Handbook of Adult and Continuing Education
New Edition
Arthur L. Wilson, Elisabeth Hayes, Editors

Taking Learning to Task
Creative Strategies for Teaching Adults
Jane Vella

Developing Adult Learners
Strategies for Teachers and Trainers
Kathleen Taylor, Catherine Marienau, Morris Fiddler

Learning as Transformation
Critical Perspectives on a Theory-in-Progress
Jack Mezirow and Associates

Power in Practice
Adult Education and the Struggle for Knowledge and Power in Society
Ron M. Cervero, Arthur L. Wilson, and Associates

Learning From Our Lives
Using Educational Biographies with Adults
Pierre Dominicé

Women as Learners
The Significance of Gender in Adult Learning
Elisabeth Hayes, Daniele D. Flannery, and Associates

The Mentor's Guide
Facilitating Effective Learning Relationships
Lois J. Zachary

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**SPECIAL PULLOUT REFERENCE**

Floor Plans & Personal Scheduling Grid .................................................. 17-20
There is an old Irish blessing: “May you live in interesting times.” To say that this has been an interesting year would be an understatement. Many people would have not believed that there would be an AAACE conference in 2000, let alone an AAACE organization. However, the fact that you are in Providence, RI, at this annual conference of the only professional association representing the full array of adult educators, reading this page in the program book, is testimony to the hard work that adult educators are willing to put in to make something in which they believe, work.

This conference program will both challenge you and frustrate you. Surprisingly, it is meant to do both. Conference planners will quickly tell you that they would rather have someone complain that there are too many presentations to choose among than being told that there are not enough. The challenge of this program is for you to expand beyond your world of adult education and explore some new topics and arenas. The frustration, hopefully, is in the abundance of presentations that interest you—so you will have difficulty making a selection.

Since you are in Rhode Island, one of the common terms you will hear people use is “asitia.” This refers to the mental and physical distress people feel when they experience some form of cognitive dissonance. This 2000 AAACE program was designed to give you “asitia.” Hopefully, the remaining conference activities will help you to relieve it.

Welcome to Rhode Island!

John Boulmetis
President, AAACE
Conference Information

HENRY S. TARLIAN, Conference Chair

PROGRAM COMMITTEE
  Kathy Guglielmi, Chair
  Phyllis Dutwin
  Tonya Fay
  Gail Lawson
  Judy Murphy

PROGRAM BOOK
  Phyllis Dutwin, Chair

EXHIBITS
  Linda Stacy, Chair
  Vicky Henery

VOLUNTEERS
  Gayle Dzekevich, Chair
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  Karen-Ann Grant
  Estelle Leger
  Virginia McCann
  Mackie Robinson
  Patricia Strezo
  Roberta Strezo
  Diane Erban
  Stephanie Westell

Special Services
It is the policy of AAACE to provide barrier free services and opportunities to all program participants. Auxiliary aid and services, or reasonable accommodations will be provided to participants. If attendees have not already identified their accommodations within the conference registration form, they should bring them to the attention of the AAACE registration desk.
Conference Information

Registration Hours
The registration desk is located on the second level balcony in the Biltmore Hotel.
Monday, November 13, 2000
8:00 am – 5:00 pm
Tuesday, November 14, 2000
8:00 am – 5:00 pm
Wednesday, November 15, 2000
8:00 am – 5:00 pm
Thursday, November 16, 2000
8:00 am—5:00 pm

General Sessions
General sessions will be held in the Grand Ballroom. General session speakers are listed on page 10.

Concurrent Sessions (CS)
Concurrent sessions will be held in the Biltmore Hotel and at URI, College of Continuing Education.
On page 6, read the paragraph under E-mail Access for directions to CCE.

Roundtable Discussions (RT)
Roundtable discussions will be held in the Biltmore Hotel, L’Apogee, 17th and 18th floors.

Please see the Concurrent Sessions listing on pages 21-32 for additional information.

Name Badges
Your name badge is required for admission to all concurrent sessions, roundtables, and exhibits.

Hold Harmless
AAACE is not liable and accepts no responsibility for any accidents, injuries, or losses pursuant to imbibing alcoholic beverages or for any other reason on or off the premises at the conference.

Exhibit Information and Hours
Exhibit Hall: Garden Room and on the second floor balcony
Exhibitors’ products and services can assist you in your area of adult education. Please take the time to visit all of the exhibitors to discover what they offer and to thank them for their support of the AAACE Annual Conference.
Conference Information

Monday, November 13, 2000
9:00 am – 3:00 pm - Exhibitor Set-up
3:00 pm – 5:00 pm - Grand Opening of Exhibits

Tuesday, November 14, 2000
8:30 am – 9:30 am - Coffee Break in the Exhibit Area
8:30 am – 4:00 pm - Exhibit Area Open

Wednesday, November 15, 2000
8:30 am – 9:30 am - Coffee Break in the Exhibit Area
8:30 am – 4:00 pm - Exhibit Area Open

Thursday, November 16, 2000
8:30 am – 9:30 am - Coffee Break in the Exhibit Area
8:30 am – 10:00 am - Exhibit Area Open

E-mail Access
E-mail access is available free of charge at the URI, College of Continuing Education (CCE) building. To walk to the CCE building, exit the Biltmore Hotel and go right to the corner. At the corner, go right for one block. Cross the street to the CCE. Location information will be provided in the CCE lobby.

Special Events
Plan to take part in special events offered at the conference. They include: a dance sponsored by Contemporary Books on Tuesday evening, November 14th from 8:00-11:00 PM and a Dessert Social sponsored by Jossey-Bass on Wednesday evening, November 15th from 8:30 to 11:00 PM.

Message Board
Conference information and changes will be posted on the message board in the registration area. You may leave and pick up messages here. Please check (and remove) messages regularly.

Conference Evaluations
Please complete the evaluation forms that were included in your conference registration materials. You may drop them at the registration desk. Session evaluations should be left with session coordinators.

AAACE wishes to thank Steck-Vaughn Company for providing tote bags for conference attendees, Jossey-Bass Publishers for co-sponsoring a coffee hour and the dessert social, and Contemporary Books for sponsoring the dance. AAACE also wishes to thank several Rhode Island companies who have donated items to this 49th Annual Conference:

• The Comanzo’s Biscuit Company, Johnston, RI
• I. M. Gan Liquors, Warwick, RI
• The Quill Pen Company, Cranston, RI
• Thunder Promotions, Warwick, RI
The American Association for Adult and Continuing Education

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Tom Kinney, Past President
Mary Ann Corley
Steve Steurer, Treasurer

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Al Campbell, Commission on Program Management (CPM)
Jay Cretella, Commission of Adult Basic Education (COABE)
Judith Crocker, Commission on Continuing Professional & Higher Education Outreach (CCPHEO)
Jean Fleming, Commission of Affiliate Organizations (CAO)
Duane Geiken, Commission of Military Education & Training (CMET)
Nancy Goudreau, Commission on Workforce Development (CWD)
Carol Kasworm, Commission of Professors of Adult Education (CPAE)
Elizabeth Ojo, Commission of Community, Minority & Non-Formal Education (CMNFE)
Laura Weisel, Director-at-Large

National Office Staff

Cle Anderson

AAACE Awards Committee

Dan Pratt
John Rachal
Conference At A Glance

Sunday, November 12, 2000
8:00 am – 4:00 pm Pre-conference Sessions
International Unit
1:00 PM – 4:00 pm AAACE Executive Committee Meeting

Monday, November 13, 2000
8:00 am-5:00 pm Registration
8:30am – 12:00 pm – International Unit
11:00 am – 12:00 pm and 12:30 – 1:15 -Commission on Community, Minority, and Non-formal Education
8:00 am – 3:00 pm Unit Meetings
8:30 am – 12:00 pm Pre-conference Sessions
9:00 am – 3:00 pm Exhibitor Set-up
1:30 pm – 3:00 pm General Session #1 Featuring The Honorable Mayor Vincent “Buddy” Cianci
3:00 pm – 5:00 pm Grand Opening of Exhibits

Tuesday, November 14, 2000
8:00 am – 5:00 pm Registration
8:30 am–9:30 am Coffee Break in the Exhibit Area
8:30 am – 4:00 pm Exhibit Area Open
9:30 am – 10:45 am General Session #2 Featuring a panel discussion—Emerging Global Issues: Challenges and Opportunities for Adult Education
11:00 am –12:00 pm Concurrent Sessions
1:00 pm – 4:00 pm AAACE Board of Directors Meeting
1:00 pm – 2:00 pm Concurrent Sessions
2:15 pm – 3:15 pm Concurrent Sessions
3:30 pm – 4:30 pm Concurrent Sessions
8:00 pm – 11:00 pm Dance Sponsored by Contemporary Books

Wednesday, November 15, 2000
8:00 am – 5:00 pm Registration
8:30 am – 9:30 am Coffee Break in the Exhibit Area
8:30 am – 4:00 pm Exhibit Area Open
9:30 am – 10:45 am General Session #3 Featuring Mr. Norm Bossio
11:00 am – 12:00 pm Concurrent Sessions
Conference At A Glance

Wednesday, November 15, 2000 (continued)
1:00 pm – 2:00 pm Concurrent Sessions
2:15 pm – 3:15 pm Concurrent Sessions
3:30 pm – 4:30 pm Concurrent Sessions
8:30—11:00 pm Dessert Social Sponsored by Jossey-Bass Publishers

Thursday, November 16, 2000
8:00 am – 5:00 pm Registration
8:30 am – 9:30 am Coffee Break in the Exhibit Area
8:30 am – 10:00 am Exhibit Area Open
10:00 am – 12:00 pm General Membership Meeting
Board Meeting
CPAE Schedule – Thursday
3:30 pm – 5:30 pm - CPAE General Session
5:30pm— 7:30 pm - Dinner on Your Own
7:30 pm – 9:00 pm

Friday, November 17, 2000
CPAE Schedule
9:00 – 10:30 am Special Interest Group Chair
9:00 am – 10:30 am - Concurrent Sessions
11:00 am – 12:30 pm - Concurrent Sessions
2:00 pm – 3:30 pm Concurrent Sessions
4:00 pm – 5:30 pm Special Interest Group Chair
6:00 pm – 8:00 pm Reception: Jossey-Bass Publishers

Saturday, November 18, 2000
CPAE Schedule
9:00 am – 11:00 am Business Meeting
11:00 am Adjourn
IN THE GRAND BALLROOM

Monday November 13th
1:30 pm-3:00pm
Welcome and remarks by AAACE President John Boulmetis, welcome and short film highlighting the renaissance city of Providence and future plans for the city presented by the Honorable Vincent "Buddy" Cianci, Jr, Mayor of the city of Providence; and updates from AAACE committees working on restructure issues for the organization.

Tuesday November 14th
9:30 am-10:45 am
Emerging Global Issues: Challenges and Opportunities for Adult Education
A panel will describe the emerging global issues facing communities across the globe and identify the challenges and opportunities adult educators and adult education organizations face today.

Panelists
Dr. Paul Belanger, Former Director, Adult Education UNESCO and Current President, International Council for Adult Education
Dr. Bud Hall, Adult Education, OISE, University of Toronto
Moderator: Dr. George Pallamattam

Wednesday, November 15th
9:30 am-10:45 am
Mr. Norm Bossio
Educator, motivator, and humorist. Norm will make us laugh as we look at ourselves as a profession currently and examine what we might look like in the future. Don’t miss this fun and engaging presenter!

General Interest (GI)
13 - Multiple Roles, Multiple Contexts: Implications for the Practice of Adult Education – 3:30-4:30, Wednesday November 15th, Room 6L – Mary K. Cooper

27 – Multiple Intelligences and Adult Learning: A Review of the Literature – 11:00-12:00, Wednesday November 15th, Room 7L – Trenton R. Ferro

29 – Understanding Professional Development Associations – 2:15-3:15, Wednesday November 15th, Room 6L – Jean Fleming

39 - Adult Educators as Change Agents – 2:15-3:15, Wednesday November 15th, Suite B – Susan Imel

45 – Creativity in Chaos: Cultivating (Dis)Order in the Learning and the Learner – 2:15-3:15, Tuesday, November 14th, Irene Karpiak

62 – Experience Counts: What African American Graduate Students Say Affects Their Retention at Predominantly White Institutions (PWIS) – 11:00-12:00, Tuesday November 14th, Room 7L- Lisa Merriweather

81 – Ethical Frameworks and Moral Imperatives: Preparing Practitioners for the Moral Dilemmas of Practice – 11:00-12:00, Tuesday November 14th, Room 4/5L - Thomas Sork
Sessions by Strand

Program Planning and Management (PP&M)
12 - Transfer of Learning: A Comprehensive Framework for Practice – 1:00 - 2:00, Wednesday, November 15th, Suite B - Rosemary Cafarella

14 – Using a Web-Based Data System for Program Management – 2:15 - 3:15, Tuesday, November 14th, Suite B – Donna Cornellier

22 – The ABC’s of Evaluation: Timeless Techniques – 11:00 - 12:00, Wednesday, November 15th, Bacchante Room - Phyllis Dutwin

55 – A Systematic Approach to Consulting in Adult Education – 1:00 - 2:00, Wednesday, November 15th, Suite A – Carol Londoner

86 – An Exploration of Volunteers’ Motivation and Job Satisfaction in Arkansas Literacy Councils – 1:00 - 2:00, Tuesday November 14th, Room 5L – Chin-Fen Tsai

92 – Adapting the Transtheoretical Model of Change (TTM) to Organizational Behavior and Adult Learning Programs – 2:15 - 3:15, Wednesday, November 15th, Room 3L – Gail Wing

Adult Basic Education/English As A Second Language (ABE/ESL)
5 – Consequences of Adopting the Internet into ALBE Classrooms: Theoretical and Practical Components – 1:00 - 2:00, Wednesday November 15th - 4/5 L – Jim Berger

Workforce Development (WD)
10 – Basic Skills and Employability Skills for Welfare-to-Work Clients: A Qualitative Study – 3:30 - 4:30, Wednesday, November 15th, Bacchante Room – Shawanda Brown

35 – Formalizing Informal Learning: Peer Training/Mentoring in the Workplace – 2:15-3:15, Wednesday, November 15th, Bacchante Room – Kathy Gaglielmi

41 – Loss, Learning, and Rebuilding: Working with Adult Learners in Career Transition – 1:00-2:00, Tuesday, November 14th, Room 6L – Jeanne Carey Ingle

63 – Welfare-to-Work: Educational Programs Then and Now – 1:00 - 2:00, Tuesday, November 14th, Room 7L – Mary Catherine Millard-Topp

70 – New Policy Directions: Educators, Employers, and Unions in Massachusetts Working Together to Develop Incumbent Workers’ Skills – 11:00 - 12:00, Tuesday, November 14th, Room 6L – Andrea Perrault

83 – What Twenty Years of Literature Says About Self-directed Learning – 11:00 - 12:00, Wednesday, November 15th, Suite A – Susan Stockdale

84 – Developing Adult Learners: Strategies for Teachers and Trainers - 1:00-2:00, Tuesday, November 14th, Suite C, Kathleen Taylor

93 – Time, Aging, and Narrative: Learning Models – Tuesday November 14th, 1:00-2:00, Room Suite B, Mary Alice Wolf
11 – The National Literacy Summit 2000: AAACE’s Role in Implementation at the State and Local Level – 2:15-3:15 Wednesday, November 15th, Room 7L, Carolyn Staley

20 – Standards for Adult Education ESL Programs – 11:00 – 12:00 November 15th, Suite C – Marianne Dryden

21 – Perceived Barriers to Persistence in Adult Education at a Community College in North Carolina – 2:15 – 3:15, Tuesday November 14th, Room 5L – Vanessa T. Duren-Winfield, David W. Price

23 – Techniques, Outcomes, Assessments, and Accountability in Adult Basic Education – 11:00 – 12:00, Tuesday November 14th, Suite C

26 – Developing an Adult Basic Education Teacher Certification in Massachusetts – 11:00 – 12:00 Tuesday November 14th – Room 3L – Mary Jane Fay

54 – A Method and Materials for Teaching Adults to Read – 2:15 – 3:15, Tuesday, November 14th – Room 7L – Jeannie Lockley

60 – The Paradox of Adult Education Classrooms: Rigid and Random Grouping Strategies – 1:00 – 2:00 – Tuesday November 14th, Room 3L – Patsy Medina

61 – Comparing ABE and ESOL Classroom Interactions – 11:00-12:00, Wednesday November 15th, Room 6L – Ujwala Samant

67 – Ohio’s Student Experience Model – 3:30-4:30, Wednesday November 15th, Room 3L – Diane Ninke

82 – Working Together? Overlaps and Gaps in Literacy and Vocational Adult Education – 2:15 – 3:15, Tuesday November 14th, Room 3L – Ralf St. Clair


95 - Sharing in the Spoils of Workplace ESL: Advocating for Adult Education – 1:00 – 2:00, Wednesday, November 15th, Room 3L – Barbara Tondre-El Zorkani

Human Resource and Leadership Development (HRD)

15 – Practicing What We Preach: Pre-Assessment for Transformative Staff Development – 2:15 – 3:15, Tuesday, November 14th, Room 6L-Christopher Coro

17 – Leadership in Adult and Community Education: Tasks for Success – 3:30 – 4:30, Wednesday, November 15th, Room 7L – Gary J. Dean

40 – Teaching Old Dogs New Tricks: Training Faculty to Teach Online – 11:00 – 12:00, Tuesday, November 14th, Bacchante Room – Jeanne Carey Ingle

46 – Adult Educators Bringing New Life to Faculty Development: The Adult Learning Model for Faculty Development – 11:00-12:00, Tuesday November 14th, Suite C – Kathleen King

AAACE • 49th Annual Adult Education Conference
52 – Collaborative Teaching as a Professional Development Technique – 1:00 – 2:00, Wednesday, November 15th – Room 1L – Ming-Yeh Lee

53 – Working with Primary and Secondary Education Teachers – 3:30 – 4:30 Wednesday, November 15th – Room 4L – Jeannie Lockley

64 – Coaching: Collaborative Professional Development for Educators of Adults – 1:00 – 2:00, Wednesday, November 15th – Room 7L – Joseph Moran

71 – Managerial Employee Development: The Role of the Organization – 11:00-12:00, Tuesday, November 14th, Room 4/5L – Shari L. Peterson

Instruction and Assessment (I&A)

2 – Opening Space: Engaging Adults in Planning their Learning – 3:30-4:30, Tuesday November 14th, Room 7L – Charles Baker-Clark


19 – Launching Students to Success Through Goal Setting, Time Management, and Improved Study/Work Habits – 3:30-4:30 Tuesday, November 14th – Room 3L – Joseph DiSalvo

24 – Employable? Find Out with an Accountability System that can Meet Needs of All Learners – 1:00 – 2:00, Wednesday, November 15th – Ballroom – Linda Taylor

38 – Andragogy (The Art and Science of Helping Adults Learn) and its Contribution to Adult Education Practices – 3:30 – 4:30, Wednesday, November 15th – Bacchante Room – John Henschke

43 – Learning Styles: New Developments in Research and Application – 1:00 – 2:00, Tuesday, November 14th – Suite A – Waynne B. James


48 – Building Literacy for Adult Learners: The Latest Research and Best Practices for Teaching Reading and Spelling – 1:00 – 2:00, Wednesday, November 15th, Suite C – Melissa King


75 – Unresolved Questions: The Effectiveness of Andragogy – 11:00 – 12:00, Wednesday, November 15th – Suite B – John Rachal

76 – Information on Learners is POWER for Instruction – 11:00 – 12:00, Wednesday, November 15th – (Ballroom) – Linda Taylor
Sessions by Strand

79 – Elements of the Teacher/Learner Relationship: A Phenomenological Study
   – 3:30-4:30, Tuesday, November 14th – Room 5L – Marsha Rossiter

Learning Disabilities (LD)

   November 15th – Suite C – W. Lee Pierce


88 – The 7 Highly Effective Principles and Practices for Working Differently with Students who Learn Differently – 11:00 – 12:00, Tuesday, November 14th – Suite A – Laura P. Weisel

89 – Using Eye Movement Desensitization and Reprocessing (EMDR) to Quickly Change Self Image and Improve Learner Outcomes for Adults with LD in Community Based Literacy Programs and in Correctional Facilities – 2:15 – 3:15, Tuesday, November 14th, Suite A – Laura P. Weisel

Women's Issues (WI)

7 – A Case Study of An Executive Women’s Network – 11:00 – 12:00, Wednesday, November 15th – Room 3L – Laura Bierema

16 – Informal Learning Strategies of Female Entrepreneurs – 1:00 – 2:00, Tuesday, November 14th – Bacchante – H. Elizabeth Coyle

18 – African American Female Leaders: Tokens and Torch Bearers – 2:15 – 3:15, Wednesday
   November 15th – Suite A – Janet Delany

28 – Women's Leadership: From the Margins to the Center – 11:00 – 12:00, Tuesday
   November 14th – Suite B – Daniele Flannery

36 – Mentoring and Women's Career Development – 3:30 – 4:30, Wednesday, November 15th – Room 5L – Catherine Hansman


57 – The Construction of Working Class Women's Identities and the Effect on the Participation Experience – 2:15 – 3:15, Tuesday, November 14th – Bacchante – Rhonda Maner

Technology (Tech)

8 – Insuring the Quality of Distance Education Degree Programs for Adults: A Matter of Accreditation? – 3:30 – 4:30, Wednesday, November 15th, Room 425, URI/CCE – Joe B. Bradley

30 – Using Internet Accessible Databases in Adult Education Research and Practice – 2:15 – 3:15, Wednesday, November 15th – Room 423, URI/CCE – Dewey Fogerson
32 – GED Online and Off: The Web in Instruction; The Web as Instruction – 1:00
   – 2:00, Wednesday, November 15\textsuperscript{th} – Room 427, URI/CCE – Frank Fuller

33 – Technology and Ethics: Implications for Adult Education – 2:15-3:15, Wednesday,
   November 15\textsuperscript{th}, Room 427, URI/CCE – Daniel Geary

34 – The Application of Adult Learning Theory for Distance Education Success –
   11:00 – 12:00, Wednesday, November 15\textsuperscript{th}.
   Room 425 URI/CCE – Daniel Geary

37 – Workplace Essential Skills: Access, Practicality, and Flexibility for Adult
   Learners through Technology – 11:15 –
   12:15, Wednesday November 15\textsuperscript{th} – Computer Lab, 2\textsuperscript{nd} floor URI/CCE – Florence Harvey

47 – Harnessing the Internet’s Potential –
   1:00 – 2:00, Tuesday November 14\textsuperscript{th}, Room 427
   – URI/CCE – Kathleen King

49 – Leadership and Management
   Development in HealthCare Settings –
   2:15 – 3:15, Tuesday, November 14\textsuperscript{th} – Room 423- URI/CCE – Tom Kinney

50 – Distance Education though Technology: Realizing the Dream – 11:00 – 12:00
   Tuesday, November 14\textsuperscript{th} – Room 425 -
   URI/CCE – Connie Koch

56 – Adult Learning and Mediated Technology
   – 11:00 – 12:00, Tuesday, November 14\textsuperscript{th} – Room 423-URI/CCE – Caroll Londoner

58 – Integrating Information Technology Into Program Planning Models – 11:00 -
   12:00, Tuesday, November 14\textsuperscript{th} – Room 427-
   URI/CCE – Larry G. Martin

59 – Enhancing Learning; Creating an Interactive Multimedia Learning Experience – 1:00 – 2:00, Wednesday,
   November 15\textsuperscript{th}. Room 423-URI/CCE – Dee Martin

65 – Redefining Place in Adult Education:
   An Examination of Learning and Communication in the Virtual Classroom
   – 3:30-4:30, Wednesday, November 15\textsuperscript{th}.Room 423-URI/CCE – Vivian Mott

   and Popular Environmental Workshop and Tour – 3:30 – 4:30, Wednesday, November
   15\textsuperscript{th} – Room 427-URI/CCE- Larry Olds

69 – The Crossroads Café Pilot Project – A Pennsylvania Case Study – 2:15 - 3:15,
   Tuesday, November 14\textsuperscript{th} – Room 427 –
   URI/CCE – Michelle Pappalardo

72 – Designing Web-Based courses for Adult Learners: A Holistic Approach – 1:00 –
   2:00, Tuesday, November 14\textsuperscript{th} – Room 425 –
   URI/CCE – John Pettitt

87 – Distance Learning in Adult Basic Education-Lessons Learned – 1:00- 2:00,
   Wednesday, November 15\textsuperscript{th}, Room 425 –
   URI/CCE – Anne Watts
Sessions by Strand

90 – Adult Educators: Do They Practice What They Preach in a Web-Based Learning Environment? – 11:00 - 12:00 – Room 425 – URI/CCE – Glenna Williams

91 – Videotape Learning Packages – They Just Keep on Working and Working – 2:15 – 3:15, Tuesday, November 14th – Room 425–URI/CCE

94 – How to Develop Distance Education Programs and Supportive Library Services – 1:00 – 2:00, Tuesday, November 14th – Room 423 URI/CCE – Randy Wright

Roundtables (RT)

6 – Electronic Mentoring: Exploring New Mediums for Adult Learning – 1:00 – 2:00, Wednesday, November 15th – L’Apogee – Laura Bierema

9 – Joining Together for Self-Directed Learning: A Process for Creating New Knowledge – 1:00 – 2:00, Wednesday, November 15th, L’Apogee – Ralph Brockett

25 – Does Building a Learning Organization Really Improve Performance? – 11:00 – 12:00, Tuesday, November 14th – L’Apogee – Andrea Ellinger

31 – No Place on the Internet for Spontaneous Song! Losses and Gains in Asynchronous Distance Education – 11:00 – 12:00, Tuesday, November 14th – L’Apogee – Jane Fuller

51 – How Did the Central Defining Aspect of

Self Affect Adults’ Learning Experience? – 11:00 – 12:00, Wednesday, November 15th – L’Apogee – Ming-Yeh Lee

74 – Conceptualizing Practice: Assessing the Continuing Validity of Coombs (1973) Formal, Nonformal, and Informal Classification of Adult Education – 11:00 – 12:00, Tuesday, November 14th – L’Apogee – David W. Price

77 – Characteristics, Training Needs, and Job Satisfaction of Family Practice Coordinators – 1:00 - 2:00, Tuesday, November 14th – L’Apogee – Ann Ronan
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Concurrent Sessions

STRANDS: General Interest (GI), Workforce Development (WD), Program Planning and Management (PP&M), Adult Basic Education/English As A Second Language (ABE/ESL), Human Resource and Leadership Development (HRD), Instruction and Assessment (I&A), Learning Disabilities (LD), Women's Issues (WI), Technology (Tech), Roundtables (RT)

TUESDAY, NOVEMBER 14TH

11:00 AM - 12:00 PM

L’Apogee – Andrea Ellinger, The Pennsylvania State University-Harrisburg; Baiyin‘Yang, University of Idaho-Boise.

Women’s leadership learning is often complicated by not being understood within a broader social context, which includes attention to the social determinants of gender roles and norms. What happens then, is that women often imitate leadership styles that are foreign to them. The purpose of this workshop is to have women look at themselves as leaders (in the workplace and as volunteers), to consider the points of rupture they meet when their leadership is in conflict with the institution in which they work, and to consider ways of adapting or developing their own leadership styles.

31 - No Place on the Internet for Spontaneous Song! Losses and Gains in Asynchronous Distance Education – (RT) –
L’Apogee – Jane Fuller, Frank Fuller, Northwestern State University.

Some teaching techniques translate well to distance education; some must be replaced. Spontaneous and informal asides have the least chance of survival. This roundtable recalls losses and some alternative strategies.

40 - Teaching Old Dogs New Tricks: Training Faculty to Teach Online – (HRD) (Bacchante Room) – Jeanne Carey Ingle, John Motay, Albertus Magnus College.

While many colleges are offering on-line courses, few faculty are trained to deliver successful on-line learning experiences. This session discusses the creation and implementation of faculty training programs to teach on-line.

46 – Adult Educators Bringing New Life to Faculty Development: The Adult Learning Model for Faculty Development (HRD)
(Suite C)- Kathleen P. King, Fordham University; Patricia Lawler, Widener University.

This session presents, discusses and demonstrates a new model for faculty development that builds upon adult learning and program planning principles. Suggestions for implementation in participants’ settings will be discussed.

28 - Women’s Leadership: From the Margins to the Center (WI) (Suite B) Daniele D. Flannery, Andrea Ellinger, The Pennsylvania State University-Harrisburg; Janet DeLany, The Pennsylvania State University-Mont Alto; Doreen Tobin, Kutztown University.
Concurrent Sessions

50 - Distance Education though Technology: Realizing the Dream — (Tech) (Room 425 URI/CCE) — Connie K. Koch, Barnes College of Nursing, University of Missouri.

Demand is great for high-quality, cost-effective advanced practice nurses, especially in rural areas. Distance education using technology provides a streamlined means of obtaining the master’s degree in place-bound nurses.

56 - Adult Learning and Mediated Technology — (Tech) (Room 423 URI/CCE)

Carroll A. Londoner, Virginia Commonwealth University, Carol Kasworm, N.C. State University.

Examines key approaches currently influencing our understanding for integrating mediated technology into adult learning processes and programs, and examines the major effects of integrating technology within adult learning designs.

58 - Integrating Information Technology Into Program Planning Models — (Tech) (Room 427 URI/CCE) Larry G. Martin, Simone Conceicao-Runlee, University of Wisconsin-Milwaukee.

Information technology can significantly enhance the speed and effectiveness of program development processes. Participants will learn to augment program planning models using information technology to rapidly respond to learner’s needs.

62 - Experience Counts: What African American Graduate Students Say Affects Their Retention at Predominately White Institutions (PWIS) — (Gl) (Room 7L) — Lisa R. Merriweather, University of Georgia.

A pilot study will be discussed. African-American graduate students discussed factors that affected their retention at PWIS. The results were connected to the literature on African-American philosophical thought.

70 - New Policy Directions: Educators, Employers, and Unions in Massachusetts Working Together to Develop Incumbent Workers’ Skills (WD) Room (6L) — Andrea Perreault, Massachusetts Department of Education.

In Massachusetts, the Department of Education has implemented policies to strengthen the ability of educators, employers, unions, and workers to join together to build the basic skills of the incumbent workforce. Through planning grants and regional capacity building grants, workplace education programs can be developed upon a solid foundation of mutual understanding. In this workshop, the presenters will outline the goals of these grant programs, and share information about their success.

71 - Managerial Employee Development: The Role of the Organization (HRD) (Room 4/5 L) — Shari L. Peterson, University of Minnesota.

The Organizational Integration Survey for Managerial Employees, identifying employees’ perceived levels of commitment, satisfaction, and integration, which impact the decision to persist in an organization. Significant relationships were found, identifying the role of the organization in creating a culture conducive to adult development.


Rapidly changing delivery systems, modes of instruction, and concomitant shifts in our thinking about how learning takes place may require new models to describe our field.


AAACE • 49th Annual Adult Education Conference
Concurrent Sessions

Large numbers of basic skill/literacy participants learn differently (L.D). This session targets the most effective principles and practices (based upon the most recent research on the brain and learning) to shift current program practices to increase learner outcomes. Strategies will be presented that can immediately enhance service delivery and dramatically impact both learner and program success.

1:00 PM - 2:00 PM

3 - How Adults Develop Wisdom (GI) (Suite B)

Wisdom may be considered the pinnacle of adult development. How (and if) people can intentionally move towards wisdom will be explored and a working model presented based on the facilitator’s research.

16 - Informal Learning Strategies of Female Entrepreneurs (WI) (Bacchante Room) H.
Elizabeth Coyle, Andrea Ellinger, Danielle Flannery, The Pennsylvania State University – Harrisburg.

Much literature exists on self-employment and small business-ownership, yet, it tends to focus on the male-owned enterprise. With projections that half of all businesses will be owned by women, research is needed that examines how female entrepreneurs learn relative to starting their own businesses and the learning strategies they use in their daily practice.

41 - Loss, Learning, and Rebuilding: Working with Adult Learners in Career Transition (WD) (Room 6 L) – Jeanne Carey Ingle, Albertus Magnus College.

An exploration of the phenomenon of career transition. Recommendations for educators who work with adults in career transition will be presented, including a discussion of entrepreneurship’s role in re-employment education.

43 - Learning Styles: New Developments in Research and Application (I&I) (Suite A) Dr.
Wayne B. James, James E. Witte, University of South Florida

The presentation will focus on the latest research on application of learning styles findings, especially those related to perceptual modalities. A review of other types of learning styles and a wide range of information sources is also presented.

47 - Harnessing the Internet’s Potential – (Tech) (Room 427 URI/CCE) Kathleen P. King, Fordham University.

This interactive session presents the transforming potential of the Internet for all classes. Evaluating information gathered from the Internet, readily available technologies, sample activities, and participant reactions will be discussed.

60 - The Paradox of Adult Basic Education Classrooms: Rigid and Random Grouping Strategies (ABE) (Room 3 L) Patsy Medina, Rutgers University

A NCSALL/Rutgers study of classroom dynamics in 20 ABE classrooms found that grouping strategies are both rigid and random. Possible reasons for these contradictory findings and implications for practice and policy will be discussed.

63 - Welfare-to-Work: Educational Programs Then and Now (WD) (Room 7L) Catherine Millard-Topp, Cleveland Municipal School District.

This session provides an overview of a successful, nationally recognized Welfare-to-Work model that can be applied to many work preparation programs. The development, implementation, and modifications of the model in response to changing legislation will be included.

72 - Designing Web-Based courses for Adult Learners: A Holistic Approach – (Tech) (Room 425 URI/CCE) – John Pettit, Sandy Newville, NC State University.

Participants will critique an adult learning and Gestalt-based design process, informed by interviews with adult students and faculty in a US and two Russian universities, for creating on-line courses.
84 - Developing Adult Learners: Strategies for Teachers and Trainers (GI) (Suite C) – Kathleen Taylor, Saint Mary’s College of California.

Adult learners are “in grave danger of growing.” This interactive workshop examines developmental intentions, a practical framework for encouraging transformative change and developmental growth.

86 - An Exploration of Volunteers’ Motivation and Job Satisfaction in Arkansas Literacy Councils (PPM) (Room 5L) Chin-Fen Tsai, University of Arkansas

The purpose of this study was to identify the motivation and job satisfaction of individuals participating in volunteer programs of Arkansas Literacy Councils.

2:15 - 3:15

94 - How to Develop Distance Education Programs and Supportive Library Services – (Tech) (Room 423 URI/CCE) Randy Wright, Linda Nottestad, Laura Rein, Webster University.

This session will provide a clear description of the steps involved in developing an on-line program and the library resources required for student research.

14 - Using a Web-Based Data System for Program Management (PPM) (Suite B)
Donna Cornellier, Bob Bickerton Massachusetts Department of Education

This session will give participants an opportunity to learn about Massachusetts’ web based ABE system and see how it is used as a management tool at the local level as well as providing data at the Federal level.

15 - Practicing What We Preach: Pre-Assessment for Transformative Staff Development (HRD) (Room 6L) Christopher Coro, Northampton Community College.

This session focuses on self-assessment by adult educators to nourish transformative staff development. It discusses and explores methods to establish baselines, set goals and measure progress.

21 - Perceived Barriers to Persistence in Adult Education at a Community College in North Carolina (ABE) (Room 5L) Vanessa T. Duren-Winfield, Wake Forest University School of Medicine

This study investigated barriers to learner’s persistence in adult basic education from a community college perspective and examined the role that classroom climate plays in the retention or lack of retention of participating students.


Violence affects both learners and educators in adult education programs. Participants in this session will explore ways of assisting victims of trauma in becoming more fully engaged in learning processes.

45 - Creativity in Chaos: Cultivating (Dis)Order in the Learning and the Learner (GI) (Room 4L) – Irene E. Karpalak, The University of Oklahoma.

Drawing on the metaphors of the new sciences, this session explores how the dynamic principles of chaos, turbulence, and transformation translate into an enlarged view of education, of the learner, and of being a teacher of adults.


Program describes use of a competency-based approach to design Leadership and Management Development efforts for hospitals that use research-based competencies, 360° assessments, and individual learning/development plans to link participants to potential learning opportunities.
54 - A Method and Materials for Teaching Adults to Read (ABE) (Room 7L) Jeanie Lockley, The University of Southern Mississippi

A method and materials were designed to help adults who either cannot read or read at below second grade level to read at higher grade levels with better fluency.

57 - The Construction of Working Class Women’s Identities and the Effect on the Participation Experience (WI) (Bacchante Room) - Rhonda Maneval, Harrisburg Area Community College; Daniele Flannery, Pennsylvania State University.

This program will share the results of a recent study that explored working-class women's identity construction and how these identities influence the participation experience.

69 - The Crossroads Café Pilot Project – A Pennsylvania Case Study – (Tech) (Room 427 URI/CCE) – Michelle Pappalardo, Northampton Community College.

This presentation will provide practitioners and administrators alike with an overview of the Pennsylvania Distance Learning Pilot Project using Crossroads Café through a variety of delivery models and examine the outcomes of this two year project.

77 - Characteristics, Training Needs, and Job Satisfaction of Family Practice Coordinators – (RT) – (L’Apogee) – Ann Ronan, Loma Linda University.

This session will present the findings of a study examining the professional development needs of family medicine residency coordinators. Discussion will focus on various forms of professional development available and most requested by participants.

82 - Working Together? Overlaps and Gaps in Literacy and Vocational Adult Education (ABE) (Room 3L) Ralf St. Clair, Illinois State University

Examines the potential and limits of collaborative work between critical literacy and vocational adult educators. Explores their different approaches to social and cultural capital and the implications for effective partnership.

89 - Using Eye Movement Desensitization and Reprocessing (EMDR) to Quickly Change Self Image and Improve Learner Outcomes for Adults with LD in Correctional Facilities (LD) (Suite A) — Laura P. Weisel, The TLP Group.

Technology is more than using computers! A new approach for accessing the brain and emotions with a non-intrusive therapeutic technique is currently helping thousands of survivors of Post Traumatic Stress Disorder. EMDR is being used to help adults with severe learning difficulties shift negative images of inadequacy and failure into positive images of strength and success. This session will provide an update of this research, its current findings, and long-term implications for basic skill and correction education providers.


In our flurry to use new methods to reach adult learners there remains a need for old methods. Videotape learning packages continue to provide quality adult educational experiences.
Concurrent Sessions

3:30 – 4:30

2 - Opening Space: Engaging Adults in Planning their Learning (I&A) (Room 7L)
Charles A. Regina O. Smith, Michigan State University

Open space technology, an innovative learner-centered form of group facilitation, provides a model through which adult educators can enhance their practice.

19 - Launching Students to Success Through Goal Setting, Time Management, and Improved Study/Work Habits (I&A) (Room 3L) Joseph DiSalvo, Principal

School-wide use of a day planner creates a proactive approach to personal management. Adults become more independent achievers by establishing goals, prioritizing, managing time, and improving study skills.

79 - Elements of the Teacher/Learner Relationship: A Phenomenological Study (I&A) (Room 5L) - Dr. Marsha Rossiter, University of Wisconsin, Oshkosh

In this session, findings of a study of adult learners’ relationships with teachers will be discussed. The aim of this research was to identify elements of the teacher/learner relationship that enhance learning among adult undergraduates in a comprehensive university setting.

WEDNESDAY, NOVEMBER 15TH

93 – Time, Aging, and Narrative: Learning Models (GI) (Suite B) – Mary Alice Wolf, Saint Joseph College.

This study explores the relationship between learning and time-orientation in older adults. It is a qualitative study of a group of community-dwelling individuals, ages 65-95. Through in-depth interviews, personal constructions of daily life, history and meaning are discussed. Using a learning model of constructive developmentalism, these data are analyzed. The results indicate what these participants do to compensate for loss and optimize strengths. Specific examples of flexibility and resourcefulness are identified.

11:00AM–12:00 PM

7 - A Case Study of An Executive Women’s Network (WI) (Room 3L) – Laura Bierema, University of Georgia.

This study investigated the process of forming and sustaining an executive women’s network within a Fortune 500 corporation.

20 - Standards for Adult Education ESL Programs (ABE/ESL) (Suite C) Marianne Dryden, Region One Education Service Center, Edinburg, TX.

The presenter will demonstrate the implementation of program standards for adult education English as A Second Language Programs in all critical areas, including assessment, curriculum and instruction, professional development, and program and staff evaluation.

22 - The ABC’s of Evaluation: Timeless Techniques (PPM) (Baccanante Room) Phyllis Dutwin, Dutwin Associates, N. Kingstown, RI

This participant-centered program will demystify the process of designing and conducting an evaluation through an understanding of the components of an evaluation design.

27 - Multiple Intelligences and Adult Learning: A Review of the Literature (GI) (Room 7L) – Trenton Ferro, Indiana University of Pennsylvania.

Shares the results of an investigation undertaken to determine the extent to which the theory of multiple intelligences, popular in K-12 education, has been applied to the education of adults.
34 - The Application of Adult Learning Theory for Distance Education Success – (Tech) (Room 425 URI/CCE) – Daniel Geary, Chesterfield County Adult Education, Carroll Londoner, Virginia Commonwealth University.

An explanation of the utility of adult learning theories in a distance learning environment to increase student satisfaction. Suggests how adult learning theory can be applied to enhance instruction.

37 - Workplace Essential Skills: Access, Practicality, and Flexibility for Adult Learners through Technology – (Tech) (Room 423 URI/CCE) – Florence Harvey, PBS Literacy Link.

Workplace Essential Skills is PBS Literacy Link's multimedia program that uses videos with free Web-based lessons to teach pre-GED skills applied in workplace settings. Try a hands-on demonstration of the free online version.

51 - How Did the Central Defining Aspect of Self Affect Adults' Learning Experience? – (RT) – (L’Apogee) – Ming-Yeh Lee

The purpose of this session is to discuss how the central defining aspect of self, such as race, class, and gender affect adult learners’ learning experience.

61 - Comparing ABE and ESOL Classroom Interactions (ABE/ESL) (Room 6L) Ujwala Samant, Patsy Medina, Rutgers University

Classroom interaction in ABE and ESOL has been the focus of two NCSALL/Rutgers research studies. We will present a comparative analysis of the salient trends, issues, and problems in these settings.

75 - Unresolved Questions: The Effectiveness of Andragogy (I&A) (Suite B) John Rachal, University of Southern Mississippi

After thirty years, the concept of andragogy is still espoused as one of the guiding principles of adult education. Yet, the empirical evidence for it remains, at best, elusive. This presentation will review that evidence and draw conclusions.

76 - Information on Learners is POWER for Instruction (LD) (Ballroom) Linda Taylor, CASAS

Participants will learn how to use a new performance-based assessment instrument that provides information for instruction on workplace skills for adults who have a range of disabilities.


Adult education has no widely-accepted code of ethics to provide its practitioners with moral guidance, yet there are strong moral imperatives embedded in our literature, the curricula of adult education graduate programs, and practice. This session explores different ways practitioners can prepare themselves to deal responsibly with the ethical dilemmas of practice.

83 - What Twenty Years of Literature Says About Self-directed Learning (GI) (Suite A) – Susan Stockdale, Ralph Brockett, University of Tennessee.

Major findings, themes, and trends from two recent studies of self-directed learning literature will be shared. The session will include a discussion of implications for practice and future research.

90 – Adult Educators: Do They Practice What they Preach in a Web-Based Learning Environment? – (Tech) (Room 427) – Saundra Wall-Williams, North Carolina State University.

This study examined the philosophical orientation of adult educators who deliver web-based instruction in order to determine if these beliefs are consistent with their practice in the context of a web-based instructional environmental.
Concurrent Sessions

1:00 – 2:00

5 - Consequences of Adopting the Internet into ALBE Classrooms: Theoretical and Practical Components (ABE) (Room 4/SL)
Jim Berger, Athens, GA

This presentation will inform participants on the desirable and undesirable consequences, as defined by Everett Rogers’ Diffusion of Innovations, of adopting the Internet in adult literacy and basic education (ALBE) classrooms.

6 - Electronic Mentoring: Exploring New Mediums for Adult Learning – (RT)
(L’Apogee) Laura Bierema, University of Georgia.

This roundtable session will explore computer mediated communication’s impact on mentoring. E-mentoring holds promise for redefining mentoring relationships and changing the conditions under which mentoring is sought and offered.


For 2 1/2 years, a group has met regularly to work on individual and group research projects on self-directed learning. This roundtable will share the process of how we work.

10 - Basic Skills and Employability Skills for Welfare-to-Work Clients: A Qualitative Study (WD) (Room 6L) – Shawanda Brown, Huston-Tillotson College; Emily Miller Payne, Southwest Texas State University.

This qualitative study examines students’, teachers’, and administrators’ perceptions of basic skills and employability training offered in an urban ABE/GED community college program for welfare-to-work clients.

12 - Transfer of Learning: A Comprehensive Framework for Practice (PPM) (Suite B)
Rosemary Caffarella, University of Northern Colorado

Discussed in this interactive session is a new framework for planning learning transfer as part of the program planning process. Participants will examine and apply this framework to their own practice.

24 - Employable? Find Out with an Accountability System that can Meet the Needs of All Learners – (GI) (Ballroom) – Linda Taylor

Adult educators will be shown how the CASAS Employability Competency System provides basic skill instruction and work education for all individuals, including those with learning disabilities, to produce accountability information.

32 – GED Online and Off: The Web in Instruction; The Web as Instruction – (Tech) (Room 427 URI/CCE) – Frank Fuller, Northwestern State University

Strategies for instructors and learners using Web resources in classrooms with one or two computers, and computers not connected to the Internet. For teachers who supplement instruction with Internet sources.

48 – Building Literacy for Adult Learners: The Latest Research and Best Practices for Teaching Reading and Spelling (I&A) (Suite C)
Melissa M. King, Stern Center for Language and Learning

The Stern Center has successfully taught adult educators efficacious instructional techniques for adults with learning disabilities. Participants will gain knowledge of assessment, oral language development, and the teaching of reading.

52 – Collaborative Teaching as a Professional Development Technique (HRD) (Room 4/5 L) – Ming-Yeh Lee, San Francisco State University.

The purpose of this concurrent session is to discuss how to use collaborative teaching as a technique to enhance faculty professional development and issues related to implementation of the practice.
55 – A Systematic Approach to Consulting in Adult Education (PPM) (Suite A) Dr. Carroll A. Londoner, Virginia Commonwealth University

Londoner’s consulting model analyzes macro and micro levels of organizations to assess socio-technical competencies and individual skill sets of personnel. Educational gaps and interventions for better system functioning are established.

59 – Enhancing Learning, Creating an Interactive Multimedia Learning Experience – (Tech) (Room 423 URI CCE) – Dee Martin, Butler County Community College.

From the classroom to the Internet, advising to marketing, multimedia presentations are all the rave. Learn how to design, create and implement interactive multimedia learning and informational presentations.

64 – Coaching: Collaborative Professional Development for Educators of Adults (HRD) (Room 7L) – Joseph J. Moran, State University College at Buffalo.

The presentation explains how adult educators can use supportive peer coaching relationships to advance their professional development. It emphasizes specific techniques that build teaching skills and promote community leadership.

87 – Distance Learning in Adult Basic Education – Lessons Learned – (Tech)
(Room 425 URI CCE) – Anne Watts, STEP*Star Network.

This presentation will discuss the findings of the Federal Star Schools Adult Education program through the STEP*Star Network. The program delivers Adult Basic Education over live, interactive television, video, and other technologies. Participants will evaluate best implementation practices and techniques for choosing distance learning programs based on student needs.

95 – Sharing in the Spoils of Workplace ESL: Advocating for Adult Education
–(ABE/ESL) (Room 3L) Barbara Tondere-Eli Zorkani, Workforce Education Consultant, Austin, TX.

As corporate America recognizes the desirable work ethics and promotion potential of the non-English speaking segment of the workforce, more companies are earmarking training dollars for workplace English. Adult education can tap into those dollars, but it may need to work on its image.

2:15-3:15

4 – Consequences of Adopting the Internet into ALBE Classrooms. Theoretical and Practical Components (I & A) (Baccante) Dr. Hal Beder, Rutgers University

This presentation reports findings from the National Center for Adult Learning-sponsored Classroom Dynamics in Adult Literacy Education Study. Findings show that instruction closely resembles instruction at the K-12 levels, is basic skill-oriented and is teacher directed. The presentation will focus on why.

11. The National Literacy Summit 2000: AAACE’s Role in Implementation at the State and Local Level (ABE/ESL; GI) (7L)
Carolyn Stailey, National Institute For Literacy; Robbin Sorensen; National Coalition for Literacy.

AAACE nationally, and local AAACE affiliates from all over the country provided leadership and participation with other stakeholders in the Summit provided since February 2000. As a result, the National Coalition for Literacy released From Margins to Mainstream: An Action Agenda for Literacy—a set of recommendations that lay out what lawmakers, business, labor, and service providers must do to strengthen the national system of services to the millions of adults with low literacy skills. In this workshop, participants will receive an overview of the Agenda and the national response as a framework for in-depth discussion and Q & A.
Concurrent Sessions


Much literature exists on leadership, but there is a dearth of literature on African American women and how they negotiate leadership settings. This session will examine the strategies African American women employ and the safety zones they create to sustain themselves as they advance in their careers. It also will highlight the personal forces driving such advancement in spite of the personal costs it extracts.

29 – Understanding Professional Adult Education Associations (Gl) (Room 6L) – Jean Fleming, Denver, Colorado.

Participants will use a three-perspective framework to understand, (1) the purposes and actions of adult education associations, and (2) the current status and needs of associations. The goal is to facilitate balanced and supportive discussions of this historically influential segment of our field.

30 – Using Internet Accessible Databases in Adult Education Research and Practice – (Tech) (Room 423 URI/CCE) – Dewey Fogerson, University of Tennessee.

Tapping into Internet technology for efficient management of data by project teams. This presentation will show how adult educators can utilize databases accessible from the Internet for collaborative projects.


Discusses a variety of ethical issues related to the use of computers and technology in adult education. Ethical standards, acceptable use policies, and the social consequences of unrestricted technology use.

39 – Adult Educators as Change Agents (Gl) (Suite B) – Susan Imel, ERIC Clearinghouse on Adult, Career, and Vocational Education.

How can adult educators promote change with individuals and groups? This session will connect ideas about change to theories of adult learning and provide suggestions for roles for adult educators and adult learners in the change process.


Learn to administer and score the Mississippi Assessment Technique for identifying Learning Disabilities in Adults (M.A.T.I.L.D.A.), a quick and inexpensive learning disabilities screening instrument for adults enrolled in ABE/GED programs.

92 – Adapting the Transtheoretical Model of Change (TTM) to Organizational Behavior and Adult Learning Programs (PPM) (Room 3L) Gail R. Wing, University of Rhode Island.

The presentation will demonstrate how TTM, a leading approach for changing risky health habits, is being adapted to assist managers and educators with policy changes.

3:30 – 4:30

8 – Insuring the Quality of Distance Education Degree Programs for Adults: A Matter of Accreditation? – (Tech) (Room 425 URI/CCE) – Joe B. Bradley, University of Southern Mississippi.

Should colleges with external degree programs for adults be required to have legitimate accreditation before awarding degrees? Should states be allowed to issue degree-granting authority without a thorough evaluation of quality? Are distance education degrees of value without being accredited or licensed? An in-depth overview of
Concurrent Sessions

distance education and accreditation issues will be presented using audio-visual equipment, handouts, and participant discussion.

13 – Multiple Roles, Multiple Contexts: Implications for the Practice of Adult Education (Gl) (Room 6L) – Mary K. Cooper, University of Missouri.

During adulthood, roles adjust and contextual transitions take place. This interactive presentation will explore the multiple roles of adult learners and how these roles impact the practice of Adult Education.

17 – Leadership in Adult and Community Education: Tasks for Success (HRD) (Room 7L) – Gary J. Dean, Indiana University of Pennsylvania.

This session features a discussion of leadership development in adult and community education focusing on these issues: What issues are faced by leaders today? What skills should leaders possess? How should leaders be prepared for tomorrow?

36 – Mentoring and Women’s Career Development (WI) (Room 5L) – Catherine A. Hanksman, Cleveland State University.

The purpose of this session is to define mentoring, explain formal and informal mentoring relationships and the helpfulness that mentors may provide to women’s career development, and discuss challenges women encounter while forging cross-gender and same-gender mentoring relationships.

38 – Andragogy (The Art and Science of Helping Adults Learn) and its Contribution to Adult Education Practices (I&A) (Bacchante Room) John A. Henschke, University of Missouri

This session will share research on the concept and practice of Andragogy, in the USA and Worldwide context, that will help adult educators make their “best practices” better.

44 – A Multi-Sensory Approach to Teaching Reading (I&A) (Suite A) Patrick Michael Johnson, Steck-Vaughn

Participants will be involved in a variety of activities and demonstrations that focus on a multisensory approach to teaching reading to adult learners.

53 – Working with Primary and Secondary Education Teachers (HRD) (Room 4L) – Jeannie Lockley, Caem Gorman, The University of Southern Mississippi.

Working with teachers who are encouraged to participate in teacher-in-services or continuing teacher education beyond their initial degrees, affords adult educators a group of adults with whom to work to explore how to best disseminate information that could possibly help teachers change their initial meaning perspectives concerning techniques utilized in their classrooms that may not be working for the. Research of working with classroom teachers will be presented.

65 – Redefining Place in Adult Education: An Examination of Learning and Communication in the Virtual Classroom – (Tech) (Room 423 URI/CCE) – Vivian Mott, East Carolina University.

The virtual classroom redefines the place of learning for adult education. Research presented examines the use of web-based instruction in terms of students’ communication, differential use of computer technology, and learning outcomes.

66 – Learning Style Theory and Higher Order Learning (I&A) (Suite B) John Nemecek, Spring Arbor College

This session reviews current emphasis on learning style theory, integrating it with Bloom’s Taxonomy (Cognitive Domain). Practical application of learning style theory in the classroom will be stressed.
67 - Ohio’s Student Experience Model (ABE)  
(Room 3L) Diane Ninke, Linda Weeks, Kathryn Jackson, Gloria Gillette, NW Able Resource Center, Owens Community College

The SEM is Ohio’s response to WIA/NRS requirements and retention concerns. This model was developed to assist programs to orient and register students who will persist in their educational endeavors.

68 – Connecting In Africa: The ADEN/NAAPE January 2000 Uganda Mural-Making and Popular Environmental Workshop and Tour  
(Tech) (Room 427 URI/CCE) – Larry Olds, North American Alliance for Popular and Adult Education, Peter Lubwama, Uganda Catholic Social Training Center, Kampala, Uganda

This presentation, supported by slide images from Uganda, will share the extraordinary fruits of the workshop and the visit to women’s literacy groups. The 22 participants produced a remarkable mural, learned community mural-making, and experienced a variety of popular environmental adult education practices and theorizing.

78 – Assessment of Learning Disabilities in Adults: Issues Identified from a Study of Adult Education Providers  
(LD) (Suite C) – Jovita M. Ross-Gordon, Southwest Texas State University

The session will present findings from a study conducted with adult education providers in Central Texas to learn their perceptions of procedures, barriers, and strategies regarding assessment of adults with learning disabilities.

85 – The New GED 2002  
(Ron Thomas)

This session will provide an in-depth analysis and a cultural comparison of the current GED and the New GED 2002 specifications, focusing on the instructional implications.
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Providence, Rhode Island • November 13-18, 2000
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