presenter: Larry G. Martin

Boundary Spanning Behaviors: Implications for Adult Educators.
Meeting Room 11
In our highly networked, transdisciplinary, global society, the ability to span boundaries is an increasingly critical role as adult educators, boundary spanners are in our classrooms, our communities, our scholarship and our practice. This session explores theory and practice to better support, educate, and understand boundary spanning behavior. Presenters: Jenny Jordan, Casey D Mull & Lorilee Sandmann

Out of Place: Traditional Students Who Become Non-Traditional Students.
Meeting Room 12
A growing number of college students who began their undergraduate careers as traditional students (college immediately after high school, full time study) slowly transition to non-traditional student status by the time they graduate. The presentation will review data and look at individual case studies of these transitioning students.
Presenter: Shawn O’Riley
Quality Does Matter: Designing an Online Health Studies Graduate Program.
Meeting room 13
This session will discuss the importance of planning when designing an online Master in Health Services Administration program. Lessons learned will be shared along with tools, techniques and strategies to help make it a quality experience for both the faculty and the student. Presenter: Bonnie Flynn

Thursday 9:00-9:50

Roundtables:
All Roundtables are held in Ballroom B.

Building Your Organization Through Marketing.
Marketing is critical to building an organization. This interactive session, targeted at adult educators in both profit and non-profit organizations, focuses on organizational branding, powerful marketing messages, and traditional and on-line techniques for marketing. Appropriate handouts are provided for the participants related to each of these three topics. Presenters: Rosemary Caffarella & Sandra Radcliff Daffron

If It Quacks Like a Duck: The Classist Curriculum in Disney's Reality Television Programming.
Learn how Disney uses Reality TV to support a neoliberal worldview by teaching a fantasy of working-class and poor who 1) are content to be poor, 2) are proud of their ignorance, and 3) are undeserving of socialistic programs that might provide opportunities for advancement, authentic education, and upward mobility. Presenter: Robin Redmon Wright

Sharing Voices: Collaborative Research and Practice for Promotion of Social Justice in Adult Education.
In many capacities the field of adult education is positioned to encourage efforts to support non-discrimination, equality, and opportunities for individuals to transform their lives. This session will explore research and partnership opportunities aimed at creating a shared vision for adult education and the promotion of social justice. Presenter: Jacqueline McGinty

Empowering Communities of Practice through Shared Power.
Adult learners may not know how to exercise power in unfamiliar domains. Presenters will explore what adult educators might do to responsibly share power, inspiring community of practice. Through intentional environment, practices, and theory, this class formed an exceptionally strong learning community that has continued collaborative work a second year. Presenters: Christina Van Wingerden & Stan Goto

Scholarship of Engagement through the Eyes of the Exemplars.
How do leaders of the Scholarship of Engagement (SOE) experience and define this field? This presentation on our current research will explore exemplars’ socially and culturally mediated experiences, beliefs, symbolic interactions, and the significance of positionality as an influencer of action and understanding in SOE. Presenters: Carol Kasworm & Nur Aira B. Abrahim

The Bigger, the Better?: The Megachurch and Adult Education.
The megachurch has become a mainstay in today’s society. Americans are tuning in and turning out in record numbers to these churches. How have these large churches impacted adult education programming? We explore trend data of megachurches and discuss gaps in educational offerings and services. Presenters: Paulette Isaac-Savage & Michael L. Rowland
Transformational Change through Mindfulness Meditation.
This study is about how learning mindfulness meditation can change how one views the world. The focus is on those who have practiced mindfulness meditation for several years as they describe the effect that practice has had on how they understand their world and any transformational changes that have occurred.
*Presenter:* Sylvia Boltic

Using Business Simulation to Improve the Undergraduate Capstone Experience.
The increased levels of domestic and global competition have changed the skills needed by managers. Business leaders of the 21st century will be tasked with a greater understanding of and appreciation for their economic, financial and managerial decisions. The business simulation exercise is an effective tool for training future business leaders.
*Presenters:* Joseph Cappa & Bernice Bain

*Break: 9:50 to 10:20*

**Thursday 10:20-11:10**

**Concurrent Sessions**

Community College Faculty Development Models.
*Meeting Room 3*
This session presents data on comprehensive professional development opportunities delivered in face-to-face and distance formats, tailored to meet the needs of community college faculty and administrators. We present data on a portfolio of non-credit and credit workshops, institutes, certificates and degrees in both teaching and learning and leadership tracks.
*Presenters:* Susan J. Barcinas & Duane Akroyd

Contested Terrain: Inclusive Versus Separate Learning Settings? The Relational Concept of Space as Analytical Tool.
*Meeting Room 6*
How might adult educators make a difference to learners with special needs? This paper analyzes transformations in the field of “inclusive adult education” in Germany through the lens of the relational concept of space by Löw (2001). The city of Hamburg and language courses for learners with special needs serve as concrete examples.
*Presenters:* Silke Schreiber-Barisch & Emma Fawcett

Give Green a Chance: Countering Sustainability Politicization Through Adult Education.
*Meeting Room 7*
Public policy advancements rely upon an educated citizenry, and that is especially true when dealing with the politically-charged issue of sustainability. The presenter will demonstrate how a fully-online graduate course using principles of adult learning has resulted in greater student awareness of sustainable technologies and the need for sustainable energy policy. *Presenter:* Carol J. Haddad

Critical Media Literacy as Pedagogy in Adult Education.
*Meeting Room 8*
Critical media educators claim that popular culture fosters learning. The fact that adult learners are learning from videos in the classroom to discuss societal issues in media, supports claims that critical media literacy is a tool that teaches. Media is a timely and relevant form of non-formal education.
*Presenters:* Audra P. Jackson & Robin Redmon Wright
Engaging Adult Online Learners: Towards Lifelong Learning and Adult Learning Theory.
Meeting Room 9
Engaging the adult learner can be a challenging endeavor for the online instructor. This session will explore the most effective strategies towards building learner engagement within the online classroom. Adult learning theory and vesting the student in lifelong learning will be applied to online instructional strategies. Presenter: Lynne Orr

Creating a Field and a Practice: Jean Hunter Morrison and Adult Education (1940-1960).
Meeting Room 10
This session discusses Jean Hunter Morrison who was an editor and writer journal articles and books for the Canadian Association for Adult Education. Particular attention is paid to Jean's education and formative influences, all of which contributed to her ability to support the Association as it was being built. Presenter: Leona M. English

Do You Know How Lost I Feel?: Developing a New Professional Identity After Changing Careers.
Meeting Room 11
Any career change is complex and presents many learning opportunities. This session explores the processes related to the formation of professional identity by focusing on the literature, specifically the literature related to those who pursue a new career through alternative teacher certification. Presenters: Margaret Rice, Joann S. Olson & Mary W. Lasater

Thursday 10:20-11:10
Poster Sessions:
All Poster Sessions are held in Ballroom C4

Instilling Resilience Into Adult Family Members of US Military Servicemembers and Their Families.
The Utah Army National Guard has designed a comprehensive plan that maximizes Soldiers' and family members' mettle, mind and mental thinking and focuses on the five dimensions of strength: physical, spiritual, emotional, social and family performance levels by providing individually tailored skill training that leads to a balanced, healthy, self-confident force. It all comes down to our thought processes, we can always change our thoughts; it's the emotions and reactions that we can't change, and that's why we need real-time resilience. Presenter: Burke Sorenson

Informal Feedback to Enhance Student Learning in the Online Environment.
Feedback is a key aspect of student learning. However, it is not limited to formal assessments. Informal feedback is also important for the learning process. This session will discuss informal feedback and its impact on learner engagement in the online environment and will offer strategies to enhance student learning. Presenters: Simone C. Conceição & Anita Samuel

The Unintended Consequences of Community Education: How Community Colleges Impact the Kid Next Door.
This session will report on three case studies of rural community colleges that offer community education, and the un-intended consequences of these offerings. Drawing on interviews with over 100 college and civic leaders, study findings focus on the rippling impact that non-formal learning has on a community's citizenship. Presenter: Michael T. Miller
**Culture as Process: Implications for Adult Learning.**
Culture has implications for contemporary adult learning. This session will address how culture is perceived as a process by adult educators and how this process influences adult learning and teaching practices. The findings suggest challenging traditional adult teaching approaches by exploring culture's interaction with learners' interests, motivation, and preferences.
Presenter: Haijun Kang & Yelich Biniecki

**International Students in Higher Education: Educational and Social Experiences.**
The number of international students is rapidly increasing and there is a growing concern on the needs and resources available for this group. This session provides a glimpse on the educational and social experiences (i.e. relationships, services and facilities, gender issues) international students encounter in US, particularly in higher education.
Presenter: Xi Lin & Minerva Brauss

**Making Space for Renewal and Inspiration as Adult Educators.**
Time for renewal. As adult educators seeking to make a difference in the world, it is easy to become over-scheduled, stressed, and burnt out. When we value renewal and our own internal development, we are much better at supporting and caring for others. Let's share and practice our strategies.
Presenter: Michelle Glowacki-Dudka

**From the Battlefield to the Classroom: Techniques for Engaging Veterans Diagnosed With PTSD.**
This poster session will examine PTSD among veterans and factors that may trigger PTSD episodes within the context of the college classroom. Accommodating veterans diagnosed with PTSD, classroom environmental considerations, and instructional practices that may increase the potential for stress among PTSD diagnosed veterans will be presented.
Presenter: Marye E. Hooker & John D. Harrison

**Let's Dance: How Learning to Dance Impacts Older Latinos.**
This session explains a study on the physical and cognitive effects that learning to dance as a form of exercise has on older Latinos. Presenters: Natalie Manbeck, Maria Caceres, Susan Aguinaga, Priscilla Vasquez & David X Marquez

**American & European Study Abroad Programs Increasing Diverse Leaders: Why Europe is Leading the Way.**
This study explores the differences between study abroad programs in American and European university systems. Investigating challenges that European study abroad programs have encountered and overcome leading to a higher instance of diversity of ideas in leadership. Additionally, proposing ways in which to introduce a similar American study abroad program.
Presenter: Crystal D. Reimler & Lori Risley

**Turning Learning on Its Head: Three Reasons to Flip Your ESL Classroom.**
In flipped learning, direct instruction takes place outside of class while practice and application take place in class. Adult ESL learners stand to benefit the most from this approach for three reasons: (1) increased comprehension; (2) increased interaction; and (3) increased critical thinking. Learn how to flip your classroom.
Presenter: Helaine W. Marshall

**Gay Male Law enforcement Officers Navigating the Closet: What is the Function of (Non)Disclosure?**
Difficulties with disclosure, "coming out," for gay men are indefinitely compounded by context, such as law enforcement, which remains a masculinized industry. The purpose of this study was to explore what gay male law enforcement officers said about their experiences with disclosing or not disclosing their sexual orientation at work.
Presenter: Joshua C. Collins
Experiential Learning Abroad: Teaching Laboratory Skills in Malawi, Africa.
Development and pilot study of laboratory teaching module in a non-academic setting: Malawi, Africa. Promoting interdisciplinary learning in rural settings with the intention of teaching skills and techniques needed to perform HIV/AIDS and Malaria testing, through experiential learning that promotes academic inquiry, cultural awareness, and other professional skills. Presenter: Shaliah M. Armstrong

Cooperative Extension: Making a Difference in Community Education.
Recognized as the largest adult education institution in the U.S., Cooperative Extension bridges adult learning theory and practice in ways that make remarkable differences in lives of non-traditional adult learners, their families, and communities. Our poster highlights three Extension programs, each addressing learning needs of adults through innovative, theory-based practices. Presenters: Alexandra Bell, Clint E. Cummings, Karen Franck, Barbara Metzger, & Kim L. Niewolny

Why Don’t We Finish?
This poster session will concentrate on the top three challenges to adults finishing degree programs, including solutions to meet these challenges. The presenter is a non-traditional adult student offering insight and common variants to this growing concern. Presenters: Andrea K. Ginter & Lori Risley

Investment in Employee Education Programs: A Win-Win for Both the Employer and Employee.
Investment in Employee Education Programs: A Win-Win for Both the Employer and Employee. In a global economy, employer-supported voluntary, educational programs that provide employee growth and development, realize employees flourish with enhanced skills and training. Employers and employees work together to provide educational services and opportunities. These “portable skills” enrich existing careers, or are taken with employees after exiting from the employer.

Presenters: Donna C Atkins & Cecelia Wagner

Career Development Experiences of Women Leaders in Higher Education.
The purpose of this poster session is to bring awareness to the underrepresentation of women in leadership roles in higher education, particularly in four year institutions. The poster will summarize the theoretical framework, methodology, methods and key literature utilized in this in progress research project. Presenter: Shatrela Washington-Hubbard

Career Swap: What Motivates Second Career Educators to Educate.
The study analysed factors that influence second career educators’ decision to transition from corporate society to the field of education. It also provides recommendation regarding retention strategies for educational systems. Presenter: Yvonne Hunter-Johnson

Self Directed Learning and the Inquiring Mind.
Adult students have multiple learning motivations. In 1960, Dr. Cyril Houle wrote The Inquiring Mind, and found three learning motivations: goal oriented, activity oriented, and learning oriented. Do these three learning motivations still exist? In this study, comparison research of Dr. Houle and current students was conducted. Presenter: Kristi Bulluck

Making a Difference for Adult Student Success through An Online Practicum Capstone.
This poster presents the findings from implementing an online practicum capstone for the Master of Science in Interdisciplinary Studies degree at Texas State University and this field-based experience makes a difference to adult student success as they transition to the workplace. Presenters: Carrie J. Boden-McGill, Omar S. Lopez, & Iris Fulton

Faith-Based Nonformal Adult Educators: Making a Difference!
An adapted quantitative instrument measured self-reported perspective transformation in a non-
probability sample of adult evangelical faith-based nonformal education participants (N = 597). An 86% majority agreed they perceived perspective transformation. Influential individuals, personal reflection, and thought-provoking learning assignments were significant positive predictors of all four factors of perspective transformation.

**Presenter:** Phil Gerke

**Chasing the Sun: Resistance in the Academy.**
From pedagogy to andragogy, from lecture to co-constructing learning, perceptions of ideal teaching styles among peers can differ, extensively. With the differences, come affirmation, indifference, or disapproval. Varying adult education philosophies and adult teaching strategies, examples of explicit and implicit bias toward them, and countering dissent will be provided.

**Presenters:** Keri L. Rodgers & Ruby Cain

**The Relationship Between Educational History and Skills, Demographics, and Reading Patterns of Struggling Adult Readers.**
Adults enrolled in basic education were investigated to see how their highest-grade level attained was related to skills, motivation, and practices. Results indicated that the highest-grade level attained was not related to most measures. This finding suggests that educational history alone does not necessarily predict skills, reading patterns and attitudes.

**Presenters:** Christine Dunagin Miller & Daphne Greenberg

**An Exploratory Investigation of the Curricular Materials Used in Adult Basic Education Programs in Florida.**
We present a review of the curricular materials utilized in 14 Adult Basic Education classrooms in Florida. We developed a scoring rubric to assess materials along seven research-based target instructional areas. Results indicated considerable variability in the materials used across classrooms and the extent of alignment with research-based instructional practices.

**Presenters:** Elizabeth L. Tighe, Meagan Caridad Arrastia, Carol M. Connor & Sharilyn Steadman

**Group Self-directed Adult Learning from International Perspectives: Japan, Sweden, and the U.S.**
Comparative review and analysis of popular nonformal, group self-directed adult learning forms in Japan, Sweden, and the U.S. This session will introduce case studies of a study group (Benkyoukai) in Japan and women’s study clubs in the U.S. The session will also provide insight into study circles in Sweden.

**Presenters:** Eunkyung Na & Waynne B. James

**Professional Doctoral Learning Communities.**
The purpose of the Professional Doctoral Learning Community (PdLC) is to collaborate and support the research endeavors of doctoral students and continued research through a practical approach.

**Presenters:** Yazmine Thomas

**Adult Educators: Seeds of Ecological Change.**
Adult educators are seeds of environmental, social, and economic change. They are planted in local communities, ready to blossom into change agents for sustainable practices. They have potential to become a community’s autoimmune response to transform values, beliefs, attitudes and behaviors for the betterment of the Earth and its inhabitants.

**Presenter:** Wendy Griswold

**Does the Adult Educator Make a Difference? Income Inequality and its Deleterious Influences on Achievement.**
Extreme income inequality in a society brings with it extreme social and health problems, including lower levels of educational attainment. This session focuses on the role of the Adult Educator, with emphasis on Adult Basic Education, in one of the most unequal developed societies in the world (the U.S.).

**Presenter:** Valerie K. Ambrose
Exploring Competency-Based Education Options for Adult Learners at a Penn State Branch Campus. Competency-based education can be an excellent way to acknowledge and reward adult students’ prior learning. This session will describe Penn State DuBois’ exploration of competency-based education options for adult learners. Types of competency-based programs, their advantages and disadvantages, and the challenges of adopting a competency-based program will be discussed. 

Presenter: Michelle Covert

How Do the Skills of Young Adults in the U.S. and Around the World Compare?: Key findings from the Program for the International Assessment of Adult Competencies (PIAAC) 2012. This poster session provides an overview of PIAAC results on the literacy, numeracy, and digital problem solving skills of U.S. young adults. The focus is showing the relationship between cognitive skills and workplace skills, employment, educational attainment, and parental education, and how this age group compares to their international peers.

Presenters: Jaleh Sorou & Emily Pawlowski

11:20 to 12:30 General Session Military Veterans Panel: The Impact of Combat Experience on Veteran Students in Adult Learning Environments (Ballroom A)

12:50 to 2:00 Awards Luncheon (Ballroom C)

Thursday 2:10-3:00
Concurrent Sessions

FEATURED SESSION: MILITARY SIG. Education of Active Duty Force & A Discussion with Panel Members.
Meeting Room 3
The AAACE Military SIG will conduct a Featured Session that will have two components:

♦ A 20-30 minute presentation that will focus on how the active duty force is educated. Grey Edwards will speak to his role as a current Army administrator. Jim Sweizer will address this issue as an administrator from the largest school serving the military.

♦ The remaining time will be a Q&A with members of the Military Veterans Panel from earlier that day and with the leadership of the AAACE Military SIG.
Facilitators: Jim Sweizer & Grey Edwards

Adult Learning & Change in the Context of Workplace Health Promotion.
Meeting Room 6
Helping people develop and maintain sustainable healthy lifestyle behaviors and habits is the foundation of workplace health promotion. This presentation addresses factors influencing adult learning related to behavior change, with a focus on promoting personal health as a priority, engagement in workplace wellness initiatives, and fostering a positive workplace culture. Presenter: Lisa Elsinger

From Spoke to Hub: Shifting Organizational Identity through Arts Integration in a Community-Based Non-Profit.
Meeting Room 7
This action-research study with an inner-city nonprofit focused on social action, applied a broadly polyphonic process of strategic visioning and
planning that integrates storytelling, drawing, and large scale mosaic installation. Outcomes included identity shifts at the organizational level and insights into the influence of art as a way of knowing.

**Presenter:** Jo Tyler

**Online Learning Boot Camp for the New Instructor:**
**The Learner Experience.**

*Meeting Room 8*

This session explores the cognitive and emotional experience of graduate teaching assistants and faculty participating in an online camp for new instructors. A case study will be presented showing how emerging online instructors learn to apply five online teaching concepts including tools, participants, social practices, learning community, and outcomes.

**Presenters:** David Stein & Constance Wanstree

**Making a Difference for Adult Learners Through Student Organizations & Engagement.**

*Meeting Room 9*

This presentation will explore the importance of student organizations and engagement and how both can make a difference in adult learners' persistence to graduation. Theoretical and practical points of view will be discussed. We will also share a best practice of such an organization within North Carolina Wesleyan College.

**Presenters:** Evan D. Duff & Jonathan Shores

**Martial Arts and Lifelong Learning: Negotiating the Nexus of Knowledge and Agency Through Martial Arts Training.**

*Meeting Room 10*

Scholars recognize the significance of holistic learning perspectives which integrate body, mind and experience in the learning process. This presentation will discuss how practicing martial arts can contribute to women’s agency, physical empowerment and embodied knowledge.

**Presenter:** Valerie Ann Cholet

**Helping Adult Learners to Thrive in Their Third Age.**

*Meeting Room 11*

The Third Age refers to the years between 55 and 75 when a person becomes freed from the responsibilities of work and yet is still healthy. This workshop will provide attendees with tools for working with Third Age adults seeking to determine how they should live the rest of their lives.

**Presenters:** Susan A. Santo & Larry K. Bright

**The Charters Library of Resources for Educators of Adults at Syracuse University: Yesterday and Today.**

*Meeting Room 12*

The Charters Library of Resources for Educators of Adults at Syracuse University encompasses more than 90 manuscript collections and thousands of print and audio-visual materials documenting the international history and development of the field from the 1920s to today. Learn more about this rich resource for scholars and practitioners alike.

**Presenters:** Alex Charters & Lori Risley

**We’re Only Human! How Emotions Influence our Teaching, Health, and Well-being.**

*Meeting Room 13*

In a climate of ever-increasing demands upon college instructors, maintaining a positive outlook is becoming more difficult. Research has shown a relationship between emotions and overall health. In this session, we address how positive psychology can help build resilience and make a difference in our professional and personal lives.

**Presenters:** Cecillia Teal, Kellee Vess, Jeffrey Russell & Valerie K. Ambrose
Conflicting Graduate Student Perspectives on Discussion in the Online Classroom: Implications for Practice.
Meeting Room 14
Students in a fully online Adult Education graduate program reported widely varying expectations of, and preferences for, discussion participation, dependent on their roles as faculty members or students. This session will explore those expectations and preferences, engage session participants in furthering the conversation and discussing the implications for online practice. 
Presenter: Jennifer K Holtz

How to Write for AEO, AL, JTED:
Meeting Room 4

Thursday 2:10-3:00
Roundtables:
All Roundtables are held in Ballroom B.

Creating a Circle of Trust: Experiences from a First Year Doctoral Program.
Developing and sustaining a community of support for the adult learner in a doctoral program. Examining factors that attributed to an open environment of accountability, trust, and community using interactive dialogue.
Presenters: Yolanda Reyes Guevara & Andrea Flores

Transforming Ways Adult Educators Learn About Mobile Learning.
This session will re-conceptualize institutional-led professional development to design contextual, collaborative and transformative learning experiences for educators as part of their continuous professional learning in the digital age. The session will curate the emerging discourse, surfacing characteristics shared across mobile learning and professional learning contexts to illuminate ways educators learn. Presenter: Maxine Mitchell

In Becoming a “We” - The New Professoriate.
Rather than separating the contingent faculty from tenure track professors, how can we become more unified and support the needs of the contingent faculty for their career development and goals? 
Presenters: Kalpana Gupta & Leann Kaiser

Spirituality, Culture and Teaching in a Complex World.
Teaching for cultural relevance is often connected to spiritual commitment. In this session, community college instructors, college administrators, and practitioners in other community settings share their insights about cultural relevance, spirituality and teaching in complex settings. Presenters will highlight their own experiences and connect these to existing theories. Presenters: Kathryn Hix, Kristen Benoit, Audrey Dentith, Jason Finley, Michelle Murray, & Kristen Ruiz

When Gentle Women Take a Stand.
The lives of Rosa Parks and May Justus intersected at a school desegregation workshop at Highlander Folk School in the summer of 1955. Both took public stands when personal values collided with community norms. What factors led these private people to take public stands? What experiences stir today’s gentle souls? Presenter: Sharon Herbers

Adult Educators: Bridging the Digital Divide Through the Use of ICT to Empower Underserved Populations.
"Adult Educators: Making a Difference" By leveraging the power of ICT to bridge the divide to provide access to technology and create opportunities for learning and employment among adult learner or underserved populations in economically challenged communities in rural and urban area across New York State. Presenter: Kofi Ampsah
Action Learning Coaching for Novices and Pre-Professionals.
This session explores how action learning coaching might facilitate professional development and lifelong learning for novices and pre-professionals. Reflections and learnings from set members as well as from their similarly noviced action learning coach will be shared.

Presenters: Angie Carter & Karen Watkins

Taking Education to Go: Skill-Focused Learning.
Today’s adult learners are becoming keepers of their own skills sets. The degree isn’t necessarily the goal... the courses that offers the skills needed to do the job are the key. Learn new ways to market to these consumers, and align curriculum to attract students- one course at a time.

Presenter: Anna Graf Williams

Thursday 3:10-4:00
Concurrent Sessions

Midnight Running: How IHR Managers Make Meaning of Expatriate Adjustment & Helping ESL Learners Find Their Place in a New Community: Strategies for Educators [Shared Concurrent Session]
Meeting Room 3

First Session: Missing from academic and professional literature is what International Human Resource (IHR) managers think and understand about expatriate adjustment. This session reports the findings of a recent critical incident study on how IHR managers make meaning of, characterize, and intervene in response to expatriate adjustment.

Presenter: Todd Stephenson

Second Session: This session will share classroom approaches and community-based projects that can help international adult ESL learners engage with their new educational and social contexts. These strategies decrease isolation and homesickness, foster opportunities for connection within new communities of practice, and cultivate higher levels of motivation and progress toward learning goals.

Presenter: Ruth Parrish Sauder

The Elephant in the Room - Improving Training Transfer.
Meeting Room 6

Education is expensive – whether at a college, university, community group, or your workplace. Improve your outcomes – and those of your students – by giving them more than they expect or pay for. With the proper tools, your training transfer, and theirs, can increase significantly.

Presenter: Melissa Thorpe Hill

Scaffolding ABE and ASE Curricula While Building Community in the Classroom.
Meeting Room 7

Challenged by funding, adult education programs are strained to produce specific outcomes; the focus becomes the outcome, not the student. Focusing on development of community within the adult education classroom, provides a shift to student-centered instruction and andragogy beginning a conversation to help produce mandatory retention rates and testing outcomes.

Presenters: Jonathan Tucker & Melinda Bynog

When New Ambition Calls You Home.
Meeting Room 8

Over 40% of today's undergraduate students in the United States are non-traditional students. Many of these learners started college directly out of high school, but never graduated. This session will provide results of a study of students who returned to complete their degree at the university they began their studies.

Presenters: Carrie Johnson & Maddie E. Johnson
Strategies for Teaching Mature Adult Learners in Leisure Education Environments & Making a Difference: Increasing Mature Worker Access to Employment Education and Training [Shared Concurrent Session]
Meeting Room 9
First Session: This presentation will provide the results of a national study on how great teachers of adult leisure education go about crafting their classes and motivating their students. Participants for the study were nominated by leisure education program directors, and they arrived at consensus on 25 effective strategies for teaching adults.
Presenters: Michael T. Miller & Kit Kacirek

Second Session: Americans over 60 are choosing to engage in the workforce later in life and many are challenged to find employment since the Great Recession. Affordable access to critical education and training is often limited. Learn how The Ohio State University is meeting these needs using innovative strategies and technology.
Presenter: Julie A. Maurer

Just a Face in the Crowd: Fostering Learner Engagement in the Age of Super-Size Classes.
Meeting Room 10
The objective of this session is to explore instructional strategies for learner engagement in super section classes and the unique role that technology can play. Presenters: Gwendolyn S. Ruttencutter, Erin J Ferris & Jeffrey Russell

Scaling Support for Non-Traditional Students: The Online Micro-Community.
Meeting Room 11
Designing easy-to-use online micro-communities allows busy students with similar goals to interact with each other in small groups of like-minded individuals. My study explains the social engineering software involved, summarizes typical use patterns and describes how the program is being assessed.
Presenter: Kathryn D. Temple

Applying a Foucauldian Power Analysis to University / Community Relations.
Meeting Room 12
Universities are engaged with the community in many ways. This session will demonstrate application of Foucault’s views of power relations to analyze University / community relationships. Participants will be able to incorporate a Foucauldian analysis of power relations to their engagement with the community as well as other interpersonal relations. Presenter: Michael Dillon

Social Responsibility in a Senior Capstone Course.
Meeting Room 13
With work, school, families, and other responsibilities, how can adult learners incorporate service learning into their lives? In this session you will learn about a Capstone course that is based in social responsibility. Students finish the class with a career-ready portfolio. Come with your questions and ideas to further discussion.
Presenter: Sarah Strom Kays

The Blended Education Design Process: Designing using Andragogy at the University of Central Oklahoma.
Meeting Room 14
The Blended Education Design Process is a system designed at UCO to add humanness to the process of designing distance education courses and to utilize the principles of andragogy to implement strategies for creating flexible and customized learning techniques for public and private educational institutions and workforce development.
Presenters: Len A. Bogner & Jessie J. Daws

Thursday 3:10-4:00
Roundtables:
All Roundtables are held in Ballroom B.
Self-Directed Learning: A Pathway to an Encore Career.
This session will explore the concept of the encore career and the important role adult learning plays in the transition from a lifelong occupation to a new vocation in retirement. Learning throughout the lifespan, self-directed learning in this context, and the role of adult educators will be discussed. Presenters: Kevin Rose & Kenda S. Grover

Distance Learning in Executive Education: A Review of Current and Best Practices.
Non-degree executive education plays an important role in developing leaders within corporations and non-profit institutions. This session will examine the current use of distance learning practices in executive programs, suggest ways in which including distance learning may enhance programming, and identify current best practices. Presenters: Ann Kolasa Zastrow & Kenneth C. Bardach

Distance and Adult Learning: A Natural Fit.
Many tenets of major adult learning theories are mirrored in the best practices found in distance learning. During this session, participants will explore the natural link between adult learning theory and distance learning and have the opportunity to apply theory to help enhance their own distance learning design and facilitation. Presenter: Leann M.R. Kaiser

Psychologists studying career choice decision making have found that vocational choice is not stable or predictable for most people until after age 18, and career stabilization does not occur until ages 31-44. Given this, we might [rightly] ask whether occupationally-specific education may actually limit students’ opportunities and their future career satisfaction. What to do? Presenter: Lori A. Peterson

Developing a Community of Practice for Adult Literacy Learners in Jamaica.
A community of practice emerges from a common desire among its members to achieve change (i.e. improve existing practices); it provides regular opportunities for collaborative reflection and inquiry through dialogue; and ultimately, it develops common tools, language, images, roles, assumptions, understandings, and a shared world view. Application of this theoretical framework to an international adult literacy program is addressed in exploration of building capacity and best practices. Presenters: Deborah Nalani Leialoha, Shelly R. Leialoha & Sherry B Leialoha-Waipa

Adult Learning & Change in Worksite Health Promotion - Discussion Forum.
Building upon the presentation: Adult Learning & Change in the Context of Workplace Health Promotion, this roundtable discussion will delve deeper into the complexity of organizational wellness initiatives, and address specific concerns of those striving to determine viable strategies for implementing adult learning and behavior change principles into wellness programming. Presenter: Lisa Elsinger

Workplace Diversity: Creating Inclusion Instead of an Illusion.
The dynamics of the workplace is continuing to evolve beyond race, age and gender. Some individuals are very uncomfortable in discussing diversity at work. The purpose of this session is to discuss diversity, or the lack of it in some organizations and the connection to adult learning in the workplace. Presenter: Cedric M. Scott
YOUR EDUCATION WILL OPEN THE DOOR FOR OTHERS

Promote access to adult education with a PhD grounded in innovative research, progressive leadership, and adult-friendly program design.

PhD in Educational Studies with a specialization in Adult Learning
lesley.edu/adult-learning-phd

Remembering Dr. Michael Galbraith as a tremendous influence and leader in the field!

He is missed!

Adult Education Program Auburn University, Alabama

Dr. James Witte
Professor and Program Coordinator witteje@auburn.edu - (334) 844-3054

FIRE & ASSOCIATES

Our Goal: To increase Native American success in higher education and fields of employment.

What we do: We prepare faculty and trainers to become facilitators and mentors for Native American learners.

What separates us from the rest: We use culturally responsive strategies to help others connect to Native American learners and their communities.

What we provide to accomplish our goal:
• Hands on training events and conferences
• Consulting and coaching
• Teleconferences
• Web based resources

(940)-565-8480
Nancy@fireandassociates.com
www.fireandassociates.com

Lesley UNIVERSITY

COURSE MOSAIC

Cloud-based CE Program Management
Powerful, Easy, Affordable
Become a AAACE Member!

Benefits Include:
Professional Journals, Conference Discounts,
Insurance Programs & Eligibility for National Awards!

Visit the AAACE website at www.aaace.org
and join today!

The Sustainability and Environmental Adult Education (SEA) SIG
invites you to attend
Sharing Equity: Collaborations for Sustainability Roundtable (Wednesday, Nov. 5, 2:50 PM)
Reclaiming the Cultural Commons: Local Knowledge and Global Sustainability
Featured session (Thursday, Nov. 6, 9:00 AM)
Adult Educators: Seeds of Ecological Change
Poster Session (Thursday, Nov. 6, 10:20 AM)
For more information, contact:
Chair: Wendy Griswold,
Email: griswold@ksu.edu

JOIN CCMNFE
Commission for Community, Minority and Non-Formal Education (CCMNFE): Community Based Social Justice and Culturally Responsive and Lifelong Learning
Wed. November 5 - 7:30 AM - 8:50 AM:
Keynote: Dr. Behrang Foroughi
Followed by Community Development working session featuring Dr. Foroughi and Dr. Jo Tyler
Contact: CCMNFE Chair: Nancy Fire. Email: nancy.fire@unt.edu

CABEL COMMISSION HOSTS
A Discussion about PIACC and Adult Education National Initiative Updates
with
Dr. Johan Uvin, OCTAE and
Jaleh Soroui, AIR-PIACC Director
Wednesday, 5 November 2014
5:10-6:00 p.m.

Interested in enhancing education in healthcare?

JOIN THE HEALTH PROFESSIONALS SPECIAL INTEREST GROUP (SIG)
We are home to adult educators, health educators, and other healthcare professionals who wish to share perspectives and exchange expertise to enhance their practice.

CONTACT CHAIR:
ERICA FALK-HUZAR
EFALKHUZAR@GMAIL.COM

Be sure to participate in our group’s sessions & pick up a Rack Card with more info!
Friday At A Glance

Friday, November 7, 2014

6:00 AM – 8:00 AM ..................................Breakfast on Own (in hotel)
7:00 AM – 8:00 AM .................................AAACE Board of Directors Meeting
8:00 AM – 11:00 AM ...............................AAACE Registration Open
8:00 AM – 2:00 PM ...............................Connection Central/AAACE Central Open
8:10 AM – 9:00 AM .................................Session 12: Concurrent Sessions & Round Tables
9:10 AM – 10:00 AM ...............................Session 13: Concurrent Sessions & Round Tables
10:00 AM – 10:30 AM .............................AAACE Break
10:30 AM – 11:20 AM .............................Session 14: Concurrent Sessions & Round Tables
10:30 AM – 11:20 AM .............................JTED Editors Meeting
11:30 AM – 12:30 PM .............................General Session & Keynote Address: Dr. Dan Pratt
12:50 PM – 2:00 PM ...............................Lunch and AAACE Business Meeting
2:10 PM – 3:00 PM .................................Conference Planning Committee De-briefing

CPAE Co-Conference

8:00 AM – 11:00 AM .............................CPAE Registration Open
8:00 AM -9:30 AM .................................Concurrent Session 1
9:30 AM – 9:50 AM ...............................CPAE Break
9:50 AM – 11:20 AM .............................Concurrent Session 2
11:30 AM – 2:00 PM .............................Join AAACE for General Session, Lunch & Business Meeting
2:10 PM – 3:40 PM .................................Concurrent Session 3
3:40 PM – 3:45 PM ...............................CPAE Beverage Break
3:45 PM – 5:00 PM ...............................Closing Session
General Session Keynote Address
Friday, November 7, 2014, 11:20 a.m. to 12:30 p.m.

Dan Pratt, Professor (Education), Senior Scholar (Medicine), The University of British Columbia, Vancouver, British Columbia, is Professor of Adult & Higher Education in the Department of Educational Studies and holds a cross-appointment to the Faculty of Medicine where he is a Senior Scholar in the Centre for Health Education Scholarship (CHES). He is a faculty member in the Macy Institute for the Health Professions at the Harvard Medical School and has been a visiting professor at universities across North America, Europe, Asia, and Australia. His book, *Five Perspectives on Teaching in Adult and Higher Education*, won the Cyril O. Houle Award for most outstanding literature in adult education in 1999. In 2008, he received Canada’s most prestigious university teaching award— the3M National Teaching Fellowship. Dan was inducted into the Adult and Continuing Education International Hall of Fame in 2011. And in 2012, the American Association for Adult and Continuing Education awarded Dan and his colleague, John Collins, the Imogene Okes Research Award for their article, *The Teaching Perspectives Inventory at ten years and one hundred thousand respondents: Reliability and validity of a teacher self-report inventory, Adult Education Quarterly*, pp. 1-18.

Making a Difference in Adult Learning:
Enduring and Emerging Properties of Four Keys to Learner Engagement

All who gather for the AAACE and CPAE have at least one thing in common: We care about adult learning. With that caring comes considerable experience as learners, teachers, administrators, and researchers. The issue of learning is not new to us. Yet, sometimes the old needs to be made new for us to see its enduring qualities. This session will do some of that, challenging assumptions and experience about adult learning by revisiting four familiar concepts that make a difference in learner engagement: *Emotions, testing, feedback, and prior knowledge*. All four are key to meaningful learning that endures over time. Each concept will be entered through a portal of a question or situation that challenges us to think about our assumptions, as well as new evidence, related to those ‘familiar four’ concepts that are keys to learner engagement.
Friday 8:10-9:00

Concurrent Sessions

Creating Optimal Environments for Adjunct Faculty.
Meeting Room 3
During this interactive session, the presenters will discuss a resolution they created on faculty senate at the University of Central Oklahoma. The resolution became a year-long, university-wide action team that recently concluded with recommendations to best attract, support, and retain adjunct faculty across disciplines. 
Presenters: Robert Glaubitz & Kristi Archuleta

With a Degree, Now What?
Meeting Room 6
The session is 1) to understand learning motivations and career aspirations of returning African American adult undergraduates; 2) to gain perceptions of African American undergraduates on how effective career advising and supporting services provided by the degree program and their institutions are; 3) to provide recommendations on career guidance. 
Presenters: Jie Ke & Millard Juette Bingham

Designing an Internal Development Program: A Leadership & Management Development Case Study.
Meeting Room 7
An overview of the creation and implementation of a Leadership & Management Development Program developed internally by Berkshire Health Systems. Participants will be able explore program delivery and execution, tips on adapting the program to meet other organization’s needs and discuss lessons learned. Presenter: Matt Painter

Shaping the Life Trajectory: Insights from Biographical Research.
Meeting Room 8
An interactive session that uses the life stories of young adults (ages 23-32) to explore how learning that integrates cognition, emotion and social interaction supports the ability to make sense of life experience in order to shape and reshape individual life trajectories in spite of social, economic and personal challenges. Presenter: Karen Nestor

Collaborative Auto-Ethnography: Exploring the Evolution of a Self-Organizing, Non-Traditional Doctoral Cohort.
Meeting Room 9
This session highlights a collaborative auto-ethnographic study involving three career professionals who self-organized as a doctoral cohort. Narratives and implications highlight significant learning experiences, adult development considerations, and the adaptive nature of doctoral students. Presenters: Kevin H. Mokhtarian, Ashley Gleiman & Davin Knolton

Mindfulness in Adult Education and Health Promotion.
Meeting Room 10
While mindfulness is discussed as a practice for individuals, it can also be effective for facilitating change in adult education and health promotion. This session will include an overview of research, measurement, and practice of mindfulness including active audience participation. Specific examples will be provided for mindfulness in the workplace. Presenter: Michelle Lee D’Abundo
Don’t Hate Math!
Meeting Room 11
During this session participants will discuss why many learners have a difficult time with math and the research behind math anxiety and developmental dyscalculia. Participants will have the opportunity to engage in hands-on activities that can be brought back to the classroom. Participants will also receive a great resource packet.
Presenter: Amanda L. Raitano

The Swiss Train-the-Trainer System: A Success Story.
Meeting Room 12
Let us introduce and demonstrate the unique modular system and its three levels. It also has a validation system for assessment for people with experience in teaching. Let’s examine how this tool could have implications, transferability, and adaptation for other countries or contexts. We look forward to sharing some of our success stories.
Presenter: André Schlaefli

Gratitude: An Unidentified Resource for Adult Learners.
Gratitude as a relational concept may be an unidentified resource for adult learners. Findings suggest that, first, gratitude may be independently valuable for building one’s positive mood and affect. Second, gratitude may alleviate the stressors associated with learning. Finally, gratitude builds relationships, which are essential for creating a supportive environment.
Presenters: Kellee R. Vess & Ralph G. Brockett

Global Leadership Competency Development in Adult Education Graduate Programs.
This session discusses qualitative research into global leadership competency development in adult education graduate programs in the United States and Western Europe. Interview protocol developed through Appreciative Inquiry framework is addressed in the selected graduate programs. Best practices seek to identify successful development of global leadership competencies.
Presenter: Arthur Ray McCrory

Sharing the Power: Including Students in Course Design.
Instructors typically complete their syllabus by the first day of class. How can inviting students to participate in course design facilitate respect, student motivation, and a more positive classroom experience?
Presenters: Ted McCadden & Jennifer L. Pemberton

Friday 8:10-9:00
Roundtables:
All Roundtables are held in Ballroom B.

Effective Use of Video and Audio in Online Education.
I have started using online video and narrated Power points on my online classes in constitutional law, criminal justice, and various legal subjects. I have seen improvement in time on task by students in my classes, improved grades, and completion rate in courses. My student evaluations also improved.
Presenter: Phillip Dawalt
Military Spouse Tips to Maximize Educational and Career Success.
Military spouses are faced with the same everyday challenges as their civilian counterparts and it's common for spouses to postpone their education and career because of family commitments. However, the challenges of achieving success increase exponentially due to the military lifestyle. Come participate in a round table discussion where three different military spouse issues and suggested resolutions are explored. Presenters: Alisha Miller, John Aldrich & Kelly Wilmeth

Your Child's School: Fertile Ground for Adult Education.
Today's school reform cries out for transformation in education, but ingredients that are absolutely necessary for transformation - purpose, motivation, innovation, and morale - lie wounded on the battlefield. It's time for public education to take a look at adult education and its transformational practices. Presenters: Lisa G. Myers, Kelly L. Coke & Gaynell Green

Friday 9:10-10:00
Concurrent Sessions

The Relationship of Self-Directed Learning and Hope to Workplace Learning Goals.
Meeting Room 3
Self-directed learning and hope theory in the workplace are two seemingly unrelated areas of research. The relationship between self-directed learning in the workplace and workplace learning hope will be introduced. Participants will then be able to assess their own current levels of workplace learning hope. Presenter: Vicki Dieffenderfer

Ecofeminism and the Future of Feminism.
Meeting Room 6
The future of feminism rests on the ability of new theories of feminism to address contemporary issues of gender, equity and culture. The focus on culture extends the reach of feminism into the ecological/cultural crisis. Ecofeminism is a theory-in-process, a dialectical that evolves together with people in a given context. Presenter: Audrey Dentith

Promoting Adult Learner Engagement through Asset-Based Instruction and the Funds of Knowledge Model.
Meeting Room 7
Adults bring many strengths and resources to continuing education. Asset-based instruction identifies those strengths and builds on them to create an empowering environment for learning. This session defines asset-based instruction, connects it with learner-centered instruction, and invites participants to identify ways of using their own learners’ strengths in the classroom. Presenter: Deborah Kennedy

Lessons in Resilience and Resourcefulness from Louis the Crested Gecko.
Meeting Room 8
Louis the baby crested gecko is my family's new pet. He lost his tail in a tragic PetsMart accident, and we adopted him. He loves to jump and play, ignoring his imperfect balance. I will share what he has taught me about looking upward, reaching for goals and daily renewal. Presenter: Jeff Vawter

Let's Discuss Autism and HRD.
Meeting Room 9
In 2014, we know that roughly 1 in 68 children are diagnosed with an Autism Spectrum Disorder (ASD). The focus of this session is to discuss the 1 in 68 adults with ASD who need HRD professionals to advocate for them and better understand their neurological difference. Presenter: Michelle R. Perez
Learning by Example: Using Mentoring to Facilitate Transfer of Spiritual Embodied Knowledge.
Meeting Room 10
This session examines the transfer of leadership competencies and spiritual characteristics through spiritual embodied learning and mentoring experiences. Through the use of storytelling, we will engage in analysis of specific examples of embodied knowledge and skills transfer of a mentoring experience. Presenter: Carmela Nanton

Impacting the Impactors: How an Informed Adjunct Faculty Evaluation System can Impact Adult Learners.
Meeting Room 11
This session will explore how creating an effective evaluation process can assist institutions in impacting the classroom interactions of Adjunct Faculty. An effective evaluation process is more than just evaluating classroom performance, it is a process by which strengths and opportunities can be identified and development options can be provided. Presenters: Mark G. Collins & Kirk Overstreet

Keeping all the Balls in the Air, Part 2: Assessing Competency-Based Education Courses for Adult Learners.
Meeting Room 12
Developing competency-based assessments for adults requires focus on multiple facets. This workshop focuses on one such model and how the developers/designers keep all the proverbial balls in the air. This is part 2 of 2 sessions. Presenters: Scarlette Spears Studdard & Fred Prasuhn

Artists vs. the Internet: Breaking Down Barriers to Using Technology in an Urban Arts College.
Meeting Room 13
This session will include a presentation of the initial findings of an ethnographic case study being conducted at Columbia College Chicago on faculty-led virtual learning communities (VLCs). The VLC Fellowship program encourages arts faculty to embrace online technology for sharing knowledge and to reach a larger audience. Presenter: David S. Noffs

Friday 9:10-10:00
Roundtables:
All Roundtables are held in Ballroom B.

New Demands for Educators: Fostering Self-Directedness in Emerging Adulthood.
Attend this session to gain an understanding of the developmental stage of emerging adulthood and how self-directedness can enhance identity formation. Explore instructional methods that engage learners and promote the assimilation of adult roles. Presenters: Erin J. Ferris, Alan A. Bailey, Michael Duncan Overton & Andrew E. Seidler

Troubling Transformation: Designing Reflective Curriculum.
The session investigates the relationship between a specific curricular design and transformational learning. The research explores how adult students employ the Living Research Project as a transformative learning tool. Using focus group interviews and data obtained from a survey, this study seeks to examine students’ experiences completing Living Research Projects. Presenter: Kersha Smith
Back to the Future: Adult Education in Executive Development Programs.
Executive development programs (EDP) have undergone significant change since their introduction in the early 20th century. EDP are considered to be an efficient means of imparting critical functional and social-behavior skills to current and future organizational leaders. This article reviews the historical evolution of EDP, with particular attention to recent and future pedagogical trends. Presenter: Todd Wuestewald

Cultivating Democracy: Cooperative Extension Agents as Crucial and Deliberative Practitioners.
Established as a deliberative democracy initiative in 1935 and lasting roughly a decade, USDA discussion groups and schools of philosophy created spaces for rural men and women to learn together and address public problems. Critical to this work were Cooperative Extension agents who viewed themselves as crucial adult educators. Presenter: Timothy Shaffer

Does Interactive eLearning Drive Engagement?
This presentation seeks to provide adult educators with meaningful examples of how interactive activities and assessments can be incorporated into the virtual classroom and adds value to students learning experiences for both the student and the organizations that will employ them. Presenter: Keisha Raines

Acquiring Financial Literacy for Achieving a Financially Secure Retirement.
How and when do individuals acquire financial literacy? This interactive session, based on qualitative research, highlights actions taken by retirees to become financially literate and succeed in achieving a financially secure retirement. The session will help inform additional academic research and enhance adult education in financial literacy and retirement planning. Presenter: Francis H. Dong

Friday 10:30-11:20
Concurrent Sessions

Lesson Plan for Close Reading and Experimental Design.
Meeting Room 3
One of the many challenges of the new GED is the short writing questions on the Science test. This session aims to enable teachers to help their students get full credit on experimental design questions, as well as to develop close reading skills. Presenters: Máire A. Dugan & Paula A. Wilson

Making a Difference in Intentional Adult Learning by Applying Andragogy:
Virtual Learning Coach (VLC).
Meeting Room 6
An andragogical virtual learning coach that attends to motivation, attitudes, and planning may make a difference in the success of adults engaged in a range of intentional learning from GED preparation or retirement planning to college chemistry or independent study. Beta testing results of such a program will be examined. Presenter: Susan Isenberg

What is the Fabric of Our Society? Student Leadership in Civil Rights, Past and Future.
Meeting Room 7
By weaving together stories from student led organizations from the 1960’s Civil Rights Movement with stories from student led organizations of the current Immigration Reform Movement, particularly from undocumented students, adult educators can hear current students’ desires for their personal fulfillment and positive social change. Presenters: Elizabeth A. Holbrook & Sharon Herbers

JTED Editors’ Meeting: Ideation (Hotel)
Making (a) Difference: The Ontological Politics of "Evidence-Based" Education.
Meeting Room 8
I present the results and implications of a qualitative study focused on efforts to make non-formal education more "evidence-based," a contentious issue. Through the lens of ontological politics, the performative character of such efforts becomes visible, as different versions of the adult educator, the learner, and the world are made.
Presenter: Thomas Archibald

The Solution Focused Approach to Teaching.
Meeting Room 9
Explores solution focused teaching strategies that help students discover appropriate solutions to their learning needs making positive change toward their academic goals. Using case studies, this session demonstrates the use and efficacy of a solution focused approach to different kinds of learning needs.
Presenter: Alycia Harris

Veteran Educational and Transition Services (VETS):
Making a Difference for Vets Entering Academia & Comeback Player of the Year: A Conceptual Model of Returning Adults That Were Former Student Athletes [Shared Concurrent Session]
Meeting Room 10
First Session: Due to limited enrollment, private universities may overlook the needs of their student veterans, many of whom are first-generation students. How can we make a difference in their lives? From research to implementation, we will introduce you to our program: VETS - Veteran Educational and Transition Services.
Presenters: LaNette Weiss Thompson, Janet Bagby & Tracey Sulak

Second Session: With thousands of student-athletes failing to receive their degree (Eckard, 2010), many return as adult students with significantly different life responsibilities. With the enrollment of adult students on the rise (Carnevale, Smith, & Strohl, 2010) “re-recruiting” these former student-athletes can be crucial for the university.
Presenters: Matt Huml & Matt Bergman

“Our community is better because of our knowledge”: Adult Learners’ Response to Family Service Learning.
Meeting Room 11
This session reports on the process of implementing a family service learning component by five Toyota Family Learning programs (public library, public school, three community-based organizations), the independent evaluation findings, and ensuing implications for adult learners, for example, enhancing literacy, technology, and leadership skills, and social capital and self-efficacy.
Presenters: Blaire Willson Toso & Joshua Cramer

Leveraging Evaluation Strategies to Increase Impact of Continuing Professional Education on Health Professionals’ Practice.
Meeting Room 12
Evaluation strategies are underleveraged in continuing professional education (CPE) to encourage learners to implement CPE learning into practice. A review of the literature and evaluation forms offer questions and follow-up strategies that educators can use, or share with learners, to promote self-directed reflection on applying CPE learning to practice.
Presenter: Kristine M. Alpi
Friday 10:30-11:20

Roundtables:
All Roundtables are held in Ballroom B.

Introduction to the Center for the Study of Adult Literacy.
The Center for the Study of Adult Literacy focuses on adults who read between the third and eighth grade levels. The focus of our center is to explore reading-related abilities and motivations for learning, and to design a reading program and an interactive online reading tutor that meets adults’ needs.
Presenter: Daphne Greenberg

Using Lived Experience to Share Inspirational Stories to Encourage Latinas to Persist in Gaining their Higher Education.
Latinas who have been successful in gaining higher education and careers have lived experiences they can share with others. Those stories can inspire Latinas and those around them to continue their education, even in the face of adversity. Women who aspire to a better life will find hope and inspiration.
Presenters: Joan C. Richards & Maribel Lopez

Adult Educators Make a Difference: Innovative Teaching Strategies Boost Work Effectiveness, Satisfaction, & Career Progression.
Innovative teaching strategies that prepare adult learners for career success are accessible to adult educators across disciplines and practice fields. This session offers specific, simple strategies drawn from basic research to help educators make a difference in preparing adults for career success.
Presenter: Marion Nesbit

Early Career Conversations:
Mentoring at a Distance.
During this interactive session, the presenters will share their story of seven-years of mentoring at a distance, including the benefits and limitations of various technologies utilized. Participants will be asked to discuss their experiences and the importance of communicating and supporting those that are moving along similar career paths.
Presenter: Kristi Archuleta

Making Meaning of a Short-Term Mission Trip in the Context of Christian Communities of Practice.
Adults taking international short-term trips expect to gain a new consciousness, yet research shows little long-term change. Can communities of practice provide the context for meaning making on returning home? This pilot study explores how congregational small groups serve as a space to integrate and leverage members’ cross cultural experiences.
Presenter: Nancy Winfrey

Self-Directed Learning During the Writing of a First Published Novel.
This study discovered how authors learn during the process of writing and publishing their first published novel. They engaged in self-directed learning, learning from the process of writing, and by attending non-formal workshops. Understanding the experiences of these novelists contributes to the literature on self-directed learning and personal projects.
Presenter: Jennifer Murray
Friday 11:30 to 12:30
General Session and Keynote Address
Ballroom A
Dr. Dan Pratt, Senior Scholar, Centre for Health Education Scholarship, Faculty of Medicine, Professor Emeritus, Department of Educational Studies, 3M National Teaching Fellow, University of British Columbia

Making a Difference in Adult Learning: Enduring and Emerging Properties of Four Keys to Learner Engagement

Friday 12:50 to 2:00
Lunch and AAACE Business Meeting
Ballroom A

Friday 2:10 to 3:00
Conference planning committee debriefing
Meeting Room 3

CPAE Co-conference: Ballroom C1, C2, C3
2:10 PM — 3:40 PM Concurrent Session 3
3:40 PM — 3:45 PM CPAE Break
3:45 PM — 5:00 PM CPAE Closing Session

Conference Adjourns - Safe Trip Home

Believing passionately that engaged scholarship lies at the heart of any healthy society
www.sagepub.com

Alpha Sigma Lambda Honor Society
Robin Rennels, Office Manager
Phone: (217) 581-7106
Email: alsiglam@ciu.edu
Website: www.alphasigmalambda.org

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. ASL is 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.
AAACE is a professional association providing leadership for the field of adult, community, and continuing education through publications, conferences, advocacy, and dissemination of research and best practices.

www.aaace.org
2015 Annual Conference
November 17 to 20
Oklahoma City, OK

Renaissance Oklahoma City
Convention Center Hotel and Spa

CIAE Pre-Conference: **November 15-17**
CPAE Co-Conference: **November 19-20**

Visit [www.AAACE.org](http://www.AAACE.org)

Photos courtesy of Oklahoma City Convention & Visitors Bureau