50th Annual Conference
American Association for Adult and Continuing Education

Co-Hosted by:

"From the Margins to the Mainstream"

October 17-20, 2001

BWI Airport Marriott
1743 West Nursery Road
Baltimore, Maryland
2001 AAACE Board of Directors

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John Boumletis, Past President
Mary Ann Corley, Secretary
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Directors - at - Large

Marjean Buckner Laurel Weisel
50th Annual AAACE Conference
From the Margins to the Mainstream

Conference Committee

Co-Chairs
Kathleen White
Joan Winfield

Registration
Cle Anderson

Concurrent Sessions / Roundtables
Daphne Mathews
Brad Keller

Program Booklet
Richard Hawkins
Vernell Doyle

Speakers
Kathleen White

Awards
Steve Steuer
Joan Winfield

Treasurer
Steve Steuer

Audio / Visual
Richard Hawkins
Charles Moore

Moderators / Evaluation
Debra Banzhoff
Joan Lawrence

Special Events
Joan Winfield

Sponsor / Advertising
Gerri Oakley

Vendors
Vernell Doyle
Richard Hawkins

Hospitality
Cle Anderson

MAACCE Support
Joan Lawrence

ALTN Support
David Collings

AAACE wishes to thank these individuals for their painstaking efforts and cooperation in producing the 50th Annual AAACE Conference.

Co-hosted by:

MAACCE CEA - Region II ALTN
GENERAL INFORMATION

Messages and Conference Updates

For your convenience, a Message and Program-Update Board is located in the conference registration area.

Food

Your meal tickets can be found in your portfolio

- **Wednesday** 6:00 p.m. - 7:30 p.m.  President’s Reception
- **Thursday** 8:00 a.m. - 8:45 a.m.  Continental Breakfast
- **Thursday** 12:15 p.m. - 1:30 p.m.  Luncheon
- **Friday** 7:45 a.m. - 8:30 a.m.  Continental Breakfast
- **Friday** 12:00 noon - 1:45 p.m.  Awards Luncheon
- **Saturday** 8:00 a.m. - 9:00 a.m.  Continental Breakfast
- **Saturday** 11:30 a.m. - 12:30 p.m.  Box Lunch

Identification

Nametags must be worn at all conference functions.

Workshop Seating

Seating capacity for each workshop is limited. Please plan to arrive early to guarantee a seat.

Special Event Participation

You may still sign up at the registration area for optional tours depending upon availability. For further information regarding participation in special conference functions, inquire at Registration.
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October 17, 2001

Dear Conference Participant:

Welcome to Baltimore, Maryland, and the 50th Annual American Association for Adult and Continuing Education Conference (AAACE). This conference is co-hosted by the Maryland Association for Adult Community and Continuing Education (MAACCE), the Correctional Education Association (CEA) Region II, and the Adult Learning and Technology Network (ALTN). Many interesting, innovative and informative activities have been planned to assist educators of adult learners.

You may...

- Choose to attend any of the scheduled workshop presentations
- Visit the exhibit area for information on current teaching materials
- Network over coffee while greeting old friends and making new ones
- Join us for a bit of fun and good food while we dine in Little Italy and relax during the evening tour of historical sites and a poetry reading at Edger Allen Poe's gravesite
- Spend an evening relaxing at Baltimore's famous Inner Harbor

You can help us to move "From the Margins to the Mainstream" by sharing our collaborative educational experiences.

Enjoy the conference!

Sincerely,

Kathleen White  
Co-Chairperson

Joan Winfield  
Co-Chairperson
GREETINGS FROM THE PRESIDENT

Last year AAACE demonstrated not only that it is alive and well, but also that it has remained the professional association for all adult educators. The Rhode Island Conference Committee passed the baton to the Baltimore Conference Committee at full speed.

The Maryland team represents adult educators from community colleges, public school systems, private sector organizations and corrections. They have joined together an excellent program that will appeal to the academician and the practitioner.

While you are in Baltimore, we hope you will be able to avail yourself of the historical, ethnic and cultural aspects of the city. We are providing transportation Friday evening for all to visit the Inner Harbor.

Thank you for coming to the 50th AAACE Adult Education Conference in beautiful "Balmer."

Margaret Miins
President, AAACE
Correctional Education

Association

An International Organization

Dear Conference Participants,

I would like to take this opportunity to welcome you to the 50th Annual American Association for Adult and Continuing Education (AAACE) Conference, co-hosted by the Correction Education Association (CEA) Region II, the Maryland Association for Adult, Community, and Continuing Education (MAACCE), and the Adult Literacy and Technology Network (ALTN).

Our conference committee has worked very hard to prepare workshops and round-table discussions addressing current trends and practices in adult education. We are also fortunate to have extended workshops featuring the latest technology in adult literacy. We encourage everyone to take advantage of the opportunity to work with the experts.

On Thursday evening, after a day of stimulating workshops, please join us for dinner and a tour of Baltimore. On Friday, you may enjoy a relaxing evening at the Inner Harbor.

Joan L. Winfield
Regional Director
CEA Region II
Dear Colleagues,

It is my pleasure to welcome you to Maryland to take part in the 2001 AAACE Conference. The AAACE organization is to be congratulated for reaching the 50th annual conference milestone.

We hope you have a pleasant stay in Maryland and are able to visit and enjoy many of the local attractions. The AAACE Program Committee has organized a variety of wonderful activities to introduce you to a "Maryland experience."

The presenters who have been assembled offer a wide variety and exceptional experiences for you to expand your educational background. Take advantage of the experts on hand and share with colleagues when you return home.

Sincerely,

Denis Lamparter
MAACCE President
The Adult Literacy and Technology Network is proud to join MAACCE and CEA Region II as supporters of this year's AAACE conference.

Technology's place in today's world offers new challenges as well as new opportunities in teaching and learning. Today's adult learner sees technology in most areas of life, from parenting to the workplace. Integrating technology into teaching and learning provide new and exciting opportunities for instructors as well as learners, while exposing the learner to skills and technologies they will encounter in their home, in their community, and in their job.

We hope you will find the sessions in the ALTN strand stimulating and exciting, and that you take with you new ideas and energy relating to technology and Adult Learning.

Enjoy the conference!

Virginia Heinrich
ALTN Co-Chair

Tim Ponder
ALTN Co-Chair
October 17, 2001

American Association of Adult and Continuing Education
Maryland State Department of Education
Maryland House of Corrections - Annex
Route 175, P.O. Box 534
Jessup, Maryland 20794

Dear Participants:

Welcome to Baltimore!

On behalf of the Baltimore Area Convention and Visitors Association (BACVA) we would like to extend a warm welcome to the American Association of Adult and Continuing Education (AAACE), Maryland Association of Adult Community and Continuing Education (MAACCE), and Region II of the Correctional Education Association (CEA). We look forward to your visit during October 17th through October 21st, 2001.

Your convention agenda sounds exciting, however, I do hope that you will take the opportunity to discover all that Baltimore has to offer; from the many new developments combined with the unique aspects of our diverse neighborhoods, and our world renowned Inner Harbor will make any visit to Baltimore a memorable one.

BACVA is elated that you will be convening in our wonderful City, and are sure that your convention here will be nothing less than outstanding!

Sincerely,

Carroll R. Armstrong

CRA@rk/cam

100 Light Street, 12th Floor
Baltimore, MD 21202
(410) 659-7309 / (800) 343-3468 / fax (410) 659-8392
Email: cra@baltimore.org
www.baltimore.org
THE WHITE HOUSE
WASHINGTON

Thank you for your letter requesting that First Lady Laura Bush participate in your event. While she is grateful for your kind invitation, the complexities of her schedule prevent her from accepting.

Mrs. Bush appreciates your having thought of her and sends her best wishes.

Sincerely,

Quincy Hicks
Director
First Lady’s Scheduling and Advance
Keynote Speakers

Crystal A. Kuykendall

Dr. Crystal A. Kuykendall is currently President and General Counsel of her own firm, K.I.R.K., Inc., a firm established to provide Kreative and Innovative Resources for Kids. A human relations expert, Dr. Kuykendall has gained national recognition for her extensive talents and expertise in promoting problem resolution. Former Executive Director of Black School Educators, she has provided leadership and services for a growing national and international constituency. Crystal has made presentations in the Caribbean, Australia, Europe, and Africa as well as scores of State Agencies and Associations and school districts, companies, churches and organizations in 47 states.

Born in Chicago, Illinois, she received her B.A. from Southern Illinois University, her M.A. from Montclair State College in Montclair, New Jersey, and her Doctorate in Educational Administration from Atlanta University as a result of a Ford Fellowship. She also received her J.D. (law degree) from Georgetown University Law Center in 1981. In June 1988, she was admitted to the Bar of the District of Columbia after passing the Bar exam on her first attempt.

Dr. Kuykendall is author of six books, Developing Leadership for Parent/Citizen Groups, Improving Black Student Achievement Through Enhancing Self-Image, From Rage to Hope, Dreaming of a P.H.A.T. Century, The Crystal Pumpkin (2001), Happiness is Having/Being a "Merchant of Hope" (Due in 2002).

Dr. Kuykendall will be the Keynote Speaker at lunch on Thursday.

Alan B. Knox

For more than 50 years, Alan B. Knox has worked in adult education as an instructor, administrator, professor, editor, and author. He is currently a Professor of Adult and Continuing Education at the University of Wisconsin-Madison. His current research and writing focus on comparative adult education, continuing education leadership, and helping adults learn. He is a past president of AAACE and past chair of the Commission of Professors of Adult Education.

Dr. Knox will speak on Thursday morning.
Featured Speakers

Catherine E. Pugh

Catherine E. Pugh holds a Masters Degree in Business Administration from Morgan State University. She is a member of the Baltimore City Council and Chair of the Labor and Economic Development Subcommittee. She serves as Vice Chair of Urban and Intergovernmental Affairs and is also a member of the Finance and Land Use Committees.

Catherine Pugh has been a banker, business developer, television news reporter and talk show host, Dean and Director of Strayer Business College, faculty member of Morgan State University, and an independent editor of the Baltimore Sun.

She serves on many boards and commissions including the board of directors of the Police Athletic League, Hampton Family Center, the Baltimore City Human Service Commission and the Baltimore Area Convention and Visitor Association. Pugh mentors young people in the City and her neighborhood. She organized the largest radio-thon in support of jobs for youth. The annual event resulted in several hundred jobs and financial support for the City's summer youth employment program. Catherine Pugh is also President of C.E. Pugh and Company, a marketing and communications firm.

Ms. Pugh will speak during lunch on Friday.

John Fleischman

John Fleischman is a nationally known authority on the use of instructional technology and adult learning. He has extensive experience with implementing and creating educational media for use in diverse learning environments. Mr. Fleischman is frequently requested as a presenter at both state and national conferences and has served as a trainer for numerous public agencies and private companies.

Currently, Mr. Fleischman is Director of Technology Services at the Sacramento County Office of Education. As Director, he is responsible for managing a variety of technology initiatives including the Outreach and Technical Cyberstep. In addition, John coordinates a ten-county-wide network, oversees dozens of Web site development projects, and manages a cadre of staff that provides educators with training, technical assistance and information services.

Mr. Fleischman will speak at lunch on Friday.

Joan Auchter

Joan Auchter is the Executive Director of the General Education Development Testing Service (GEDTS) of the American Council on Education (ACE). Over the past 58 years, more than 13 million adults have earned their high school diplomas by passing the GED tests.

During her 14-year tenure with ACE, Ms. Auchter has led the development of two series of tests, initiated the transfer of paper and pencil tests to computerized delivery in the international arena, designed a decentralized direct assessment of writing, and led the design of a model for test translation. Ms. Auchter began her 25-year career in education as a Title I reading specialist, followed by 23 years of service in secondary and adult education. She has served as State Director of Testing, overseeing both student assessments and teacher certification, and has supervised an English language arts program in a K-12 school system.

In addition to authoring numerous publications and articles, she is a frequent speaker at national and state conferences, speaking on topics that range from the programmatic (such as the future of GED) to policy (such as accreditation requirements for adults) to technical (such as translation and adaptation methodology).

Ms. Auchter will speak during lunch on Saturday.
Wednesday, October 17, 2001

Conference Schedule

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<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Registration</td>
<td>12:00 noon - 4:00 p.m.</td>
<td>Waterfall Area</td>
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<tr>
<td>Reception</td>
<td>6:00 p.m. - 7:30 p.m.</td>
<td>Salons A-B-C</td>
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<tr>
<td>Dinner on your own</td>
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</tbody>
</table>

Special Group Meetings

**Conference Committee**
4:00 p.m. - 6:00 p.m. Executive Board Room

**AAACE Executive Committee**
9:00 a.m. - 11:00 a.m. President’s Suite, 8th Floor

**AAACE Board Meeting**
1:00 p.m. - 5:00 p.m. President’s Suite, 8th Floor

**International Unit**
8:00 a.m. - 9:30 a.m. Executive Board Room
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Registration</td>
<td>7:30 a.m. - 5:00 p.m.</td>
<td>Waterfall Area</td>
</tr>
<tr>
<td>Continental Breakfast</td>
<td>8:00 a.m. - 8:45 a.m.</td>
<td>Exhibit Areas</td>
</tr>
<tr>
<td>Opening Session</td>
<td>8:45 a.m. - 10:00 a.m.</td>
<td>Grand Ballroom</td>
</tr>
<tr>
<td>Exhibits Open</td>
<td>10:00 a.m. - 5:00 p.m.</td>
<td>Foyer &amp; Maryland Room</td>
</tr>
<tr>
<td>ALTN Presentation</td>
<td>11:00 a.m. - 12:30 p.m.</td>
<td>Pennsylvania Room</td>
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<td>2:30 p.m. - 5:00 p.m.</td>
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<tr>
<td>Concurrent Session #1</td>
<td>11:00 a.m. - 12:00 noon</td>
<td>See Schedule for Locations</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:15 p.m. - 1:30 p.m.</td>
<td>Grand Ballroom</td>
</tr>
<tr>
<td>Concurrent Session #2; Roundtables #1</td>
<td>2:30 p.m. - 3:30 p.m.</td>
<td>See Schedule for Locations</td>
</tr>
<tr>
<td>Concurrent Session #3; Roundtables #2</td>
<td>4:00 p.m. - 5:00 p.m.</td>
<td>See Schedule for Locations</td>
</tr>
<tr>
<td>Network and Hospitality</td>
<td>Time TBA</td>
<td>8th Floor</td>
</tr>
<tr>
<td>Special Group Meetings</td>
<td></td>
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<tr>
<td>International Unit</td>
<td>7:30 a.m. - 8:45 a.m.</td>
<td>Executive Board Room</td>
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<tr>
<td></td>
<td>10:15 a.m. - 12:00 noon</td>
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<td></td>
<td>1:45 p.m. - 4:00 p.m.</td>
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<tr>
<td>AAACE Affiliate Meeting</td>
<td>7:30 a.m. - 8:45 a.m.</td>
<td>Salon A</td>
</tr>
<tr>
<td>Adult Learning Editorial Board Meeting</td>
<td>4:15 p.m. - 5:30 p.m.</td>
<td>Executive Board Room</td>
</tr>
<tr>
<td>Conference Event</td>
<td>7:00 p.m. - 10:00 p.m. Dinner in Little Italy and Baltimore Tour</td>
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</tbody>
</table>
# Conference Schedule

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td><strong>Registration</strong></td>
<td>7:30 a.m. - 6:00 p.m.</td>
<td>Waterfall Area</td>
</tr>
<tr>
<td><strong>Continental Breakfast</strong></td>
<td>7:45 a.m. - 8:30 a.m.</td>
<td>Exhibit Areas</td>
</tr>
<tr>
<td><strong>Exhibits Open</strong></td>
<td>7:45 a.m. - 5:30 p.m.</td>
<td>Foyer &amp; Maryland Room</td>
</tr>
<tr>
<td><strong>Concurrent Session #4; Roundtables #3</strong></td>
<td>9:00 a.m. - 10:00 a.m.</td>
<td>See Schedule for Locations</td>
</tr>
<tr>
<td><strong>Concurrent Session #5</strong></td>
<td>10:15 a.m. - 11:15 a.m.</td>
<td>See Schedule for Locations</td>
</tr>
<tr>
<td><strong>ALTN Presentation</strong></td>
<td>10:15 a.m. - 11:15 a.m.</td>
<td>Pennsylvania Room</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>12:00 noon - 1:45 p.m.</td>
<td>Grand Ballroom</td>
</tr>
<tr>
<td><strong>Concurrent Session #6</strong></td>
<td>2:00 p.m. - 3:00 p.m.</td>
<td>See Schedule for Locations</td>
</tr>
<tr>
<td><strong>Concurrent Session #7; Roundtables #4</strong></td>
<td>4:30 p.m. - 5:30 p.m.</td>
<td>See Schedule for Locations</td>
</tr>
<tr>
<td><strong>Network and Hospitality</strong></td>
<td>Time TBA</td>
<td>8th Floor</td>
</tr>
</tbody>
</table>

## Special Group Meetings

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AAACE Past Presidents Breakfast</strong></td>
<td>7:30 a.m. - 9:30 a.m.</td>
<td>TBA</td>
</tr>
<tr>
<td><strong>CMNFE Meeting</strong></td>
<td>7:30 a.m. - 11:30 a.m.</td>
<td>Executive Board Room</td>
</tr>
<tr>
<td><strong>AAACE Membership Meeting</strong></td>
<td>4:15 p.m. - 5:30 p.m.</td>
<td>Salons E-F-G</td>
</tr>
<tr>
<td><strong>MAACCE Meeting</strong></td>
<td>3:00 p.m. - 4:00 p.m.</td>
<td>Salons A</td>
</tr>
<tr>
<td><strong>CEA Region II Meeting</strong></td>
<td>3:00 p.m. - 4:00 p.m.</td>
<td>Salons B</td>
</tr>
<tr>
<td><strong>CPAE Meeting</strong></td>
<td>4:30 p.m. - 7:30 p.m.</td>
<td>Delaware Room</td>
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</tbody>
</table>

## Conference Event

**Inner Harbor Trips - Bus Departures at 5:30 p.m. and 7:30 p.m.**
## Saturday, October 20, 2001

### Conference Schedule

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>8:00 a.m. - 12:00 noon</td>
<td>Waterfall Area</td>
</tr>
<tr>
<td>Continental Breakfast</td>
<td>8:00 a.m. - 9:00 a.m.</td>
<td>Exhibit Areas</td>
</tr>
<tr>
<td>Exhibits Open</td>
<td>8:00 a.m. - 1:00 p.m.</td>
<td>Foyer &amp; Maryland Room</td>
</tr>
<tr>
<td>Concurrent Session #8</td>
<td>9:00 a.m. - 10:00 a.m.</td>
<td>See Schedule for Locations</td>
</tr>
<tr>
<td>Concurrent Session #9</td>
<td>10:30 a.m. - 11:30 a.m.</td>
<td>See Schedule for Locations</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:30 a.m. - 12:30 p.m.</td>
<td>Salons E-F</td>
</tr>
<tr>
<td>Concurrent Session #10</td>
<td>1:30 p.m. - 2:30 p.m.</td>
<td>See Schedule for Locations</td>
</tr>
<tr>
<td>Network and Wrap-up</td>
<td>2:45 p.m. - 5:00 p.m.</td>
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### Special Group Meetings

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>CPAE Meeting</td>
<td>8:00 a.m. - 1:30 p.m.</td>
<td>Executive Board Room</td>
</tr>
<tr>
<td>CPAE Meeting</td>
<td>3:00 p.m. - 5:50 p.m.</td>
<td>Salons A-B-C Delaware Room Maryland Room</td>
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</table>

## Sunday, October 21, 2001

### Special Group Meetings

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPAE Meeting</td>
<td>8:00 a.m. - 12:00 noon</td>
<td>Salons A-B-C Delaware Room</td>
</tr>
</tbody>
</table>
Thursday Evening
Dinner in Little Italy and Baltimore Tour

Enjoy dinner at world famous Sabitino's in Little Italy with Salad, Pasta, Choice of 12 Entrees and Dessert. Following dinner, visit the Street Car Museum, Federal Hill, Fells Point, and a sherry toast and poetry reading at Edgar Allen Poe's gravesite.

Bus leaves the hotel at 5:30 p.m. and returns at 10:00 p.m.

Tickets are available for $55.00

Friday Evening
Visit Baltimore's Inner Harbor

The Inner Harbor offers Dining, Shopping and Entertainment
Use the Savings Certificate in your portfolio

Buses leave the hotel at 5:30 and 7:30 p.m. and return at 9:00 and 10:00 p.m.

There is no charge for this evening
<table>
<thead>
<tr>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tbody>
<tr>
<td>October 18, 2001</td>
<td>October 19, 2001</td>
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</tbody>
</table>
Target Audience Key

❖ What presentation would you like to attend?
❖ How do you choose a session that is relevant to your situation?

The title alone is not always a clear indicator of the session's content. Use this Target Audience Key to help you decide which sessions to attend.

The presenters have identified their intended audiences. Pick the number from the Key that matches your interest. If that number is listed as the Target Audience for a Concurrent or Roundtable Session, you have a match.

1. Adult Basic Education
2. At-Risk Population
3. Adult High School
4. Adult Learners with Disabilities
5. Adult Psychology
6. Affiliate and Association Leadership
7. Aging
8. College and Universities
9. Community and Non-Formal Education
10. Community College
11. Continuing Professional Education
12. Cooperative Extension
13. Continuing Education
14. Counseling Adult Learner Services
15. Distance Learning and Technology
16. English as a Second Language
17. Family Literacy
18. GED
19. Health Education
20. History and Philosophy of Adult Education
21. Human Resource Development
22. International
23. Literacy
24. Juvenile Correctional Education
25. Military Education and Training
26. Minority and Human Rights
27. Professional Development
28. Professor of Adult Education
29. Program Management Administration
30. Religious Education
31. Research and Practice
32. Students in Adult Education
33. Vocational and Career Education
34. Women Issues, Status & Education
35. Workforce Development
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Meeting Room</th>
<th>Audience</th>
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</thead>
<tbody>
<tr>
<td>11:00 a.m. – 12:00 noon</td>
<td><strong>The Company Game: Using an Intensive Simulation Experience to Strengthen Basic Skills in Work Environments</strong>&lt;br&gt;Report/demonstration of three successful intensive simulation experiences with 125 welfare participants resulting in stronger integration, retention and application of basic skills, work skills and interpersonal skills. <em>Dent C. Davis, Institute for Work and Learning &amp; Mary Ziegler, University of Tennessee</em></td>
<td>Salon B</td>
<td>33, 35</td>
</tr>
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<td></td>
<td><strong>Reflections on a Critical Examination of the 2000 Handbook of Adult and Continuing Education</strong>&lt;br&gt;A graduate seminar recently engaged in an examination of the 2000 <em>Handbook of Adult and Continuing Education.</em> Seminar participants will reflect on their experiences and the meaning of the <em>Handbook.</em> <em>Robert C. Donaghy, University of Tennessee; Anthony Hupp, United States Air Force; Mary Robinson, Susan Schultz, Ralph Brockett, University of Tennessee and Kristi Walker, Tennessee Protection &amp; Advocacy, Inc.</em></td>
<td>Salon C</td>
<td>28, 32</td>
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<td></td>
<td><strong>Basic Techniques for Accommodating Adult English Language Learners</strong>&lt;br&gt;Using hands-on and reflective activities, the presenters offer background information and basic techniques that can help ABE or inexperienced ESL teachers support adult English language learners. <em>MaryAnn Florez and Miriam Burt, National Center for ESL Literacy Education</em></td>
<td>Salon D</td>
<td>1, 16</td>
</tr>
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<td></td>
<td><strong>From Margin to Mainstream: Empowerment or Disempowerment of Adult Education?</strong>&lt;br&gt;AE is needed in learning societies: therefore, it is mainstream. The &quot;whys and whatever&quot; of this transition are explored and questions raised about the nature of changes in global terms. <em>Peter Jarvis, University of Surrey</em></td>
<td>Delaware</td>
<td>8, 28</td>
</tr>
<tr>
<td></td>
<td><strong>The Next 50 Years: From Margin to Mainstream to Collaboration</strong>&lt;br&gt;From a 50-year perspective on adult education theory and practice, we will explore together the desirability of synergistic directions, praxis, and collaborative strategies across all segments of the field. <em>Alan B. Knox, University of Wisconsin</em></td>
<td>Front of Grand Ballroom</td>
<td>36</td>
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<td></td>
<td><strong>The Dynamics of Action Learning and Its Implication for Adult Learning Environments</strong>&lt;br&gt;A comparative analysis of Action Learning taught in academic programs in the United States, England and Australia will be presented. Implications and application to adult learning organizations will be discussed. <em>Dr. Carroll A. Londoner and Patty Londoner, Virginia Commonwealth University</em></td>
<td>Washington</td>
<td>21, 29</td>
</tr>
</tbody>
</table>
### 11:00 a.m. – 12:00 noon (continued)

<table>
<thead>
<tr>
<th>Meeting Room</th>
<th>Target Audience</th>
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</thead>
<tbody>
<tr>
<td>Pennsylvania</td>
<td>1, 15, 16</td>
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</tbody>
</table>

**Using LINCS: Accessing Literacy Resources on the World Wide Web**  
Learn how to access free literacy resources and participate in a network of adult educators through the National Institute for Literacy's Literacy Information and Communication System. Harness the power of the World Wide Web to get the information you need now.  
*Ginger Shaffer, Instructional Designer for Eastern LINCS Regional Technology*

**Connections: A Transition Course Appropriate for Community College Freshman and/or Juveniles in a Correctional Facility**  
Connections is a curriculum that teaches teamwork, time management, study skills, managing stress, conflict, and decision-making. It is appropriate for community college freshmen and juveniles in a correctional setting.  
*Elaine Shelton, Austin Independent School District*

**From Tests to Projects: Developing Self-Direction and Realizing the Potential in Adult Learners**  
Student performance is generally evaluated through examinations. Instead, consider utilizing self-directed projects for developing student responsibility and creativity. Learn to incorporate self-directed learning projects that are meaningful into your teaching.  
*Dr. Sue Siusarshi and Valerie Dykes, Kansas State University*

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### Technology Panel

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<th>Meeting Room</th>
<th>Target Audience</th>
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<tbody>
<tr>
<td>Delaware</td>
<td>15, 31</td>
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</table>

**The Experience of Developing and Implementing Online Courses: One Professor's Experience**  
With a view to providing online Master's degrees, the Dean of our College supported a pilot group of faculty in the development of online courses. This is one professor’s story of the process.  
*Dr. Mary K. Cooper, UM – St. Louis*

**How Instructional Technology is Used in Pennsylvania's Adult Education Programs**  
The Presenters will summarize a survey of PAACE members' use of instructional technology in their teaching, and the strategies they consider most successful.  
*Dr. Barbara A. Frey, University of Pittsburgh and Beverly Gilbert, Indiana University of Pennsylvania*

**Developing an Online Faculty Development Course**  
The presenter summarizes the process of developing an online training course for faculty. The training focused on converting courses from the traditional classroom to the online environment.  
*Dr. Barbara A. Frey, University of Pittsburgh*
## CONCURRENT SESSION #2

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<thead>
<tr>
<th>Time</th>
<th>Meeting Room</th>
<th>Target Audience</th>
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<tbody>
<tr>
<td>2:30 p.m. – 3:30 p.m.</td>
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<tr>
<td><strong>Resources for Adult ESL Educators</strong></td>
<td>Salon A</td>
<td>16, 27</td>
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<tr>
<td>The presenters discuss online and print resources from the National Center for ESL Literacy Education for educators working with adults learning English as a second language.</td>
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<tr>
<td>Miriam Burt and MaryAnn Florez, National Center for ESL Literacy Education</td>
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<tr>
<td><strong>The New Adults: Capturing the Contributions of the &quot;Gen. Xer's&quot;</strong></td>
<td>Salon B</td>
<td>10, 36</td>
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<tr>
<td>Generation X brings new characteristics to adult education settings. Practitioners will learn to develop strategies to address these traits and maximize the value of education and training for these individuals.</td>
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<td>Valerie Dykes and Cindy Shuman, Kansas State University</td>
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<tr>
<td><strong>Neuroscience and Adult Education: How the Latest Research Findings in Neuroscience Translate into Practice.</strong></td>
<td>Salon H</td>
<td>5, 31</td>
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<tr>
<td>Current research about how the brain processes information has powerful implications for adult educators. How the brain organizes information, what the brain chooses to remember, and how stress and emotion impact learning will be addressed.</td>
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<td>Dr. Jane Fishback, Kansas State University</td>
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<tr>
<td><strong>Moving our Workplaces Towards Feminist Leadership Ideals</strong></td>
<td>Salon C</td>
<td>34, 35</td>
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<tr>
<td>A consideration of the literature on women's leadership demonstrates that women often find dissonance between the kinds of leadership they experience in the workplace and their ideals of what feminist leadership should be. The purpose of this workshop is to briefly consider the literature on feminist leadership ideals, to look at one profession that is trying to put these ideals at the base of their leadership goals, and to consider how women in other settings might move from the dissonance in leadership they experience toward feminist leadership values.</td>
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<tr>
<td>Daniele D. Flannery and Dr. Janet Delany, Pennsylvania State University; Julie Beck, York College of Pennsylvania; Doreen Tobin and Andrea Kirshman, Kutztown University</td>
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<tr>
<td><strong>Cyberstep's Multimedia Learning Resources</strong></td>
<td>Pennsylvania</td>
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<td>New ESL and adult literacy learning materials, distributed via video, CD-ROM and the Internet, will be made available this year at no cost to adult educators. This presentation will offer demonstrations and information about how to obtain these new multimedia learning tools.</td>
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<td>John Flielschman, Director III, Technology Services, Sacramento County Office of Education and Dr. Heide Spruck Wrigley</td>
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<td><strong>Using Peer Mentors/Trainers to Develop Workers in the Workplace</strong></td>
<td>Salon D</td>
<td>21, 35</td>
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<td>This presentation will highlight the importance and process of ensuring that new and incumbent workers have access to the support they need to continuously learn and improve their performance.</td>
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<td>Dr. Kathy Guglielmi, University of Rhode Island</td>
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<td><strong>Recent Brain Research: New Sources for Understanding Adult Learning</strong></td>
<td>Virginia</td>
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<td>Adult educators are exploring how knowledge derived from neurobiology informs adult learning. Seven principles are presented that can be used in adult classrooms.</td>
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<td>Lillian Hill, Virginia Commonwealth University</td>
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<td>4:00 p.m. – 5:00 p.m.</td>
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</table>
| **Career and Workforce Development Strategies to Support Adults with Barriers to Employment**<br>This session will highlight instructional strategies and resources, as well as community partners providing education, training and transition services for adults needing support for employment.  
*Diana M. Bailey, Beth Crimi, and Audrey Gunn, Maryland State Dept. of Education* | Salon B | 13, 35, 34 |
| **Expanding the Boundaries of the Classroom**<br>The use of problem-based learning in the context of the Internet can engage both learners and external constituents in the creation of an engaging and challenging learning environment.  
*Charles Baker-Clark, Morehead State University* | Salon A | 8, 15 |
| **Serving Learning Disabled Students**<br>Presentation of a multifaceted endeavor for student success by empowering students with learning disabilities through a systematic approach of identification, assessment, recommendation, and ongoing case management and consulting.  
*Jane E. Brumbach, College of Southern Idaho* | Salon C | 1, 2 |
| **Teachers and Learners as Web Developers**<br>NELRC helps programs develop materials for the Web. How can you build a site that is relevant to the needs of your learners? Teachers will show how they did it.  
*Jeff Carter, New England Literacy Resource Centers, Sue McLean, Queen Anne's County Board of Education and Allyson J. Randall, Charles County Public Schools Adult Services* | Pennsylvania | 1, 15 |
| **Computer Technology and Teaching Adults: Beliefs and Perspectives of Practicing Adult Educators**<br>This presentation reports on a study of perceptions and beliefs held by adult educators regarding the role of computer technology in promoting classroom-based learning. Analysis of data suggests a tension between technology's constructivist potential and its use in more teacher-centered ways.  
*John Dirks, Michigan State University and Ed Taylor, Penn State University* | Salon H | 15, 31 |
| **Survivor: Managing in the New Millennium**<br>Individuals have a preference for one management style, whereas, some management activities are strongly geared to another management style. What is your preferred style of managing? Come find out!  
*Dr. Gayle Kearns, University of Central Oklahoma* | Salon D | 21, 29 |
| **The Professional Development Kit: Multimedia Resources for Adult Educators**<br>The interactive multimedia resources for teacher professional development presented engages practitioners in investigations to strengthen classroom practice. Web-based tools and digital video of classroom practice are explored and analyzed.  
*Kelly Limeuil and Nathalie Applewhite, University of Pennsylvania* | Delaware | 15, 27 |
### 4:00 p.m. – 5:00 p.m. (continued)

<table>
<thead>
<tr>
<th>Job Corps Career Development Services System</th>
<th>Meeting Room</th>
<th>Target Audience</th>
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<tbody>
<tr>
<td>CDSS is a comprehensive, integrated management system for equipping all Job Corps trainees with the skills, competencies, knowledge, training, and transitional support required to facilitate entry into and sustain participation in a competitive labor market.</td>
<td>Washington</td>
<td>2, 33</td>
</tr>
<tr>
<td><em>Martl Posey and Murlie O'Connell, Treasure Island Job Corps Center</em></td>
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### Friday, October 19, 2001

**Health Education Panel**

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<tr>
<th>9:00 a.m. – 10:00 a.m.</th>
<th>Meeting Room</th>
<th>Target Audience</th>
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<tbody>
<tr>
<td>Form or Flesh: Social Meanings Attributed to Women's Practice of Breast Self-Exam</td>
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<td>19, 34</td>
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<tr>
<td>A social constructionist perspective views people as social objects with behaviors influenced by society. This influence includes women's body image and issues of body touching.</td>
<td>Virginia</td>
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<td><em>Patricia A. London, Bermudian Springs School District</em></td>
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<td>The Self-Directed Learning of Women with Breast Cancer: A Description of Independent Adult Learning in a Crisis Situation</td>
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<td>9, 19</td>
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<tr>
<td>The results of a qualitative study describing the self-directed learning of 13 breast cancer patients are reported including their motivations, processes, outcomes, common themes, and the repercussions for adult education.</td>
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<td><em>Dr. Kathleen B. Rager, University of Oklahoma</em></td>
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### CONCURRENT SESSION #4

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<th>9:00 a.m. – 10:00 a.m.</th>
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<th>Target Audience</th>
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<tbody>
<tr>
<td>Struggles of Hope: Narrative of Anti-Racist Adult Educators</td>
<td>Salon A</td>
<td>27, 31</td>
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<tr>
<td>Adult education has historically been associated with struggles to reshape organized power relations. We will examine the strategies employed by anti-racist adult educators as they promote a racially equitable society.</td>
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<td><em>Ronald M. Cervero and Juanita Johnson-Bailey, University of Georgia</em></td>
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<td>ERIC: Moving from the Margins to the Mainstream</td>
<td>Salon B</td>
<td>27</td>
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<tr>
<td>Attend this session to discover how the ERIC system has developed from a dinosaur into a user-friendly information system. Tips for effective searching and locating full-text materials will be included.</td>
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<td><em>Susan Imel, ERIC Clearinghouse on Adult, Career, and Vocational Education</em></td>
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<td>Meeting Room</td>
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| 9:00 a.m. – 10:00 a.m. (continued) | **ESOL is Responding to NRS**  
Presenter will share a flexible curriculum guide which correlates with the requirements of the National Reporting System and the ESOL content standards. Practical suggestions for classroom and extension activities will be offered. Participants will share ideas.  
*Andrea E. Longauer, Cleveland Adult Education* | Salon C       | 1, 16          |
|              | **ITS Super!: The Index for Training Success (ITS), an Evaluation Tool for Educators**  
The authors have summarized six classic education questions into an Index that will assist the educator in predicting the success of a training opportunity and selectively improving its potential.  
*Dr. Peter J. Murk and Andrew J. Barrett II, Ball State University* | Salon D       | 9              |
|              | **Moving in From the Margins: What Adult Educators Need to Know About (Dis)ability**  
Adult educators have begun to acquire greater awareness of adults with disabilities. This presentation will discuss recent socio-cultural and political perspectives on disability and the relevance of these perspectives to adult education practice.  
*Jovita Ross-Gordon and Tonnette S. Rocco, Florida International University* | Salon H       | 4              |
|              | **Improving Adult Education Through the Use of Competency Guides & Performance Indicators for Instructors, Administrators & Professional Development Coordinators**  
This session will introduce the new competency guides developed by PRO-NET 2000. The guides, that include competencies and performance indicators for instructors, managers, and professional development coordinators, will be presented along with strategies and techniques for use in adult education programs.  
*Renee Sherman, John Tibbetts, and Judith Crocker, Pelavin Research Center* | Delaware      | 1, 27, 35      |
|              | **Correctional Education: Finding the Information you Need Online**  
A live tour of the LINCS Correctional Education Special Collection – a website with resources related to adult literacy in corrections, including assessment, best practices, instructional resources, research studies.  
*Alice Tracy, Correctional Education Association* | Pennsylvania  | 13, 15         |
|              | **The Next Step, Running a Successful Jail Program, Focus on the Individual Learning Plans**  
From adult literacy to computer literacy and everything in between – a comprehensive community corrections education program. How to keep track of it all through a precise curriculum and individual learning plans.  
*Russell L. Wright and Gail Wilson, ORCC – Success Through Education Program* | Washington    | 13, 29         |
## CONCURRENT SESSION #5

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<tr>
<th>Time</th>
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<td>10:15 a.m. – 11:15 a.m.</td>
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### Integrating an ACT Center into a Comprehensive Workforce Development/Continuing Education Program
This session will focus on implementing an ACT Center into a Community College environment; how continuing Education worked with workforce development to deliver comprehensive marketing and training strategies.

*Dr. Frederick L. Baker and David Watte, Columbus State Community College*

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<th>Meeting Room</th>
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<tr>
<td>Salon A</td>
<td>10, 35</td>
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</table>

### English as a Family Language/English - Family Style!
This presentation addressed the gap between the fluency of ESL-parents, and their school-age children. Handouts for parent/child activities, sample lessons, field-trip suggestions, as well as a short video of an ESL parent/child activity will encourage English communication around life-skill themes and enrich the family.

*Sara J. Berg and Alice Kideman, Cleveland Adult & Continuing Education*

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<td>Salon B</td>
<td>16, 17</td>
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</table>

### Adult Learning: Exploring the Impact of Technology-Enhanced Environments
The connections between learning and technology were explored by collecting data through a case study design in which students enrolled in multiple universities participated in analyzing cases from their practice. Findings indicate that students' perceptions of technology influenced their ability to learn.

*Barbara J. Daley, University of Wisconsin; Karen Watkins and Bradley Courtenay, University of Georgia; Saundra Williams, North Carolina State University; Dr. Mike Davis, University of North London and Dr. Darryl Dymock, Flinders University*

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<td>Salon D</td>
<td>8, 15</td>
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### Domestic Violence: Pro-Feminist Approaches to Educating Men
Pro-feminism is a growing movement for men, that holds potential for contextualizing violence toward women as clearly situated within the realm of patriarchy. This discussion will present and explore a number of violence prevention and batterer intervention programs with pro-feminist approaches.

*Marian D. Edmiston, Delaware County Community College*

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<th>Location</th>
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<tbody>
<tr>
<td>Delaware</td>
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### GED 2002: Changes and Teaching Implications
Program will detail changes of the new GED test and provide teaching strategies designed to enhance success.

*Mary Helen Ives, Sales Consultant, Steck Vaughn Publishing*

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<tr>
<td>Pennsylvania</td>
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### Increasing Participation of Minority Offenders in Correctional Education Programs
Minority offenders have lower participation rates in education programs. Recruitment and retention strategies will be presented. This session is for program administrators and practitioners in correctional education programs.

*Tamara D. Thornton and Dr. Emily Payne, Southwest Texas State University*

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<tr>
<td>Washington</td>
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10:15 a.m. – 11:15 a.m. (continued)

<p>| Professional Development: The Current State and Future Direction of Professional Development for Adult Educators |</p>
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<td>Virginia 27</td>
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A panel of experts will discuss and field questions regarding the current state of professional development, what has been learned through research, and where they anticipate professional development heading.

_Michelle Tolbert, National Institute for Literacy_

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**CONCURRENT SESSION #6**

2:00 p.m. – 3:00 p.m.

<p>| Careers as Adult Educators: Different Things We Have Done |</p>
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<td>Salon C 27, 32</td>
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Presenters discuss their own careers as adult educators, which includes being basic skills instructors, corporate trainers, administrators in higher education, continuing education and public education, and share techniques, strategies and survival techniques.

_Dr. Iris M. Saltiel, Troy State University; Dr. Charline Russo, Schering-Plough Research Institute, and Florence Harvey, Harvey Associates_

<p>| Integrating Workskills and Lifeskills in Adult ESL Classes |</p>
<table>
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<th>Meeting Room</th>
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<td>Salon A 16, 35</td>
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The presenter discusses ways to integrate workskills and lifeskills in adult ESL lessons so that learners obtain the language and skills they need to succeed at work and in life.

_Dr. Timothy G. Collins, National-Louis University_

<p>| From Courses to Degrees: Institutional Support for Internet Based Program. An Adult Education Degree by Internet |</p>
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<td>Salon B 8, 15</td>
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Developing an online graduate degree in adult & continuing education affects all the university. Planning, budgeting and management, identifying stakeholders, and implications for university-wide culture and policy are included.

_Dr. Frank Fuller, Dr. Bob Gillan, and Dr. Ron McBride, Northwestern State University_

<p>| Widening the Access: A Critical Review of Adult Education Literature |</p>
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Adult education mirrors the world and plays a significant role in reproducing our society. This presentation focuses on how changes in the literature affect access to adult education programs and to society in general.

_Juanita Johnson-Bailey and Ronald M. Cervero, University of Georgia_
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<tr>
<td>2:00 p.m. – 3:00 p.m.</td>
<td>Delaware</td>
<td>9, 17, 23</td>
</tr>
<tr>
<td><strong>Through the Eyes of an Adult Learner: Literacy Facilitator Training Using Litscript Immersion Simulation</strong></td>
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<tr>
<td>Learning for Life examines an approach for reconnecting literacy facilitators with the joys and frustrations of learning how to read by immersing them in a simulated early reading experience using litscript.</td>
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<tr>
<td>Dr. Bonnie B. Mullinix, Monmouth University</td>
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<tr>
<td><strong>Learning for Life: A Longitudinal Impact Study of Pennsylvania’s Adult Education Success Stories Recipients</strong></td>
<td>Washington</td>
<td>1, 31</td>
</tr>
<tr>
<td>Learning for Life examines the impact of ABE participation on the lives and attitudes of 70 exemplary adult learners over a period of time ranging from nine months to 32 years.</td>
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<tr>
<td>Dr. Sherry Royce, Royce &amp; Royce, Inc., Dr. Richard Gacka, Northwest Regional Professional Development Center and Theresa Branford, Community Learning Center</td>
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<tr>
<td><strong>Multimedia Instruction: The Key to Getting Your Learners Ready for GED 2002</strong></td>
<td>Pennsylvania</td>
<td>1, 15, 35</td>
</tr>
<tr>
<td>In a classroom or at a distance, PBS LiteracyLink’s two multimedia instructional series, <em>Workplace Essential Skills</em> and <em>GED Connection</em>, equip you to prepare your learners for the GED 2002 exam. Come see how!</td>
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<tr>
<td>Laura Sewell, PBS LiteracyLink and Millie Fazey, KET, The Kentucky Network</td>
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<tr>
<td><strong>Educating in the Workplace: The Online Workforce Development Campus</strong></td>
<td>Salon H</td>
<td>27, 35</td>
</tr>
<tr>
<td>This workshop introduces participants to the broad range of on-line courses available to adult educators who want to market, develop curriculum, and deliver effective skills instruction in the workplace.</td>
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<td>Edmund Vitale Jr., Workforce Development Campus and Diane Foucar-Szochi, James Madison University</td>
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<tr>
<td><strong>Learning Styles - Mindstyles: Implications for Adult Learners</strong></td>
<td>Virginia</td>
<td>27, 31</td>
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<tr>
<td>The empirically-based examination of relational issues involving preferred learning modalities and how the mind processes information and provides insight for adult education and trainers.</td>
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<tr>
<td>Dr. Maria Martinez Witte and Dr. James E. Witte, Auburn University</td>
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</tbody>
</table>
### CONCURRENT SESSION #7

<table>
<thead>
<tr>
<th>4:30 p.m. – 5:30 p.m.</th>
<th>Meeting Room</th>
<th>Target Audience</th>
</tr>
</thead>
</table>
| **Implications of Current Learning Styles Research**<br>Review of current learning styles research to include implications and applications for the practitioner.  
*Wayne B. James, University of South Florida, and James E. Witte, Auburn University* | Salon G       | 5, 27           |
| **Building Better Communities Through External Funding Opportunities**<br>A Program Associate of the Grants Resource Center (GRC), a unit of the American Association of State Colleges and Universities (AASCU), will present a workshop on differences between applying for grants from foundations and from the federal government. Attendees will receive handouts on funding opportunities for adult education and colleges, tips for writing proposals, and samples of funded grants.  
*Joe B. Bradley, American Association of State Colleges and Universities* | Salon A       | 8, 9, 27        |
| **Using Technology for Adult Learners: Creating Access and Opportunity**<br>This presentation offers practitioners, trainers, and researchers in adult education a review of the lessons learned in the first two years of the Massachusetts ABE Distance Learning Project. It will highlight the experiences of the Project pilot sites in use of telecommunications technology, application of multimedia curriculum, and training of staff and adult learners for “anywhere, anytime learning” in Adult Basic Education.  
*Roger Hooper, Manager, Massachusetts ABE Distance Learning Project* | Pennsylvania  | 1, 15           |
| **Using Multimedia to Inspire and Teach the Pre-GED/ABE Learner**<br>Want to better engage, motivate and teach your students? Come learn about a flexible and inspiring multimedia resource and how to creatively integrate video into classroom practice.  
*Sarah C. Kowal, Adult Literacy Media Alliance* | Salon B       | 1, 23           |
| **Employment Retention and Advancement Strategies: Social Services and Educational Programs for Former Welfare Recipients**<br>Employment retention and advancement strategies are vital to employed former welfare recipients. The inhibitory effects of employment barriers, and the effectiveness of educational and social services programs/strategies are presented.  
*Dr. Larry Martin and Dr. Mary Alfred, University of Wisconsin-Milwaukee* | Salon C       | 1, 21           |

The National Literacy Summit 2000 Action Agenda for the adult education, language, and literacy system calls on all of us to work toward the following goal:

**By 2010, a system of high quality adult literacy, language, and lifelong learning services will help adults in every community make measurable goals as family members, workers, citizens, and lifelong learners.**
Saturday, October 20, 2001

CONCURRENT SESSION #8

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Meeting Room</th>
<th>Target Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 a.m. – 10:00 a.m.</td>
<td><strong>The SCANS Career Transcript System</strong></td>
<td>Pennsylvania</td>
<td>1, 15</td>
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<td></td>
<td>This presentation will be an overview of the Career Transcript System from the SCANS Center at Johns Hopkins University, the CTS tracks, documents, and develop participants' skills into a document of life-long learning, which is delivered via the Web.</td>
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<td><strong>Anna-Lisa Aunio, John Hopkins University</strong></td>
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<td><strong>Transfer of Training in a Digital Age</strong></td>
<td>Washington</td>
<td>15, 27</td>
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<tr>
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<td>The long-term partnership mandated by the transfer of training once eluded trainers due to time and resource limitations, but today, Web-enhanced assessment can provide an e-based solution.</td>
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<td><strong>Robert Frash, Jr, Ball State University</strong></td>
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<td><strong>Teaching and Learning with Technology - Rich Projects</strong></td>
<td>Virginia</td>
<td>15, 36</td>
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<td></td>
<td>Visit classrooms (via video) and watch and discuss how learners are gaining technology skills while integrating technology into their ABE, GED and workforce preparation studies.</td>
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<td><strong>Lynda Ginsburg, University of Pennsylvania</strong></td>
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<td><strong>Communities of Practice: Learning as Social Participation</strong></td>
<td>Salon D</td>
<td>8, 31</td>
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<td></td>
<td>This session will explore the new theory of learning as social participation (Wenger's Community of Practice (1998). Key elements of theory, research, and practice applications will be shared.</td>
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<td><strong>Carol Kasworm, NCSU</strong></td>
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<td><strong>Transporting Learning into the Real World: Remembering What You Learn!</strong></td>
<td>Delaware</td>
<td>8, 11</td>
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<tr>
<td></td>
<td>Adults want to learn &quot;something practical.&quot; Yet, much of the learning in &quot;classrooms&quot; is forgotten. Techniques will be described for synthesizing learning and making it memorable enough for real world application.</td>
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<td></td>
<td><strong>Dr. Fran Toomey, St. Michael's College</strong></td>
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<td></td>
<td><strong>Adult Literacy Teachers' Beliefs about Computers in the Classroom</strong></td>
<td>Salon E</td>
<td>1, 23</td>
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<td></td>
<td>The session will present the results of a statewide study of teachers' beliefs about computer use in adult literacy classrooms. Through survey research and multivariate analysis, three broad beliefs were uncovered.</td>
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<td></td>
<td><strong>Thomas Valentine, University of Georgia and Elizabeth Dillon-Black, Georgia Institute of Technology</strong></td>
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## CONCURRENT SESSION #9

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<thead>
<tr>
<th>Time</th>
<th>Meeting Room</th>
<th>Target Audience</th>
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<tbody>
<tr>
<td>10:30 a.m. – 11:30 a.m.</td>
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</table>

### Adult Education and 2002 GED Test
The 2002 GED test brings big changes and challenges to adult learners and adult educators. In this session, you will receive the most current information about the new features of the 2002 Series Test.

*Joan Auchter, Executive Director GED Testing Service*

<table>
<thead>
<tr>
<th>Meeting Room</th>
<th>Target Audience</th>
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<tbody>
<tr>
<td>Salon E</td>
<td>1, 18</td>
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</tbody>
</table>

### A Case Study of the Change in an Adult Education Doctoral Program
In response to an external review, the Adult Education Doctoral Program at Ball State University merged with another program to form a new program. This presentation describes the process by which this new program developed.

*Joseph L. Armstrong, Peter Murk, and James McElhinney, Ball State University*

<table>
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<tr>
<th>Meeting Room</th>
<th>Target Audience</th>
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<tbody>
<tr>
<td>Virginia</td>
<td>8</td>
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</table>

### Writing Skills Achievement for Adult Intermediate and Advanced ESOL Students
Students will refine writing skills, use of mechanics and appropriate content as writing deficiencies are addressed through a semester writing project using preassessment, formative assignments, rubrics, checklists and summative assessment.

*Amy C. Andrews, Mesa Public Schools Adult Education*

<table>
<thead>
<tr>
<th>Meeting Room</th>
<th>Target Audience</th>
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<tbody>
<tr>
<td>Washington</td>
<td>16, 32</td>
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</tbody>
</table>

### How Well Does It Work? Applying Distance Learning Strategies to Graduate Business Education
This presentation explores professors' and graduate business students' experience with piloting a distance learning course. Strategies for the development of graduate courses utilizing distance learning are offered.

*Sharon K. Gibson, University of St. Thomas Graduate School of Business*

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<tr>
<th>Meeting Room</th>
<th>Target Audience</th>
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<tbody>
<tr>
<td>Salon D</td>
<td>8, 15</td>
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</tbody>
</table>

### Basic Adult Education via the Internet
This presentation describes a four-year-old program that delivers basic adult education courses via the Internet to individuals who might not otherwise have access to GED preparation courses.

*Terrance Redding, OnLine Training, Inc.*

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<tr>
<th>Meeting Room</th>
<th>Target Audience</th>
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<tbody>
<tr>
<td>Pennsylvania</td>
<td>1, 15</td>
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</table>

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Let us pause. We join together with you in a moment of remembrance for those educators and citizens who lost their lives in the tragedies of September 11th, 2001. All of us are deeply saddened, and our hearts and thoughts go out to those who have lost loved ones. Let the history books tell of a nation that showed dedication, courage, strength and a faith that remain unshaken.
CONCURRENT SESSION #10

1:30 p.m. – 2:30 p.m.

<table>
<thead>
<tr>
<th>The Structure and Essence of Adults’ Learning Experiences: A Phenomenological Inquiry</th>
<th>Meeting Room</th>
<th>Target Audience</th>
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</thead>
<tbody>
<tr>
<td>Four researchers construct a comprehensive account of the structure and essence of adults’ learning experiences using a phenomenological inquiry. They discuss implications for building a theory of adult learning, and for facilitating adult learning.</td>
<td>Washington</td>
<td>28, 31</td>
</tr>
<tr>
<td>Ian Baptiste, Kristine Lalley, Fred Milacci and Honoratha Mushli, Penn State University</td>
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<thead>
<tr>
<th>Online Distance Education in South Asia, with Special Reference to India.</th>
<th>Meeting Room</th>
<th>Target Audience</th>
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</thead>
<tbody>
<tr>
<td>The presentation will deal with the educational needs of South Asian countries and discuss the problem, challenges and possibilities that Internet-based distance education can offer in the region.</td>
<td>Virginia</td>
<td>15, 22</td>
</tr>
<tr>
<td>Alan Josin D'Souza, Oklahoma State University</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Alchemy: Observers in Action</th>
<th>Meeting Room</th>
<th>Target Audience</th>
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</thead>
<tbody>
<tr>
<td>Learning is the art of observing what is. Learning generates new possibilities for action. Learning is the key to effectiveness. Learning is the chemistry that creates transformation. Learning is fundamental to creating your world.</td>
<td>Salon D</td>
<td>21, 11</td>
</tr>
<tr>
<td>Dr. Jane R. Flagello, Direction Dynamics, Inc.</td>
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<table>
<thead>
<tr>
<th>Standing on the Shoulders of the RTEC’s</th>
<th>Meeting Room</th>
<th>Target Audience</th>
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<tbody>
<tr>
<td>Why reinvent the wheel? The federally funded Regional Technology in Education Consortia (RTECs) has developed many technology-based resources and projects for K-12 around integrating technology. Many of these can be easily adapted for use by adult educators and learners. See what they have done and develop ideas for your program or classroom.</td>
<td>Pennsylvania</td>
<td>1, 15</td>
</tr>
<tr>
<td>Dr. Lynda Ginsburg, Senior Researcher at National Center on Adult Literacy</td>
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TV 4.11

- On the Air
- TV 4.11: In Print
- On Video
- tv411.org

TV 4.11 is an exciting pre-GED program that teaches lifeskills and literacy lessons through the power of multi-media.

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### Thursday, October 18, 2001
### ROUNDTABLE SESSIONS #1

#### 2:30 p.m. – 3:30 p.m.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Meeting Room</th>
<th>Target Audience</th>
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</thead>
<tbody>
<tr>
<td>Early Socialization and Learning in Adulthood: Lessons from Caribbean Immigrant Women in the United States</td>
<td>Salon E</td>
<td>8, 34</td>
</tr>
<tr>
<td>Understanding the learning experiences of immigrants is vital for their full participation in the US adult education. Participants will learn of the issues that hinder and facilitate learning among Caribbean immigrant adult learners.</td>
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<tr>
<td>Dr. Mary V. Alfred, University of Wisconsin-Milwaukee</td>
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<tr>
<td>Continuing Importance of Education Options for Servicemembers in an Era of Change</td>
<td>Salon H</td>
<td>8, 25</td>
</tr>
<tr>
<td>Higher education for adults is undergoing revolutionary change in areas of accreditation, delivery modes, certification, even deconstruction of institutions. Servicemembers continue to need (1) credit transfer guarantees; (2) limitations on academic residency; (3) ability to blend occupational learning; and (4) standardized testing options. Highly respected third party evaluations are increasingly important in quality assurance.</td>
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<tr>
<td>Clinton L. Anderson and Steve F. Klime, Servicemembers Opportunity Colleges</td>
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<tr>
<td>Reclaiming the Self with Freire: Incarcerated Women and Their Abusive Relationships</td>
<td>Salon G</td>
<td>2, 13, 34</td>
</tr>
<tr>
<td>A Freirian process of shattering the silence fostered by abuse generates identity and empowerment among an extremely marginalized population.</td>
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<td>Dr. Irene C. Baird, Penn State Harrisburg Women's Enrichment Center</td>
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<tr>
<td>Measuring Successful Aging: Using the Life Satisfaction Index</td>
<td>Salon E</td>
<td>5</td>
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<tr>
<td>Confirmatory Factor Analysis of Neugarten's LSI-A demonstrates its usefulness in assessing successful aging in appropriate research contexts. Recommended revisions of this important research tool will be offered.</td>
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<tr>
<td>Andrew J. Barrett II and Peter Murk, Ball State University</td>
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<tr>
<td>Desperate Measures - GED 2001 Cheat Sheets for Writing Skills and Mathematics</td>
<td>Salon E</td>
<td>1, 18</td>
</tr>
<tr>
<td>The GED 2001 “cheat sheets” aid students whose best chance for a credential is before the standards are raised. Simplified, manageable and memorable fundamentals in grammar and math will boost test scores.</td>
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<td>Linda Sullivan Benedictis, Office of Adult and Continuing Education - Cleveland</td>
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<tr>
<td>Spiritual Growth and Adult Learning: Toward a Common Conceptual Framework</td>
<td>Salon F</td>
<td>30</td>
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<tr>
<td>Different conceptual frameworks for spiritual growth and adult learning make it difficult to find common ground. This presentation reports results of a qualitative study linking spiritual growth and adult learning.</td>
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<td>Dent C. Davis, University of Tennessee</td>
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<tr>
<td>Time</td>
<td>Meeting Room</td>
<td>Target Audience</td>
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<tr>
<td>2:30 p.m. – 3:30 p.m. (continued)</td>
<td>Salon F</td>
<td>21, 35</td>
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**Evaluation of an Action Learning Leadership Development Program at Mellon Financial Services**

This study used Kirkpatrick’s 4-level training evaluation model. The leadership development program evaluated was a 9-month initiative which integrated action learning strategies into management topics.

*Dr. Barbara A Frey, Univ. of Pittsburgh and Patricia M. Stremmel, Mellon Financial Services*

**Conservative Environmental Adult Educators: Decentering the Social Consensus of Environmental Concern**

Since 1970, environmental adult educators have labored to build social consensus on protecting the environment. This presentation reports on efforts by right-wing grassroots educators to inscribe environmental education with market-based, conservative notions.

*Dr. Robert J. Hill, University of Georgia*

**Voices of Adult Education Transformation: What Adult Learners Tell Us About Their Transformation Learning Experiences.**

Findings of an in-depth qualitative study of learners in an adult learning center provide a seldom seen view of adult basic education and GED preparation as opportunities for perspective transformation.

*Dr. Kathleen P. King, Fordham University*

**A Systematic Approach to Diagnosing Educational Problems in Adult and Continuing Education Settings.**

Presentation of a consultant systems approach model detailing the process and procedures consultants use to identify structural, cultural, and people training problems in adult and continuing education settings.

*Dr. Carroll A. Londoner, The Adult Education and HRD Program, Virginia Commonwealth Univ.*

**Perceived Motivational Issues Impacting Employees in a High-Tech, Globally Competitive Market.**

Five general issues exist that impact employees in how they perceive both themselves in the workplace and their attitude towards their supervisors and organization.

*Ramo J. Lord*

**Numeracy – A “Flea Market” Approach**

Designed to improve learners’ of English as a Second Language abilities to cope with the mathematical demands of their everyday lives in their homes, workplaces and in their communities through an interactive, hands-on activity.

*Cheryl North, Beth Crowther, and Gloria Beachey, ESL Professional Development Center*

**Dorothy Day and the Catholic Worker Movement: Learning in a Radical Community of Faith**

An examination of the work of Dorothy Day and the Catholic Worker Movement contributes to greater understanding of women’s contributions to adult education history in the U.S.

*Marilyn M. Parrish, Penn State University*
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<tr>
<th>Time</th>
<th>Meeting Room</th>
<th>Target Audience</th>
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<tbody>
<tr>
<td>2:30 p.m. – 3:30 p.m. (continued)</td>
<td>Salon G</td>
<td>11, 27</td>
</tr>
<tr>
<td>&quot;A Case Study of the Greater Cleveland Adult Education Council as a Professional Association.&quot;</td>
<td>Salon G</td>
<td>11, 15, 27</td>
</tr>
<tr>
<td>Dr. Elice E. Rogers and Dr. Catherine Hansman, Adult Learning and Development</td>
<td>Salon G</td>
<td>5, 28</td>
</tr>
<tr>
<td>Making Connections: Roles of Technology in Teacher Learning</td>
<td>Salon G</td>
<td>1, 27</td>
</tr>
<tr>
<td>Mary Russell, Kelly Limeul, and Christine Corrigan, National Center on Adult Literacy</td>
<td>Salon G</td>
<td>29</td>
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<tr>
<td>Teaching Beliefs of Graduate Students in Adult Education: A Longitudinal Perspective</td>
<td>Salon G</td>
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<tr>
<td>This is a presentation of a two-year, longitudinal research project about Master's level graduate study education and its impact on students' teaching beliefs as practicing adult educators.</td>
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<td>Ed Taylor, Penn State – Capitol College</td>
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<td>Piloting a Model for Standardizing Adult Educator Teacher Preparation</td>
<td>Salon G</td>
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<tr>
<td>The quality of adult educator preparation varies from state to state. A model has been developed with the goal of increasing the type of quality professional development that includes a strong teacher reflection component.</td>
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<td>Tamara Thornton, Dr. Emily Miller Payne and Jeannette Jones, Southwest Texas State Univ.</td>
<td>Salon G</td>
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<tr>
<td>Improving Practice Through Action Research: Key Steps in the Process</td>
<td>Salon G</td>
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<tr>
<td>Adult education practitioners participated in a variety of intensive action research projects that they designed to improve their programs. This presentation reports their process and the results they achieved.</td>
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<td>Mary Ziegler, University of Tennessee</td>
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# ROUNDTABLE SESSIONS #2

**Thursday, October 18, 2001**

4:00 p.m. – 5:00 p.m.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Meeting Room</th>
<th>Target Audience</th>
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<tbody>
<tr>
<td><strong>Evaluating Professional Development in Adult Basic Education</strong></td>
<td>Salon E</td>
<td>1, 27</td>
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<tr>
<td>This session will describe both the process of implementing and the findings of a three-year evaluation study of the Adult Basic Education professional development system in Pennsylvania.</td>
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<td><em>Alisa Belzer, Rutgers University</em></td>
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<tr>
<td><strong>Crossing the Great Divide: Building the Bridge Between Business and Adult Education</strong></td>
<td>Salon E</td>
<td>35</td>
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<tr>
<td>This interactive session will provide background information, “best practices” case studies and sample materials from two workforce development initiatives supported by Pennsylvania's Bureau of Adult Basic and Literacy Education (ABLE).</td>
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<td><em>Priscilla Carman and Laura Beach, Penn State Institute for the Study Adult Literacy</em></td>
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<tr>
<td><strong>Self-Directed Learning as It Relates to Creativity and Learning Styles Among Adult College Students</strong></td>
<td>Salon E</td>
<td>8, 10</td>
</tr>
<tr>
<td>A quantitative exploration into the relationships between self-directed learning, creativity, and learning styles. These relationships were examined using adult college students.</td>
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<td><em>Barry F. Cox and Jim Canipe, The University of Tennessee</em></td>
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<tr>
<td><strong>Culture and Common Life</strong></td>
<td>Salon E</td>
<td>21, 24</td>
</tr>
<tr>
<td>We are living in a changing world. In the past, to see someone, to address and hear one, one had to be at a speaking distance. Today, at any distance, one can see, address and hear: long live the Internet.</td>
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<tr>
<td><em>Daouda Diakite, Institute des Science Humanities</em></td>
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<tr>
<td><strong>A Balanced Union: Women, Learning, and the Occupation of Self-Nurturance</strong></td>
<td>Salon E</td>
<td>19, 34</td>
</tr>
<tr>
<td>This presentation focuses on women’s learning as it relates to the daily occupation of self-nurturance. The concepts of women’s learning paths and wellness education are the primary topics of consideration.</td>
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<tr>
<td><em>Angela N. Hisong, Pennsylvania State University</em></td>
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<tr>
<td><strong>Teaching Incarcerated Fathers to Become Effective Parents</strong></td>
<td>Salon F</td>
<td>13</td>
</tr>
<tr>
<td>This presentation will discuss the design and results of a 3-year research/training program for incarcerated fathers in Delaware.</td>
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<tr>
<td><em>Dr. Bruce Hobler, Delaware State University</em></td>
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<tr>
<td><strong>Letting Go of Stuff - From the Margin Through the Mainstream</strong></td>
<td>Salon F</td>
<td>11, 27</td>
</tr>
<tr>
<td>Accept change, let go, and move forward; reduce stress by using the self-managing grid; learn two questions that will keep you focused on the right stuff. Fun, interactive, insightful.</td>
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<tr>
<td><em>Darren Johnson, Inside Out Learning</em></td>
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<tr>
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<td>Meeting Room</td>
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<tr>
<td>4:00 p.m.</td>
<td>Moving the Margin to the Mainstream: A Model for Enhancing the</td>
<td>Salon F</td>
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<tr>
<td></td>
<td>Success of Adult Students</td>
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<td></td>
<td>A model utilizing adult learning principles that promotes retention</td>
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<td></td>
<td>of adults in higher education settings will be presented.</td>
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<td></td>
<td>Participants will examine how the model can enhance their program's</td>
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<td></td>
<td>success.</td>
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<td></td>
<td><strong>Ronald W. Kolenbrander and Jan Swing, Radford University</strong></td>
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<td>4:00 p.m.</td>
<td>Adult Education for Sale: Adult Ed and Business Join Together to</td>
<td>Salon F</td>
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<tr>
<td></td>
<td>Mainstream Employees</td>
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<td></td>
<td>Market adult education classes to business, develop a curriculum,</td>
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<td></td>
<td>create an infrastructure of support within the business, and</td>
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<td></td>
<td>execute classes that advance the student and improve the company's</td>
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<td></td>
<td>productivity. Interactive!</td>
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<td></td>
<td><strong>Lauren A. Ligouri, Mesa Public Schools</strong></td>
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<tr>
<td>4:00 p.m.</td>
<td>ESOL Family Literacy</td>
<td>Salon F</td>
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<td></td>
<td>This is a family-focused program for ESOL students. It will help to</td>
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<td></td>
<td>improve reading, speaking and listening skills, and understanding</td>
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<tr>
<td></td>
<td>of materials used in everyday family, school, and job-related</td>
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<td></td>
<td>situations. Learning activities are provided for the children.</td>
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<td></td>
<td>**Elizabeth Lindsey and Patricia Baummer, Community College of</td>
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<td></td>
<td>Baltimore County**</td>
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<tr>
<td>4:00 p.m.</td>
<td>Developing Faculty in Strategies that Accommodate Students with</td>
<td>Salon G</td>
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<td>Disabilities in the College Classroom</td>
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<td>This session will acquaint participants with a variety of faculty</td>
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<td>development models that may be designed and utilized to fit limited</td>
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<td>time periods common in faculty schedules.</td>
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<td><strong>Jean L. McCormick, Broward Community College</strong></td>
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<tr>
<td>4:00 p.m.</td>
<td>Wedding Literacy and Everyday Functional Skills: Voices of Former</td>
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<td></td>
<td>Literacy Participants in Botswana</td>
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<tr>
<td></td>
<td>The purpose of this paper is to present facts and analysis of five</td>
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<td>testimonies of former literacy participants who are living examples</td>
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<td>of how literacy can be a useful vehicle to move learners from the</td>
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<td>margin to the mainstream formal education and even greater</td>
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<td>opportunities for HIV/AIDS, employment and poverty reduction.</td>
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<td></td>
<td><strong>Wapula Nelly Raditoaneng, University of Botswana</strong></td>
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<tr>
<td>4:00 p.m.</td>
<td>The Practice and Politics of Disability Disclosure</td>
<td>Salon G</td>
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<tr>
<td></td>
<td>As adults with disabilities increasingly seek educational</td>
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<td></td>
<td>opportunities, adult educators receive the disclosure and request</td>
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<td>for accommodation and are asked for counsel from these students on</td>
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<td>how to best disclose in other venues.</td>
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<td><strong>Tonette S. Rocco, Florida International University</strong></td>
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<td>4:00 p.m.</td>
<td>Surviving Inside the Academy: What Minority Adults Describe as Keys</td>
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<td>to Their Success</td>
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<td>The presentation will share information from two studies interviewing</td>
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<td>African American and Hispanic adults about their experiences at a</td>
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<td>predominantly White university.</td>
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<td><strong>Jovita M. Ross-Gordon</strong></td>
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<tr>
<td>Time</td>
<td>Meeting Room</td>
<td>Target Audience</td>
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<tr>
<td>4:00 p.m. – 5:00 p.m. (continued)</td>
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<tr>
<td><strong>Using Emotional Intelligence to Improve Learning and Student Retention</strong>&lt;br&gt;Our research (by: Ms. Gloria Jean Walton) shows a direct connection between improving emotional intelligence and increasing academic performance and student retention.&lt;br&gt;<em>Terry Schmitz, The Conover Company</em></td>
<td>Salon G</td>
<td>1, 35</td>
</tr>
<tr>
<td><strong>A Model for Statewide Evaluation: Methods and Lessons Learned</strong>&lt;br&gt;The presenter and participants will discuss Pennsylvania’s statewide family literacy program evaluation and the extent to which findings document outcomes and support recommendations to guide program improvement efforts.&lt;br&gt;<em>Barbara Van Horn, Penn State University Institute for the Study of Adult Literacy and Goodling Institute for Research in Family Literacy</em></td>
<td>Salon G</td>
<td>17</td>
</tr>
<tr>
<td><strong>Beyond the GED: Building Bridges to the Community College</strong>&lt;br&gt;Become acquainted with a replicable model for addressing GED students’ career development concerns. This learner-centered programming bridges student success in the CCBC – GED program and the career program options available at CCBC.&lt;br&gt;<em>Judy Walsh, Kathy Lilley, Matt Braswell, and Karen Powers, CCBC – Essex</em></td>
<td>Salon G</td>
<td>2, 14, 18</td>
</tr>
<tr>
<td><strong>Posting the Adult Education Enterprise</strong>&lt;br&gt;Nonprofit organizations are in competition. Many adult educators may like to believe otherwise, but it is a reality. Many adult education organizations fail to succeed because target customers do not really know who they are or how they are different from their competitors. This paper demonstrates how one adult education organization is perceived at the present time and then goes further to study the content of its image. The study applied one of the most popular tools to do the analysis.&lt;br&gt;<em>Peggy Hulchuan Wel, Department of Adult &amp; Continuing Education</em></td>
<td>Salon G</td>
<td>21, 29</td>
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</tbody>
</table>
### ROUNDTABLE SESSIONS #3

**9:00 a.m. – 10:00 a.m.**

<table>
<thead>
<tr>
<th>Dialogue: A Mode of Discourse in Teaching &amp; Learning</th>
<th>Meeting Room</th>
<th>Target Audience</th>
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<tbody>
<tr>
<td>This session will focus on a recent study of dialogue as a mode of discourse in teaching and learning. Discussion will focus on implications for practice in formal adult education environments.</td>
<td>Salon E</td>
<td>8, 31</td>
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<tr>
<td>Dr. Steve Alderton and Dr. John Peters, University of Tennessee</td>
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<table>
<thead>
<tr>
<th>Making a Transition – Bridging the “Digital Divide”</th>
<th>Meeting Room</th>
<th>Target Audience</th>
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</thead>
<tbody>
<tr>
<td>Helping ABLE students understand that they are able to become active participants in a technological society and preparing them for that role through basic computer literacy instruction.</td>
<td>Salon E</td>
<td>1, 29</td>
</tr>
<tr>
<td>Tinnie A. Banks and Ertha Botsch, Cleveland ABLE Program – Cleveland Municipal School District</td>
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<table>
<thead>
<tr>
<th>Examining Magnet Hospitals Using a Female Leadership Model</th>
<th>Meeting Room</th>
<th>Target Audience</th>
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<tbody>
<tr>
<td>Healthcare is facing the largest nursing shortage in its history. Magnet Hospitals are a way healthcare organizations are redesigning themselves to attract and recruit more nursing staff. It is the purpose of this paper to explore the use of a female leadership model as a method of achieving success in the retention of nurses in Magnet Hospitals.</td>
<td>Salon E</td>
<td>34, 35</td>
</tr>
<tr>
<td>Julie A. Beck, RN, MSN, York College of PA</td>
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<thead>
<tr>
<th>Life in the Mainstream: The Problems and Promises of Critical Thinking in Adult Education</th>
<th>Meeting Room</th>
<th>Target Audience</th>
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<tbody>
<tr>
<td>This session discusses how critical thinking is defined. The concept will move to the field’s margins unless it is understood as a means to an end rather than an end itself.</td>
<td>Salon E</td>
<td>9, 32</td>
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<tr>
<td>Heath M. Boxler, Penn State University</td>
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<thead>
<tr>
<th>Preparing Learners for the 2002 GED Essay Test</th>
<th>Meeting Room</th>
<th>Target Audience</th>
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</thead>
<tbody>
<tr>
<td>The new GED essay test is coming! In this session, the presenter discusses the changes and gives a four-step process test-takers use to create a good GED essay every time.</td>
<td>Salon E</td>
<td>18</td>
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<tr>
<td>Dr. Timothy G. Collins, National-Louis University</td>
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<tr>
<th>Providing Appropriate Accommodations for Adult with Disabilities in Post-Secondary Settings - It Is the Law!</th>
<th>Meeting Room</th>
<th>Target Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presenter will share many successful strategies for accommodating adult students with disabilities. Participants will receive a disability services manual from the University of Southern Mississippi.</td>
<td>Salon E</td>
<td>4, 26</td>
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<tr>
<td>Dr. Valerie DeCoux, Institute for Disability Studies at the Univ. of Southern Mississippi</td>
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<tr>
<td>9:00 a.m. – 10:00 a.m. (continued)</td>
<td><strong>Self-Directed Learning: The Paradigm Shift that Takes Adults from the Margin Through the Mainstream</strong>&lt;br&gt;Taking ownership for learning, adults become conscious of purpose, contextualize knowledge, and construct new learning strategies. They shift from the margin of passive &quot;learning&quot; to the mainstream of lifelong learning.&lt;br&gt;<em>Joseph DiSalvo, Jr., James H. Groves Adult High School</em></td>
<td>Salon F</td>
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<td></td>
<td><strong>Leadership for the 3rd Age: Developing Elders as Community Leaders</strong>&lt;br&gt;JFK’s charge to add life to our years, not just years to our life is more relevant today than ever. Learn about a unique initiative to develop senior citizens as community leaders, thereby enhancing their lives and revitalizing their communities. Experience the leadership development model that underpins this project.&lt;br&gt;<em>Dr. Mary-Jane Eisen, Connecticut Technology Council and Dr. Doe Hentschel, Third Age Initiative</em></td>
<td>Salon F</td>
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<td></td>
<td><strong>Profile of Masters' Graduates from the Adult and Continuing Education Program at a Midwestern Land Grant University</strong>&lt;br&gt;A survey designed to determine such characteristics as: current and former salary, if graduate school influenced them to look for or accept another school, how well they felt prepared to be an adult educator, and courses that should have been covered.&lt;br&gt;<em>Paul P. Illian, Central Texas College – Fort Riley and Charles R. Oakleaf, Kansas State Univ.</em></td>
<td>Salon F</td>
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<td></td>
<td><strong>The New Colonialism in Central America and its Effects on Adult Education</strong>&lt;br&gt;Much of Central America is a colonial force. Unfortunately, this colonial force is now cloaked under the guise of &quot;world economy&quot; and &quot;technology&quot;. The new colonialism can be evidenced in the rapid spread of computerized information management, the adoption of the U.S. dollar as the monetary standard and the spread of English.&lt;br&gt;<em>Robert E. Nolan, Oklahoma State University</em></td>
<td>Salon F</td>
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<td></td>
<td><strong>Transforming the Mill Town: Challenges for the Rural South</strong>&lt;br&gt;This will be an interactive session. A panel of presenters will discuss how literacy education is being used to transform the social and economic structure in a rural Southern community.&lt;br&gt;<em>Elizabeth A. Peterson and Kathleen Wilson, Clemson University</em></td>
<td>Salon F</td>
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<td><strong>Intuition: A Need to Include This Way of Knowing in a Multicultural Curriculum</strong>&lt;br&gt;Educators continue to teach from a paternalistic, scientific, linear paradigm that does not include intuition. When teaching within a multicultural perspective, universal ways of knowing must be recognized.&lt;br&gt;<em>Lisa A. Ruth-Sahd, Pennsylvania State University</em></td>
<td>Salon G</td>
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<td>Time</td>
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<tr>
<td>9:00 a.m. – 10:00 a.m. (continued)</td>
<td>Salon G</td>
<td>16</td>
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<tr>
<td><strong>Using Drama for Student Speaking and Confidence</strong></td>
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<tr>
<td>There is no better way to improve listening/speaking skills and gain confidence than by using drama in the classroom. Attendees will participate in “Don’t Burn the White House.”</td>
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<td>Anne Selbert, Cleveland Adult and Continuing Education</td>
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<tr>
<td><strong>Adult Education Graduate Students: Is There a Mainstream?</strong></td>
<td>Salon G</td>
<td>28, 33</td>
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<tr>
<td>Adult education graduate programs draw students from a wide variety of disciplines and with a plethora of life experiences. This variety creates difficulty in both defining the discipline and providing appropriate instruction.</td>
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<td>Scarlette Spears Studdard and Debra L. Dukes, UGA</td>
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<tr>
<td><strong>Emerging Educators from Community-Based Nonprofit Organization</strong></td>
<td>Salon G</td>
<td>9</td>
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<tr>
<td>The purpose of this qualitative study is to illuminate how members of Community-Based Nonprofit Organization develop themselves and become educators through participating in educational activities for community development.</td>
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<td>Yel Fei Su, National Taiwan University</td>
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<td><strong>Innovations in Doctoral Research: Creatively Constructing New Knowledge in Adult Education</strong></td>
<td>Salon G</td>
<td>28, 31</td>
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<tr>
<td>This session will discuss an innovative adult education doctoral program at National-Louis University that emphasizes collaboration and social change, ways of constructing knowledge through qualitative and action research, and artistic means of collecting, analyzing, and presenting data.</td>
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# ROUNDTABLE SESSIONS #4

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<th>Time</th>
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<td>4:30 p.m. - 5:30 p.m.</td>
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**Mainstream Developmental Learning Outcomes: Get Your "Data Ducks" in a Row!**

Strategies for capturing and organizing the "data ducks" which best represent your learning outcomes. Inform program development, support accountability, and promote your success to colleagues, board members, and the community.

*Dr. Michael B. Brandon, Karla Bohman, and Larry Kerr, San Juan College*

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<tr>
<td>Salon E</td>
<td>10, 31</td>
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**Adults in College: From the Margin to the Mainstream**

Non-traditional age students now make up 43% of all college students. How have colleges handled this transition? Across campuses, faculty and staff have become de facto "adult educators".

*Debra L. Dukes and Scarlett Spears Studdard, University of Georgia*

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<tr>
<td>Salon E</td>
<td>8, 14</td>
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**OK - So You’re an Adult Educator - So What?**

As we are increasingly "moved to the mainstream", our views "from the margins" remain our unique and vital contributions to our organizations, students, and ourselves. Session focus is on the teaching – learning translation.

*Dr. Jean Fleming, College of the Southwest*

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<tr>
<td>Salon E</td>
<td>8, 28</td>
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**Mentoring: Potential Effects on Improving Instruction**

If one understands the mentoring process, one will also begin to recognize its impact on the instructional process and how to improve it.

*Michael W. Galbraith, Marshall University Graduate College*

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<td>Salon E</td>
<td>28, 31</td>
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**Bringing Adult Education Up to Speed: A Curriculum Model of Technology Integration and Transformation**

A dynamic curriculum model that builds on technology capabilities to further adult education objectives is presented. Background and examples are provided, and participants will be able to develop personal applications.

*Dr. Kathleen P. King, Fordham University*

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<tr>
<td>Salon E</td>
<td>15, 27</td>
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**Team Teaching for Collaboration and Mentoring**

The presentation introduces creative strategies for mentoring, collaboration and professional development in a higher education setting.

*Ming-Yeh Lee, Vanessa Sheared and Doris Flowers, San Francisco State University*

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<td>Salon F</td>
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**Coaching Skills for Teachers of Adults**

Teachers of adults can use specific coaching techniques to build skills and promote cognitive development in settings as diverse as adult basic education and continuing professional education.

*Joseph J. Moran and David W. Price, State University College at Buffalo*

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<td>Salon F</td>
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**Spiraling Towards Sustainability: The Experiential Learning Spiral as a Guide for Supporting Facilitator Development**

This session presents an Experiential Learning Spiral and case study to describe strategic support for individuals transitioning from participants to co-facilitators to master trainers over a three-year period.

*Dr. Bonnie B. Multinx, Monmouth University*
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**Developing Relationships Between Educators and Learners at a Distance**

Educator-learner relationships online are basic to learners' success. Through presentation and discussion, the session will explore strategies for developing effective relationships in formal and informal adult distance education settings.

*John Pettitt, NC State University*

**Adult Students in Undergraduate Education: a Hope and a Challenge**

Despite the attention given to writing about the adult student in the last thirty years, many traditional structures within college and university programs still do not address the needs of adult students. This workshop will look at two aspects of adult students: how to evaluate the "adult friendliness" of programs, and how educators can deal with challenging behaviors adult students may offer in the classroom.

*Vicki B. Root and Noreen Chicotas, Shippensburg University*

**Building a Cohort Community**

This session explains how to use cohort programming as a way to structure a community for adult learners and describes the essential elements of the model.

*Dr. Iris M. Sattler, Troy State University and Dr. Charline Russo, Schering-Plough Research Institute*

**Assessing Readiness to Provide Effective Workplace Education Programs**

This interactive session will provide information to guide adult educators through an assessment process prior to initiating a workplace education program. Participants will explore specific issues related to their capacity and expertise to provide effective workplace education programs and discuss strategies for enhancing capacity.

*Renee Sherman, Pelavin Research Center, John Tibbetts, and Judith Crocher*

**Struggles of Getting an Education: Issues of Power, Culture & Difference for Chicano/As in the Southwest**

This session presents the social, cultural, and political struggles that Chica/Chicano adults go through as they attempt to continue their education through ABE & English literacy programs in the Southwest. They report about discriminatory programs and the strategies they use to get what they want.

*Barbara Sparks, North Carolina State University*

**Adult Women Students: Impostors in the Academy**

Adult students, particularly women, often feel out-of-place and disconnected in higher education. These experiences frequently lead students to believe they are impostors in the academic area.

*Scarlette Spears Studdard, University of Georgia*
<table>
<thead>
<tr>
<th>9:00 a.m. – 10:00 a.m.</th>
<th>Meeting Room</th>
<th>Target Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>“ESL in Museums: Understanding American History and Culture”</td>
<td>Salon E</td>
<td>1, 16</td>
</tr>
<tr>
<td>This paper focuses on the successful results of a new ESL course which uses museums as a tool for language learning and teaching U.S. History and Cultural Issues.</td>
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<tr>
<td><em>Michele Cauch, English Inc.</em></td>
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<tr>
<td><strong>Making Citizenship Classes Relevant and Interesting</strong></td>
<td>Salon E</td>
<td>15, 16</td>
</tr>
<tr>
<td>Explore the best ways of making citizenship classes real and exciting! You will view a new citizenship video, developed by Cleveland Schools, and discuss the 100 INS questions.</td>
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<tr>
<td><em>Anne Siebert, Cleveland Adult and Continuing Education</em></td>
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<tr>
<td><strong>Laying the Groundwork for Success: Creating a Pre-College Experience for Adults</strong></td>
<td>Salon F</td>
<td>8, 29</td>
</tr>
<tr>
<td>Learn how A.N.S.E.R.S.'s Pre College Experience program at the University of Georgia helps future adult students get acclimated to mainstream college culture through pre-college workshops, courses, orientations, socials, and pre-admissions counseling.</td>
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<tr>
<td><em>Dr. Jerry Ann Smith, Dr. Pat Brewer, and Dr. Elizabeth Hardaway, Univ. of Georgia</em></td>
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<tr>
<td><strong>Cyberspace Meets Critical Pedagogy: The Virtual Adventures of One AE Graduate Program</strong></td>
<td>Salon F</td>
<td>15, 28</td>
</tr>
<tr>
<td>The ACE Master’s program-online started at National-Louis University in 1998. Its commitment to participatory community building in cyberspace is key to its success.</td>
<td></td>
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<tr>
<td><em>Gabrielle Strohschen, National-Louis University</em></td>
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<tr>
<td><strong>The Influence of Educational Level, Gender, and Age on Ego Development Among Older Adults</strong></td>
<td>Salon G</td>
<td>7</td>
</tr>
<tr>
<td>The influence of educational level, gender, and age may have an impact on ego development throughout a lifetime, even into old age. Educational level can influence higher levels of ego development among older adults, especially those involved in lifelong learning.</td>
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</tr>
<tr>
<td><em>Janet Truluck and Bradley C. Courtenay, The University of Georgia</em></td>
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<tr>
<td><strong>Transformative Learning in the Doctoral Process: Relations to Faith Development</strong></td>
<td>Salon G</td>
<td>8, 30</td>
</tr>
<tr>
<td>Congregates with doctoral degrees were interviewed about their faith development and learning experiences. Preliminary results show that transformative learning may occur in doctoral study, and faith communities may offer support.</td>
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</tr>
<tr>
<td><em>Michele Houser Wollert, University of Tennessee</em></td>
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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. This award honors an individual who has given outstanding service to the principles that frame adult and continuing education.

Cyril O. Houle Award

This award, established in 1981, honors the scholarship and memory of Cyril O. Houle, professor of adult education at the University of Chicago. It is given annually for a book that exemplifies outstanding literature in adult education. The book must be written in English, reflect the universal concerns of adult educators, be relevant to adult educators in more than one country, exemplify high standards of scholarship, be well organized and well written and contribute significantly to the advancement of adult education as a unified field of study.

Imogene Okes Research Award

The Okes Research Award recognizes the work of persons whose research contributes significantly to the advancement of adult and continuing education. It is given in memory of Imogene Okes, whose reports on adult education participation have widely informed the field and are referred to as an indicator of the desired quality of research for the field and profession. The work should reflect the ideals for which Imogene Okes stood.
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This year's $2,000.00 award was shared by:

- Anne Arundel County Public School's External Diploma Program, to help cover tuition costs for EDP learners
- Family Center of St. Mary's, to help pay for teacher workshops and assist ESL and GED graduates with college tuition
- Howard Community College Office of Basic Skills and Foreign Born Program, to pay tuition for GED and External Diploma students
- The Learning Bank of COIL, Inc., to help GED learners continue their education
- The Family Support Center, to provide GED application fee assistance, scholarships and tuition support
- Lena Cosner, a learner, to provide assistance with college tuition
REGION II TEACHER-OF-THE YEAR AWARD

The Correctional Education Association's Region II Teacher-of-the Year is nominated by his/her peers and is observed and interviewed by a panel of three CEA members. The panel's results are tabulated and then announced during the fall conference. The Executive Board honors Region II's Teacher-of-the Year at the CEA International Conference.

To be considered for this award, a teacher:

✓ Must spend a majority of his / her work in instructional activities

✓ Must have taught in correctional facilities for a minimum of two years

✓ Must be an active, paid-up member of CEA

✓ Must have demonstrated leadership qualities and be active in promoting improvements in correctional education

✓ Must demonstrate devotion to the teaching profession as evidenced by a willingness to work beyond his / her job description
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Region II CEA  
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Omni Richmond Hotel  
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