The American Association for Adult and Continuing Education

51st NATIONAL ADULT AND CONTINUING EDUCATION CONFERENCE

Blazing Trails to Success

Conference Program

November 20-23, 2002
St. Louis, Missouri
Hyatt-Regency Hotel at Union Station
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The American Association for Adult and Continuing Education
51st NATIONAL ADULT AND CONTINUING EDUCATION CONFERENCE
Blazing Trails to Success

Conference Planning Committee

Becky Walstrom (Conference Chair)
University of Missouri—St. Louis

Bill McGreevy
University of Missouri—St. Louis

Jay Acock
Missouri Department of Elementary and Secondary Education

Sue Moore
Ozarks Technical Community College

Angeline Antonopoulos
University of Missouri—St. Louis

Buddy Poe
University of Missouri—St. Louis

Liz Clemensen
St. Charles Community College

Duane Rankin
Southern Illinois University Edwardsville

Susan Fitzsimmons
University of Missouri—St. Louis

Brenda Shannon-Simms
University of Missouri—St. Louis

John Henschke
University of Missouri—St. Louis

Wendell Smith
University of Missouri—St. Louis

Clark Hickman
University of Missouri—St. Louis

Donald Tanner
St. Louis Community College

Betty Jarvis
University of Missouri—St. Louis

Jon Warren
Missouri Department of Corrections

Alice Jensen
Maryville University

Floyd Welsh
University of Missouri—St. Louis

Noel Koranda
University of Missouri—St. Louis

Bob Weng
St. Louis Public Schools AEL
GENERAL INFORMATION

Messages & Conference Updates

A message and program update board is located in the conference registration area.

Food

Your meal tickets are in your conference packet.

- **Wednesday** 5:00–8:00 p.m.  Opening Reception
- **Thursday** Noon–1:30 p.m.  Luncheon
- **Thursday** 6:30 p.m.  Dinner trip to John D. McGurk’s*
- **Thursday** 6:30 p.m.  Dinner trip to President Casino*
- **Friday** Noon–1:30 p.m.  Awards Luncheon
- **Saturday** Noon  Lunch/Closing

*Optional—You must be preregistered to attend this event.

Interested in going out to dinner during the conference but would rather go with a group? St. Louis has many fine dining establishments that you may want to visit during your conference stay. We have made arrangements with several restaurants to be “on alert” for a AAACE group for Wednesday, Thursday, and Friday evenings.

If you are interested in eating at one of the restaurants, you may sign up at the registration table. The conference committee will then notify the restaurant as to the number planning to come. Transportation to the restaurant and all expenses will be the responsibility of each individual.

Identification

Nametags must be worn at all conference functions.
Dear AAACE Conference Attendees,

**Welcome to St. Louis.** Attending this conference presents an opportunity not only to gain new knowledge, experiences, and insights, but also to renew friendships and meet fellow adult educators.

Planning and executing a national conference takes a lot of planning and time on the part of many people. The AAACE local planning committee is composed of volunteers who spend countless hours for over a year performing many detailed tasks. We believe that you will find the result of all the hard work to be a very rewarding conference, complete with great professional opportunities, camaraderie, and just plain fun.

Please join us in extending a sincere thank you to our hosts.

During the week, try to learn a little, laugh a lot, and return to work with renewed spirit and energy.

Linda Stacy,
President

Steve Steurer,
Managing Director

Cle Anderson,
Office Administrator
National Adult and Continuing Education Conference
St. Louis, Missouri

Greetings:

It is a great pleasure to welcome everyone attending the 51st National Adult and Continuing Education Conference in St. Louis, Missouri. The conference is cosponsored by the American Association for Adult and Continuing Education (AAACE), the University of Missouri-St. Louis, and the Missouri Association for Adult Continuing and Community Education (MAACCE).

I especially want to commend all the participants who have this opportunity to demonstrate and share the accomplishments of their hard work and dedication to excellence in adult and continuing education.

While you are here, I invite you to explore our great city. St. Louis features a wide array of shops, galleries, outstanding restaurants, arts, and entertainment. St. Louis also is a city of unsurpassed beauty—a city of natural and man-made wonders, where you will find beautiful riverfront parks, the St. Louis Zoo, the Gateway Arch, and so much more for everyone to enjoy.

We are pleased that you have chosen St. Louis as the site for the 51st National Adult and Continuing Education Conference. I extend my warmest wishes for another truly successful conference and to our visitors, a thoroughly enjoyable stay in our city.

Sincerely,

Francis G. Slay
Mayor, City of St. Louis
November 19, 2002

Welcome:

As a co-sponsor of the 51st National Adult and Continuing Education Conference, the University of Missouri–St. Louis extends a warm welcome to all the conference participants.

UM–St. Louis is a metropolitan research and land-grant institution, and it is proud of its contributions to adult and continuing education. The Division of Continuing Education & Outreach brings the research-based knowledge of our excellent faculty to the citizens of the greater St. Louis metropolitan area at times and places, and in formats, that meet the lifelong learning needs of our adult students.

Some of you are scheduled to meet on our beautiful campus as part of the conference activities, and I extend an invitation to all conference participants to visit the University of Missouri–St. Louis.

All of us at the University wish you a successful and rewarding conference, and we hope that you will enjoy the unique sights and entertainment that St. Louis offers.

Sincerely,

Blanche M. Touhill
Chancellor
University of Missouri–St. Louis
November 20, 2002

Dear AAACE Colleagues:

Welcome back to St. Louis, the birthplace of AAACE! And welcome to the University of Missouri-St. Louis.

Yes, it was at the joint annual conference of the Adult Education Association of the USA (AEAA-USA) and the National Association for Public Continuing and Adult Education (NAPCAE) in November of 1980 that the two national associations of adult education professionals merged to form AAACE.

Much has happened in those intervening 22 years, but adult and continuing education today not only thrives, it has moved to the forefront of much of what is happening in higher education today. Adult learners constitute a growing percentage of our campuses’ students, and distance learning is coming into its own; even on-campus students participate in technology-mediated courses as an alternative to traditional classroom instruction. Campuses are increasing their marketing to local communities and beyond and are becoming more customer-oriented. Andragogy has crept into the traditional classroom, and students are beginning to take charge of their own education.

These changes have not come easily because they affect the academic culture, as well as the roles of faculty and student. And, we face increasing competition from corporate and for-profit institutions from whom we can learn much.

Yet, all of these offer tremendous opportunities for us. Many more people are seeking, and will seek, opportunities for lifelong learning. It is our task to meet those needs, even at a time when state legislatures show less support for our efforts.

We have truly come a long way since 1980, but we have survived, and we have the opportunity to grow even more and to demonstrate to our campus colleagues what we have known for all those years—learning is truly a lifelong endeavor.

I trust you will enjoy the conference and hope that you take the opportunity to see some of our local history and attractions. Best of luck to you in your efforts.

Sincerely,

David Klostermann
Interim Dean
November 2002

Dear AAACE Conference Attendees:

Welcome to the 51st National Adult and Continuing Education Conference and St. Louis, Missouri. The conference theme for 2002, “Blazing Trails to Success,” is most appropriate as St. Louis begins preparation for the historic Louisiana Purchase/Lewis and Clark bicentennial celebration. As conference participants, we hope you will blaze new trails as you learn new developments in adult and continuing education, discuss important educational issues and, discover and explore historic St. Louis!

The conference planning committee has worked diligently to provide you with an outstanding conference. Join us at the opening session as we set the conference mood through the music of Scott Joplin. Exciting guest speakers begin each conference day at the opening session, offering topics of general interest. Concurrent sessions will allow you to select topics of special interest. Networking opportunities abound at the Wednesday evening reception, lunches and the Thursday evening “night on the town!”

I extend special thanks and appreciation to the Conference Planning Committee, AAACE, Missouri Association for Adult Continuing and Community Education (MAACCE), and our many exhibitors and sponsors. To each of you attending the conference, we welcome you as we begin the journey of “Blazing Trails to Success!”

Sincerely,

Becky Walstrom
Conference Chair
October 10, 2002

Dear AAACE Members,

On behalf of Missouri Association for Adult Continuing and Community Education (MAACCE) I want to welcome you to Missouri and the annual American Association for Adult and Continuing Education (AAACE) Conference, co-hosted by MAACCE. The conference committees have worked hard so you can enjoy beautiful St. Louis and enhance your professional endeavors while attending the conference. We hope to show you why we are the “Show Me State.”

Have a GREAT Conference!

Best wishes,

[Signature]

Dale Carder
 Acting President
Hyatt at Union Station
St. Louis, Missouri 63103 USA

The Hyatt Regency St. Louis at Historic Union Station welcomes you to the 51st National AAACE Blazing Trails to Success Conference.

Our staff looks forward to serving you and will do everything possible to ensure the success of your conference. We hope that you enjoy your visit to St. Louis.

Have an exceptional stay!

Sincerely,

Joe Hindsley
General Manager
Keynote Speakers

The Ragtime Era — The Music of Joplin and the St. Louis Connection
Bobby Norfolk
Wednesday, November 20, 2002

The music of Scott Joplin influenced a whole generation at the beginning of the twentieth century, as America was bursting forth with confidence and vigor as a leader of nations. In fact, jazz, rock, reggae, punk, pop, and rap all grew out of the syncopated rhythms that Scott Joplin perfected in his music. Join Bobby and a special guest pianist for this exciting program, featuring storytelling and ragtime music!

Bobby Norfolk, Emmy award-winning storyteller, combines comedy and drama to create a personal brand of "story-theater" that uniquely characterizes both his adult and children's shows. He is well known for his entertaining and imaginative educational programs and is an inspirational keynote speaker, a leader in the storytelling community, and an accomplished writer. He co-authored The Moral of the Story: Folktales for Character Development, an important reference book for educators and parents.

Working REAL MAGIC Cradle to Grave . . . and Beyond
Nancy Wegge, Ed.D.
Thursday, November 21, 2002

Join the fun as, through interaction and magic, we look at adult learners and the latest techniques for helping them succeed. We'll recognize the dedication and professionalism of adult and continuing educators, and the importance of the work YOU do.

Nancy Wegge, Ed.D., may be the only professional speaker in America who uses magic and has a doctorate in adult education. Nancy has years of experience working in adult education, including literacy, adult basic education, corrections, continuing education, and higher education. She has worked with a wide variety of adult learners and was herself an official adult learner for almost forever. Through her experiences, Nancy can identify with the needs, concerns, and joys of AAACE conference participants.

Putting Out the Welcome Mat Without Becoming a Doormat:
Customer Service and Communication in Education
Sinara O'Donnell
Friday, November 22, 2002

Learn more about the importance of customer service in adult education and how it begins from within. Sinara O'Donnell, sometimes referred to as "the comedy catalyst," will share with us her excellent examples of the true meaning of customer service. She will use her personalized and humorous style to approach real-life issues and attitudes that affect us in our everyday circumstances.
Wednesday, November 20

Conference Schedule

9:00 a.m.–6:00 p.m.  Registration  Foyer A
3:00–5:00 p.m.  Opening General Session With Bobby Norfolk  Regency C
5:00  Exhibit Grand Opening  Grand Ballroom E, F
5:00  Opening Reception  Grand Ballroom E, F

Dinner on your own.

Special Meetings

7:30 a.m.–2:30 p.m.  International Unit Meeting  Missouri Pacific
Illinois Central
New York Central
8:30 a.m.–2:45 p.m.  Commission on Military Education and Training (CMET) Pre-Conference  Frisco/Burlington

8:00–11:00 a.m.  Adult Literacy and Technology Network (ALTN) Workshop  UM–St. Louis Technology Learning Center
11:00 a.m.–2:00 p.m.  Technology Pre-Conference  UM–St. Louis Technology Learning Center

Noon–2:00 p.m.  AAACE Affiliates Meeting  Wabash Cannonball
2:00–4:00 p.m.  AAACE Board Meeting  Wabash Cannonball
Thursday, November 21

Conference Schedule

8:00 a.m.–6:00 p.m.    Registration    Foyer B & C
8:00 a.m.–5:00 p.m.    Exhibit Hall Open    Grand Ballroom E, F
9:00–10:30 a.m.        General Session    Regency A, B, & C
   With Nancy Wegge
10:45–11:45 a.m.       Concurrent Sessions
Noon–1:30 p.m.         Lunch/Business Meeting    Regency A, B, & C
1:45–3:35 p.m.         McClusky Symposium    Grand Ballroom B
   (Hall of Fame Induction)
1:45–5:35 p.m.         Concurrent Sessions
Dinner on your own.

Special Meeting

4:45–5:35 p.m.    Commission for Community    Jeffersonian/Knickerbocker
   Minority and Non-formal    Education (CMNFE)
   Education

A Night on the Town

6:30–10:00 p.m.    John D. McGurk's or
   President Casino on the S.S. Admiral riverboat
   (Preregistration required)

Busses will board at the 20th Street entrance to Union Station beginning at 6:15 p.m.
and will depart at 6:30 p.m.

Important Note
State law requires that those choosing to go to the President Casino must have a valid visa,
passport, or state-issued photo identification card to board.
Conference Schedule

8:00 a.m.–5:00 p.m.  Registration  Foyer B & C
9:00 a.m.–5:35 p.m.  Teachers’ Day
9:00–10:30 a.m.  General Session
                 With Sinara O’Donnell  Regency A, B, & C
10:45–11:45 a.m.  Concurrent Sessions
8:00 a.m.–4:30 p.m.  Exhibit Hall Open  Grand Ballroom E, F
Noon–1:30 p.m.  Awards Luncheon  Regency A, B, & C
1:45–5:35 p.m.  Concurrent Sessions
4:30 p.m.  Exhibit Hall Closes

Dinner on your own.

Special Meetings

3:00–4:00 p.m.  Registration for Commission
                 of Professors of
                 Adult Education (CPAE)  Grand Ballroom D
4:00–6:00 p.m.  Commission of Professors of
                 Adult Education (CPAE)
                 Opening Session Followed
                 by Reception  Grand Ballroom D
Saturday, November 23

Conference Schedule

8:00 a.m.–Noon  Registration  Foyer B & C
8:00–10:50 a.m.  Concurrent Sessions
Noon  Lunch/Closing  Regency A, B, & C

Special Meetings

9:00–11:00 a.m.  Commission of Professors of Adult Education (CPAE) Business Meeting  Grand Ballroom D
2:15–5:35 p.m.  Commission of Professors of Adult Education (CPAE) Special Interest Group Meetings (Concurrent Sessions)  Grand Ballroom D, E, & F

Sunday, November 24

Special Meeting

8:30–11:15 a.m.  Commission of Professors of Adult Education (CPAE) Special Interest Group Meetings (Concurrent Sessions)  Frisco/Burlington Texas Colorado
Hyatt Regency Floor Plan

HEAD HOUSE CONFERENCE CENTER

CONFERENCE CENTER
MISSOURI PACIFIC
TRISCO
BURLINGTON ROUTE
VARIETY GONG BALL
MISSOURI CENTRAL
NEW YORK CENTRAL
WOMEN
MEN
ATRIUM B
ATRIUM A
METEOR
ZEPPHYR ROCKET
DIXIE FLYER
STAIRS/ELEVATOR TO FIRST FLOOR BALLROOMS
GOTHIC CORRIDOR
FRONT HOTEL ENTRANCE FROM MARKET STREET
FRONT DESK
GRAND HALL
GRAND HALL BALCONY

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Please visit us at our Booth.
Howard Y. McClusky was an early pioneer in our profession. As a professor of adult education at the University of Michigan, he made numerous contributions to our field as it was emerging. His research encompassed adult psychology, community education, educational gerontology, margin theory of needs, transcendence needs, and mental hygiene.

In 1951 Dr. McClusky served as the first president of The Adult Education Association of the USA (AEA/USA), the primary organization from which AAACE was formed in 1982.

This symposium will provide an overview and insights on life-cycle related research. This field emerged as a result of McClusky's pioneering work.

The panel will consist of:

John Henschke, Ed.D., past president of AAACE and associate professor of Education, University of Missouri–St. Louis – moderator

Mary Cooper, Ph.D., assistant professor of Education, University of Missouri–St. Louis - Panelist - The Life Cycle Concept

John McClusky, Ph.D., son of Howard McClusky, director of the Nonprofit Management & Leadership Program, University of Missouri–St. Louis - Panelist

Dr. McClusky will provide personal observations on his father's life.

Susan Imel, Ph.D., director of the ERIC Clearinghouse on Adult, Career, and Vocational Education at The Ohio State University - Panelist on Literature in the Field.

Pat Maher, Ph.D., University of West Florida – Panelist, will discuss references to Howard McClusky in her completed dissertation research that focused on “long-time” leaders in the field of adult education.

Following the panel presentation, Dr. Wendell Smith, Special Assistant to the Chancellor, University of Missouri–St. Louis, and past president of AAACE, will conduct an induction ceremony on behalf to the Adult And Continuing Education Hall of Fame.

Howard McClusky was selected in the 2002 class of this prestigious organization.
## Concurrent Sessions #1

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<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>10:45–11:45 a.m.</td>
<td><strong>Emergent Learning Communities: A Case-based Consideration of Global Understanding Initiatives Project Pre/Post 9/11</strong>&lt;br&gt;Bonnie Mullinix, Monmouth University, West Long Branch, New Jersey</td>
<td>Grand Ballroom A</td>
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<td></td>
<td>This session engages participants in considering the case of an emergent university-based learning community geared toward promoting global understanding and the manifestations/forms it took prior to and following 9/11/01.</td>
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<td><strong>A Comparison of Middle Eastern and American Adult Education: The Role of Religion</strong>&lt;br&gt;Judith Cochran, University of Missouri–St. Louis</td>
<td>Grand Ballroom A</td>
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<td></td>
<td>This presentation compares the static and dynamic structures of American and Middle Eastern education. Education in the Middle East remains an integral component of the religion and the culture. Participants will examine the role religion plays in constructing knowledge and behavior.</td>
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<td><strong>Creativity in Adult Education</strong>&lt;br&gt;Michael Galbraith, Marshall University, South Charleston, West Virginia; Wayne James, University of South Florida, Tampa; &amp; Burton Sisco, Rowan University, Glassboro, New Jersey</td>
<td>Grand Ballroom B</td>
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<td></td>
<td>Creativity is an essential element in fostering lifelong learning. How to promote it in your learning environments and recognize the benefits it holds for learners, institutes, and organizations will be examined.</td>
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<td><strong>Through the Looking Glass: Innovation and Creativity Working with Adult Learners</strong>&lt;br&gt;Patrick Chambers, Western Washington University, Bellingham</td>
<td>Grand Ballroom B</td>
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<td>How does one incorporate innovative ideas and foster creativity in students and staff? This session examines tools for creative thinking and innovation from ideas of Edward Debono and Tom Kelley.</td>
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<td><strong>Successful Trails Blazed in Adult Education:</strong>&lt;br&gt;Movements, People, and Theories&lt;br&gt;Peter Jarvis &amp; Colin Griffin, University of Surrey, Guildford, Surrey, United Kingdom</td>
<td>Grand Ballroom C</td>
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<td>The presenters recently have completed a five-volume (800,000-word) project gathering together English-language accounts of developments since the Enlightenment. Lessons through history are discussed in relation to our present.</td>
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</tbody>
</table>
Thursday, November 21—Concurrent Sessions #1

<table>
<thead>
<tr>
<th>10:45–11:45 a.m.</th>
<th>Meeting Room</th>
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<tr>
<td><strong>The Impact of Race &amp; Gender on Women's Return to Graduate School</strong></td>
<td>Grand Ballroom D</td>
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<tr>
<td>Scarlett Spears Studdard, University of Georgia, Auburn</td>
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<td>This session will look at how gender and race influence women's perceptions of</td>
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<td>graduate programs. Participants will discuss strategies for easing the</td>
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<td>transition into graduate programs.</td>
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<td><strong>Behind the Mask of Success and Excellence:</strong></td>
<td>Grand Ballroom D</td>
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<td><strong>Imposterism and Adult Women Students</strong></td>
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<td>Scarlett Spears Studdard, University of Georgia, Auburn</td>
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<td>This session will address the impact impostor feelings have on how women</td>
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<td>experience higher education. Participants will discuss impostor feelings and</td>
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<td>manifestations and discuss strategies for enhancing the success of adult</td>
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<td>women students.</td>
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<td><strong>Working with Adult English Language Learners—</strong></td>
<td>Illinois Central</td>
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<td><strong>Getting Started</strong></td>
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<td>Mary Ann Florez &amp; Lynda Terrill, National Center for ESL Literacy Education,</td>
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<td>Washington, D.C.</td>
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<td>The presenters offer background information and basic strategies that can help</td>
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<td>ABE and inexperienced ESL teachers support adult English language learners.</td>
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<td>Handouts provided.</td>
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<td><strong>Communicative Activities for Beginning-Level</strong></td>
<td>Illinois Central</td>
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<td><strong>Adult ESL Classes</strong></td>
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<td>Lynda Terrill &amp; Mary Ann Florez, National Center for ESL Literacy Education,</td>
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<td><strong>Self-Directed Learning: New Directions, New Dreams</strong></td>
<td>New York Central</td>
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<td>Ralph G. Brockett, University of Tennessee, Knoxville, &amp; others</td>
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<td>During a four-year collaborative effort, a University of Tennessee Research</td>
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<td>Group examined Self-Directed Learning literature. Participants will reflect on</td>
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<td>their research and discuss future research needs for this important paradigm.</td>
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<td><strong>The Experience of Working Adults Taking</strong></td>
<td>Jeffersonian/Knickerbocker</td>
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<td><strong>Web-Based Training Programs</strong></td>
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<td>Yu-Shu (Jason) Chen, National Chung Cheng University, Taiwan</td>
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<td>The experience of learning in WBT consists of three major themes: (a) we shared</td>
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<td>what we know; (b) I felt learning was impersonal; (c) I controlled my learning.</td>
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<td><strong>Real Lessons from the Virtual Classroom</strong></td>
<td>Jeffersonian/Knickerbocker</td>
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<td>Vivian W. Mott, East Carolina University, Greenville, North Carolina; &amp; Donald</td>
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<td>Spell, Pitt Community College, Greenville, North Carolina</td>
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<tr>
<td>This session features real lessons learned from the virtual classroom: Best</td>
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<td>practices, participation approaches, tips, and strategies that promote learning</td>
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<td>in distance education and online environments.</td>
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<tr>
<td>Time</td>
<td>Session</td>
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<tr>
<td>10:45–11:45 a.m.</td>
<td><strong>Preserving a Deaf Culture in a Community College</strong>&lt;br&gt;Steven R. Sligar, Center for Sight &amp; Hearing, Rockford, Illinois; &amp; Denise Kavin, William R. Harper College, Palatine, Illinois&lt;br&gt;This presentation describes how a deaf culture was established and supported within a mainstream college by both hearing and deaf students, faculty, staff, and administrators.</td>
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<td><strong>PEPNet: A Model of Collaboration to Serve Individuals Who Are Deaf or Hard of Hearing</strong>&lt;br&gt;Steven R. Sligar, Center for Sight &amp; Hearing, Rockford, Illinois; &amp; Denise Kavin, William R. Harper College, Palatine, Illinois&lt;br&gt;A successful national collaboration model with 4 regional and 28 outreach sites will be described. Resources, e.g., assistive technology, professional development, technical assistance, etc., will be provided.</td>
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<td><strong>Changing Senior Adults from Passive Observers to Empowered, Productive, Learner-Producers Through Their Use of Video Production</strong>&lt;br&gt;Cynthia Marland, Dartmouth Community Television, Dartmouth, Massachusetts&lt;br&gt;The Dartmouth Wanderers, a senior adult video production team, in partnership with community and education, provides five hours a month of programming focusing on issues of senior health, politics, and their award-winning oral history programs.</td>
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<td><strong>Senior Citizens and the Digital Divide:</strong>&lt;br&gt;<strong>Tap into This Loyal Market</strong>&lt;br&gt;Mary Lou Kata &amp; L. Leigh Street, Macomb Community College, Clinton Township, Michigan&lt;br&gt;An overview of how Macomb Community College developed and expanded our Senior Citizen's Learning Community from one class to more than 100.</td>
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<td><strong>Trends in Adult Education &amp; Technology</strong>&lt;br&gt;John Fleischman, Sacramento County Office of Education, Sacramento, California&lt;br&gt;This session will provide an overview of technology-based learning tools appropriate for adult education and literacy instruction. Participants will be provided with information about new video, computer software, multimedia and Internet learning resources. Focus will be placed on reviewing how agencies are using new technologies to extend and enhance learning. Useful information about funding availability, reference resources, and current product development efforts will be offered to participants.</td>
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<td><strong>TECH21 – Making Information Technology Your Most Powerful Tool</strong>&lt;br&gt;Ashley Del Bianco, National Center for Adult Literacy, University of Pennsylvania, Philadelphia&lt;br&gt;Sample an innovative national project offering professional development and instruction resources through technology. Hear from educators participating in technology implementation, connect with peers in online communities, and review techniques in real classrooms.</td>
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</table>
### Thursday, November 21—Concurrent Sessions #1

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Speaker/Details</th>
<th>Meeting Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:45–11:45 a.m.</td>
<td><strong>Teaching and Learning with Technology – Rich Projects</strong>&lt;br&gt;Lynda Ginsburg, National Center for Adult Literacy, University of Pennsylvania, Philadelphia&lt;br&gt;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>
<td>Wabash Cannonball</td>
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</tbody>
</table>
### Thursday, November 21—Concurrent Sessions #2

#### 1:45–2:35 p.m.

<table>
<thead>
<tr>
<th>Event</th>
<th>Meeting Room</th>
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</thead>
<tbody>
<tr>
<td><strong>McGraw-Hill Interactive: GED and Online Distance Education</strong></td>
<td>Jeffersonian/Knickbocker</td>
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<tr>
<td>Sean Klunder, Marketing Manager, McGraw-Hill/Contemporary, Chicago, Illinois</td>
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<tr>
<td>This presentation will focus on the new MHC Interactive: GED software preparation for the 2002 GED test and the new online distance education license using Internet technology.</td>
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<tr>
<td><strong>Post-testing Developmental Students for Placement into College-Level Courses: Requirement of New Transfer Agreement</strong></td>
<td>Frisco</td>
</tr>
<tr>
<td>Dawn Z. Hodges &amp; Nichole Kennedy, Chattahoochee Technical College, Marietta, Georgia</td>
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<tr>
<td>Participants learn about &quot;mini-core&quot; agreement between Georgia’s Department of Technical and Adult Education and Regent’s colleges and universities. Post-test results of developmental English, reading, and math courses are presented.</td>
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<tr>
<td><strong>Using Action Research and Critical Reflection to Develop Better ABE/GED Programming and Instruction</strong></td>
<td>Burlington</td>
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<tr>
<td>Ramo J. Lord, Goodwill Industries, Pittsburgh, Pennsylvania</td>
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<tr>
<td>Participants will learn some techniques of teaching more effectively to students in ABE/GED classrooms with diverse socio-cultural and economic backgrounds and have better retention rates.</td>
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<tr>
<td><strong>Community Technology Centers of the Northwest</strong></td>
<td>Missouri Pacific</td>
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<tr>
<td>Richard Sparks, Director of Idaho’s Community Technology Centers grant</td>
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<tr>
<td>Join this presentation for an update on programs and activities at the Community Technology Centers throughout the Northwest region of the United States.</td>
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<tr>
<td><strong>Achieving Reading and Math Literacy One Skill at a Time</strong></td>
<td>Wabash Cannonball</td>
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<tr>
<td>Sally Dunne, Keyboard Educators, Inc., St. Louis, Missouri; &amp; Beverly Ford, Autoskill International, Ottawa, Ontario, Canada</td>
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<tr>
<td>This presentation will provide an overview of the benefits of using software intervention to foster reading and math proficiency. Award-winning, research-based software from Autoskill International will be showcased.</td>
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<tr>
<td><strong>A Shared Vision</strong></td>
<td>Regency A, B, &amp; C</td>
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<tr>
<td>Alan Knox, University of Wisconsin</td>
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<td>Workshop for futures committee and visionaries from AAACE and related associations to review plans and plan future collaboration.</td>
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</table>

### Thursday, November 21

#### Concurrent Sessions #3 — 2:45–3:35 p.m.

<table>
<thead>
<tr>
<th>Event</th>
<th>Grand Ballroom A</th>
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<tbody>
<tr>
<td><strong>What’s This Love Affair with the Internet? The Use of Blended Learning in E-Learning</strong></td>
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<tr>
<td>Douglas H. Smith &amp; Myung Sook-Hyun</td>
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<tr>
<td>The trend in E-learning is to deliver all instruction via the Internet/Web. The result is poor instruction because of Internet limitations. See how blended learning combines Internet and computers to provide learning that equals and even exceeds classroom learning.</td>
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<tr>
<td>Time</td>
<td>Meeting Room</td>
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<tr>
<td>2:45–3:35 p.m.</td>
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<tr>
<td><strong>McClusky Symposium</strong></td>
<td>Grand Ballroom B</td>
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<tr>
<td><strong>Connecting People, Skills, Training, and Jobs: Ohio's SkillsMAX Program</strong> Ellen Shafer &amp; Mary Jo Csonka</td>
<td>Grand Ballroom C</td>
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<tr>
<td>This session will introduce a break-through bundle of integrated assessment and training services for employers and individuals to assist in matching the right person with the right job.</td>
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<tr>
<td><strong>Culture and Common Life</strong> Diakite Daouda, Adama Thiam, Kandoro Toure, Koita Yasse Sacko, Youssi Yacouba &amp; Coulibaly Solomane, Institut des Sciences Humaines: I.S.H., Bamako, Mali</td>
<td>Grand Ballroom D</td>
</tr>
<tr>
<td>The needs of common life. To achieve the common life without problems, we must know about different cultures. To understand a society, a person, learn about the culture of this person or of this society.</td>
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<td><strong>Factors Impacting Adult Education in the Urban Black Church</strong> E. Paulette Isaac, University of Missouri–St. Louis</td>
<td>Illinois Central</td>
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<td>Although the church has been a primary provider of adult education, little is known about the factors that contribute to its programming. These factors will be shared.</td>
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<td><strong>Sustaining Professional Identity as an Adult Educator While Collaborating with Other People in Organizations</strong> Lilian H. Hill, Virginia Commonwealth University, Richmond</td>
<td>New York Central</td>
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<tr>
<td>Strategies are discussed for sustaining professional identity when surrounded by the values of other people engaged in partnerships with community, educational, or corporate organizations.</td>
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<tr>
<td><strong>How Technology Accommodates Different Learning Styles</strong> Mike Edlin, Outlook Interactive, Denver, Colorado</td>
<td>Jeffersonian/Knickerbocker</td>
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<tr>
<td>The presenter will speak to the different learning styles of adult students and how technology can aid in improving learning. Topics: Learning styles, use of interactivity, multimedia and course management.</td>
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<tr>
<td><strong>Journey: Stories of Becoming Adult Education Faculty</strong> L. Earle Reybold, The University of Texas of San Antonio</td>
<td>Frisco</td>
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<tr>
<td>This study describes the development of faculty identity in adult education. Narrative analysis of in-depth interviews with 12 participants will explore epistemological orientation to the professorate and subsequent professional reasoning.</td>
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<tr>
<td><strong>Success Trails – Quality Control Issues in Programs Designed for Nontraditional Students</strong> Cynthia Ward, Sandra E. Alford, &amp; Howard Finley, Wayne State University, College of Lifelong Learning</td>
<td>Burlington</td>
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<tr>
<td>Higher education demographics are changing with more adult nontraditional students enrolling in these institutions. With so many new programs being developed for these students, quality control elements must be addressed.</td>
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### 2:45–3:35 p.m.

<table>
<thead>
<tr>
<th>Distance Learning with ABE, GED, &amp; ESL Learners: Lessons from the Field</th>
<th>Missouri Pacific</th>
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<tr>
<td>Jere Johnston, University of Michigan, &amp; Nicki Askov, Pennsylvania State University</td>
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<tr>
<td>Many states are exploring the potential of distance education to meet the needs of adult learners – a critically underserved population. This presentation focuses on experiences of states and agencies in implementing distance-learning programs (consortium of state director and adult education researchers).</td>
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<tr>
<th>Partnering with Community Organizations to Make Service-learning Work for Adult Students</th>
<th>Wabash Cannonball</th>
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<tbody>
<tr>
<td>Jamie Comstock &amp; Jennifer Kohler, Saint Louis University</td>
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<tr>
<td>This paper/presentation will examine the advantages and barriers to utilizing service learning to educate working adult students. Recommendations for program design and community partner involvement will be advanced.</td>
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<tr>
<th>A Shared Vision</th>
<th>Regency A, B, &amp; C</th>
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<tr>
<td>Alan Knox, University of Wisconsin</td>
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### Concurrent Sessions #4 — 3:45–4:35 p.m.

<table>
<thead>
<tr>
<th>Surviving Inside the Academy: What Minority Adults See as Critical to Their Success</th>
<th>Grand Ballroom A</th>
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<tbody>
<tr>
<td>Jovita M. Ross-Gordon, Southwest Texas State University</td>
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<tr>
<td>The presentation will primarily share information from two studies interviewing African-American and Hispanic adults about their experiences at a predominately White university.</td>
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<tr>
<th>Review/Critique of Learning Styles Assessment and Research</th>
<th>Grand Ballroom B</th>
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<tbody>
<tr>
<td>Wayne B. James, University of South Florida, Tampa; and Maria M. &amp; James E. Witte, Auburn University, Auburn, Alabama</td>
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<tr>
<td>Presentation addresses current assessment of Learning Styles instruments/procedures within cognitive, perceptual and personality domains to include the explosive growth of Internet-based learning styles instruments.</td>
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<tr>
<th>Successful Aging: What Senior Athletes Report</th>
<th>Grand Ballroom C</th>
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<tbody>
<tr>
<td>Robert Nolan, Shashi Naidu, &amp; Nidhin Kadavil, Oklahoma State University</td>
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<tr>
<td>Senior athletes, 65 and over, were interviewed to determine their formulae for successful aging following a theoretical framework proposed by Vaillant and Mukamal in the June 2001 issue of the American Journal of Psychiatry. Behaviors correlative to hardiness, positive attitudes toward life were hypothesized to be characteristics of this population, men and women who participated in competitive sports in late adulthood.</td>
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<tr>
<th>Former Inmates Returning to the Community: How Do You Want Them Back?</th>
<th>Grand Ballroom D</th>
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<tr>
<td>Mary Henley, Jon Warren, &amp; Lynda Roberts, Missouri Department of Corrections</td>
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<td>A PowerPoint presentation that highlights the positive effect that Corrections Education has on recidivism and transition back to society.</td>
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<td>Session Title</td>
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| 3:45–4:35 p.m. | *(E)Race(ing) Color: A Comparison of Learning Narratives Among Caribbean and Black American Adults in ABE*  
Talmadge C. Guy, University of Georgia  
This qualitative study explores the differences between Caribbean Immigrants and Black American adults’ experiences in adult basic education programs. Race and culture are interpreted differently by black adults in ABE/GED. | Illinois Central         |
|              | **How to Use the 2002 NCATE Professional Standards to Strengthen Graduate Programs in Adult Education**  
W. Franklin Spikes, Kansas State University  
This session will discuss how the Professional Standards of the National Council for the Accreditation of Teacher Education, NCATE, can be employed to strengthen the administrative and academic position of graduate programs of adult education within college and university professional education units. | New York Central         |
|              | **Facilitating and Integrating Online Collaboration Skills: Evolution of the Educator’s Roles**  
Stephen P. Dundis, and J.D. & Suzanne G. Benson, Northeastern Illinois University, Chicago  
Online education places new responsibilities on the roles of the educator in building effective team problem solving skills. This program will explore the requirements for transitioning adult learners into the realm of high-interactive-demand tasks. | Jeffersonian/Knickerbocker |
|              | **Emotions! Targeting the Critical Prerequisite to Learning**  
Laura P. Weisel, The TLP Group, Columbus, Ohio  
Lack of progress? Dropouts? Life situations getting in the way of learning? Fears of failure and success? Low self-esteem? All of these personal and program issues have their core in “emotions”...because emotions are core to learning: This session will present a simple model to understand the role of emotions in learning. Using this model, participants will build a list of do's and don'ts to work through the highly charged emotional issues of re-entering an educational setting. Cutting-edge research, practical strategies, best practices, and personal accounts will be presented to help programs, tutors, and students move beyond past learning traumas and onto creating positive, empowered futures that will expedite learning. | Frisco                  |
|              | **Blazing the Way for Part-time Faculty: A Model for Professional Development**  
Mary Rose Grant, Saint Louis University  
To improve teaching effectiveness of adjunct faculty, a model is presented with customized strategies and techniques for implementation into the institutional culture. This model moves adjunct faculty from passive access to active ownership in professional development. | Burlington              |
|              | **How to Improve ABLE Programs and Student Success Through Inclusion on Basic Computer Literacy**  
Erica Botch, Linnette Tinler, & Lori Brito, Cleveland Adult Education, Cleveland, Ohio  
In order for ABLE students to progress beyond the basic skills to computer literacy, programs must provide computer-learning opportunities. The presenters will examine Cleveland's basic skills computer literacy curriculum, which establishes interactive networks with schools, libraries, and vocational education programs as it bridges the “digital divide.” | Missouri Pacific         |
### Concurrent Sessions #4

**3:45–4:35 p.m.**

<table>
<thead>
<tr>
<th>Title</th>
<th>Speaker/Institution</th>
<th>Meeting Room</th>
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<tbody>
<tr>
<td><strong>How the Theory of Multiple Intelligence Can Help the Knowledge Identification of Students of Management</strong></td>
<td>Joyce Martin, Australian Catholic University Limited</td>
<td>Wabash Cannonball</td>
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<tr>
<td>In this session the rationale, materials, method, and results of providing students of management with information about Gardner's Theory of multiple intelligences will be presented. A copy of a new multiple intelligence self-preference inventory for students will be provided.</td>
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<tr>
<td><strong>Social Philosophy Session on Public Responsibility</strong></td>
<td>Alan Knox, University of Wisconsin</td>
<td>Regency A, B, &amp; C</td>
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**Concurrent Sessions #5 — 4:45–5:35 p.m.**

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<tr>
<th>Title</th>
<th>Speaker/Institution</th>
<th>Meeting Room</th>
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<tbody>
<tr>
<td><strong>Forming a Learning Community: First-year Experiences of a Graduate Program Cohort</strong></td>
<td>Jovita M. Ross-Gordon, Southwest Texas State University</td>
<td>Grand Ballroom A</td>
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<tr>
<td>The session will share data reflecting perceptions from students in a cohort program of those factors within their first-year experience that contributed to the development of a sense of learning community.</td>
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<td><strong>How Do We Remember? Why Do We Forget?</strong></td>
<td>Jane Fishback, Kansas State University</td>
<td>Grand Ballroom B</td>
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<tr>
<td>Recent research in neuroscience and cognitive psychology provide a new understanding of how and why we remember. Our ability to shift information from short term to long term memory plays a key role in memory, effects of stress and emotions on memory, and the memory as we age. Additionally, practical tips based on research in cognitive psychology will be detailed. What part of a class are we most likely to remember? What do we pay attention to? What is the optimal length of a learning experience? Can we really trust our memory? All of this and more!</td>
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<td><strong>Compassion Stress and the Qualitative Researcher</strong></td>
<td>Kathleen Rager, University of Oklahoma</td>
<td>Grand Ballroom C</td>
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<tr>
<td>Sometimes qualitative research means becoming immersed in difficult subjects and situations. This session covers strategies to help the researcher avoid compassion stress as told by one who's been there.</td>
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<td><strong>Circle the Wagons! Creating Learning Communities for Graduate Students Blazing Trails Through the Dissertation Process</strong></td>
<td>Cindy Shuman &amp; Valerie Dykes, Kansas State University</td>
<td>Grand Ballroom D</td>
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<td>The dissertation process is a journey, not just a destination. Come share your experiences and learn to find your way through the wilderness.</td>
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<td>4:45–5:35 p.m.</td>
<td><strong>Crossing Cultural Borders: Immigrant Students in Adult, Basic and Higher Education</strong>&lt;br&gt;Mary V. Alfred, University of Wisconsin-Milwaukee, &amp; Ming-Yeh Lee, San Francisco State University&lt;br&gt;This session will explore how culture, history, and nationality shape the learning process of adult immigrant learners in U.S. educational systems. Culturally responsive teaching strategies will be discussed.</td>
<td>Illinois Central</td>
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<td><strong>Beyond Andragogy: Moving from Self-directed Learning to Critical/Collaborative Pedagogy in a Distance-Learning Ph.D. Program</strong>&lt;br&gt;Steven Schapiro, Fielding Graduate Institute, Montpelier, Vermont&lt;br&gt;The evolving philosophy and practices of a pioneering distance-learning Ph.D. program at Fielding Institute. Founded on principles of andragogy, it is moving, through use of the Internet, toward more collaborative and critical approaches.</td>
<td>New York Central</td>
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<td><strong>Constructing Higher Education Policy for Sexual Minorities: An Auto-Ethnographic Account</strong>&lt;br&gt;Robert Hill, University of Georgia&lt;br&gt;Sensitivity to sexual minorities on campuses can result in affirmative policies for these populations. This auto-ethnographic account explores an attempt to transform one institution of higher education.</td>
<td>Jeffersonian/Knickerbocker</td>
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<td><strong>Commission for Community Minority and Non-formal Education (CMNFE)</strong></td>
<td>Frisco</td>
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<td><strong>Conducting Research in a Virtual World</strong>&lt;br&gt;Judy Milton &amp; Allen B. Moore, University of Georgia&lt;br&gt;A discussion to explore the opportunities, challenges, and results of using technology to conduct both qualitative and survey research studies, drawing on the experiences of a collaborative research team.</td>
<td>Burlington</td>
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<td><strong>PowerPath to Adult Basic Learning</strong>&lt;br&gt;Laura Weisel, The TLP Group, Columbus, Ohio; &amp; Karen Hibbert, TOLLS Adult Education Center, Plain City, Ohio&lt;br&gt;PowerPath is an exciting system that will improve learning success and retention for adults with learning difficulties. While other assessments focus on 'educational history' or what an individual knows, PowerPath screens for the specific information processing difficulties that contribute to LD. Based on the screening results, PowerPath's easy-to-use software prescribes personalized accommodations to successfully build academic, job, lifelong learning, and personal advocacy skills.</td>
<td>Missouri Pacific</td>
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<td><strong>Skills Tutor: Paving the Trail to Success</strong>&lt;br&gt;Adam Hall, West Hall Software Solutions, St. Louis, Missouri&lt;br&gt;Overview of the Skills Tutor program (Reading, Writing, Language, Math, Info skills, Workforce Readiness, Algebra, &amp; Science). Discussion of effectiveness in increasing scores on GED, TABE, &amp; ABLE.</td>
<td>Wabash Cannonball</td>
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<td><strong>Knox</strong>&lt;br&gt;A Shared Vision</td>
<td>Regency A, B, &amp; C</td>
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## Concurrent Sessions #1

### 10:45–11:45 a.m.

<table>
<thead>
<tr>
<th>Session</th>
<th>Meeting Room</th>
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<tbody>
<tr>
<td><strong>Assessing Readiness for Implementing Effective Workplace Education Programs</strong></td>
<td>Grand Ballroom A</td>
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<tr>
<td>Renee Sherman, American Institutes for Research, Washington, D.C., &amp; Judith Crocker, American Institutes for Research, Cleveland, Ohio</td>
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<tr>
<td>Participants will explore issues related to their capacity and ability to provide effective workplace education programs and strategies for enhancing capacity prior to initiating a workplace education program.</td>
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<tr>
<td><strong>Building an Effective Professional Development System: Professional Development Coordinator Competencies and Sample Indicators</strong></td>
<td>Grand Ballroom A</td>
</tr>
<tr>
<td>Renee Sherman, American Institutes for Research, Washington, D.C., &amp; Judith Crocker, American Institutes for Research, Cleveland, Ohio</td>
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<tr>
<td>Participants will review and discuss field-based professional development coordinator competencies and how the competencies can be used at the state and local level to strengthen professional development systems.</td>
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<tr>
<td><strong>The Philosophy to Practice Continuum in Professional Teacher Education: Report of a National Study</strong></td>
<td>Grand Ballroom B</td>
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<td>Howard D. Walters, University of Southern Mississippi, Biloxi</td>
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<td>The National Sea Grant Colleges implemented teacher professional education in thirty state programs throughout the country. This study analyzed these programs in relation to Darkenwald and Meriam's (1982) <em>Philosophies of Adult Education</em>.</td>
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<tr>
<td><strong>The Allure of Adult Learning Groups</strong></td>
<td>Grand Ballroom C</td>
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<td>Janice Morgan Saturday, University of Georgia</td>
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<td>The purpose of this session will be to discuss an alternate way of thinking about adult learning groups. The use of psychodynamic concepts can capture nuances of group work that are often overlooked.</td>
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<td><strong>A Checklist for Group Problem Solving: A How-to for Improving Groups</strong></td>
<td>Grand Ballroom C</td>
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<tr>
<td>Patrick Chambers, Western Washington University, Bellingham</td>
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<tr>
<td>Most of us function in situations where groups solve the problems. This six-step model is designed to improve the effectiveness of the group problem-solving process.</td>
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</table>
**Friday, November 22—Concurrent Sessions #1**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Room</th>
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<tbody>
<tr>
<td>10:45–11:45 a.m.</td>
<td><strong>Types of Learning Experiences of the Members in a Community-based Nonprofit Organization</strong>&lt;br&gt;Yei Fei Su &amp; Shin-Yu Huang, National Taiwan University, Taipei&lt;br&gt;This study aims at presenting different types of learning experiences of the members in a Community-based Nonprofit Organization. Through participation in varying education programs that the nonprofit organization developed, members differentiated into many learning experiences non-reflective, reflective, and transformative (emancipation) learning.</td>
<td>Illinois Central</td>
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<td><strong>Emerging Educators from Community-based Nonprofit Organization</strong>&lt;br&gt;Yei Fei Su, National Taiwan University, Taipei&lt;br&gt;The purpose of this qualitative study is to illuminate how members of a community-based nonprofit organization developed themselves to become educators through participation in educational activities for community development and using learning technologies to blaze trails to success.</td>
<td>Illinois Central</td>
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<td></td>
<td><strong>Using Learning Technologies to Blaze Trails to Success</strong>&lt;br&gt;Susan Imel, ERIC Clearinghouse on Adult, Career, and Vocational Education, The Ohio State University, Columbus&lt;br&gt;New learning technologies have been adopted uncritically in many settings. This session will explore beliefs about learning technologies and suggest ways they can be used to support learning and respond to needs of adult learners.</td>
<td>New York Central</td>
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<td></td>
<td><strong>The Engagement of Adult Learners in Online Projects</strong>&lt;br&gt;Charles A. Baker-Clark, Grand Valley State University, Allendale, Michigan&lt;br&gt;The adult education literature suggests that adults benefit from active learning. This presentation uses problem-based learning as a context for online teaching/learning projects.</td>
<td>New York Central</td>
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<td></td>
<td><strong>Distance Education as Open Learning: Issues of Disability and Cultural Sensitivity</strong>&lt;br&gt;Kay Shattuck, Penn State University, Westminster, Maryland&lt;br&gt;There are institutional barriers inherent in the university system that have to be either altered or adapted for distance education learners. More importantly, a system of support and motivation must be built into the program if students are going to experience success.</td>
<td>Burlington</td>
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<td></td>
<td><strong>Techniques, Curriculum, and Materials for Open Entry GED and ABE Math</strong>&lt;br&gt;John Kidd, Bakersfield Adult School, Bakersfield, California&lt;br&gt;How on earth can you effectively deal with &quot;open entry&quot; in a GED math class? Solutions to this dilemma and a highly effective math program using a proven course of study, many innovative materials, techniques, and classroom management skills will be covered in a 20-page handout.</td>
<td>Frisco</td>
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<td><strong>Quick and Easy Algebra: The Simplified Method</strong>&lt;br&gt;John Kidd, Bakersfield Adult School, Bakersfield, California&lt;br&gt;Your students can quickly master the Algebra on the GED and similar tests! Perfect for open entry, it raises students' self-esteem as well as their scores with a proven, enjoyable system. Many helpful handouts will be included in a 20-page booklet for each participant.</td>
<td>Frisco</td>
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</table>
**Friday, November 22—Concurrent Sessions #1**

<table>
<thead>
<tr>
<th>Time</th>
<th>Meeting Room</th>
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<tbody>
<tr>
<td>10:45–11:45 a.m.</td>
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</table>

**The Seven Highly Effective Principles and Practices for Working Differently with Students Who Learn Differently**
Laura P. Weisel, The TLP Group, Columbus, Ohio

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

**Evaluating the Impact of Educational and Nonprofit Websites**
Dale Lipschultz, Office of Literacy and Outreach Services, American Library Association, Chicago, Illinois

Website impact cannot be measured in hits alone. BuildLiteracy.org is an American Library Association project designed to aid in building partnerships and coalitions. A key component of this project is gauging the impact and effectiveness of the site and its resources. Methodology for the collection and analysis of data used to determine these outcomes will be discussed.

**Workplace ESL: A Challenge for Students and Instructors**
Judith Crocker, American Institutes for Research, Cleveland, Ohio

This session introduces a training module designed to prepare instructors to effectively design and deliver workplace ESL that meets the needs of students and employers.

**Accommodations on the GED Tests for Individuals with Disabilities: From Request to Approval**

This team presentation is for the conference participant involved in supporting individuals with disabilities in obtaining the GED. The presentation includes simulations, group activities, case presentations, information sharing, and discussion.

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**Friday, November 22**

**Concurrent Sessions #2 — 1:45–2:35 p.m.**

<table>
<thead>
<tr>
<th>Time</th>
<th>Meeting Room</th>
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<tbody>
<tr>
<td>1:45–2:35 p.m.</td>
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</table>

**Enhancing Diversity in the Workforce: Trails to Success**
Jim Bame & Idania Mirabal, Utah State University

Presenters describe a program offering ethnic minorities workplace training, combining local educational institutions and community organizations. Student recruitment and retention, ESL and additional training programs will be outlined.

**Blazing a Trail for Educational and Parental Success**
Colleen Potter, Southern Illinois University Edwardsville

Empower students to maximize effective parenting and student success by partnering parenting and academics through Family Education. Create practical take-home activities that will coordinate classroom instruction with home visits.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Speaker(s)</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>1:45–2:35 p.m.</td>
<td><strong>Adult Education's Role in Public Education:</strong></td>
<td>Vivian W. Mott &amp; Billie Lennon, East Carolina University, Greenville, North Carolina; &amp; Vanessa Barnes, Wilson County Schools, Wilson, North Carolina</td>
<td>Grand Ballroom C</td>
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<td><strong>Improving Teacher Satisfaction and Retention</strong></td>
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<td>Session focuses on a four-phase model of understanding and promoting teacher mentoring and staff development; improvement of in-service education; principal leadership, teacher induction; school environment.</td>
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<td><strong>Overcoming Barriers to Learning Using Emotional Intelligence</strong></td>
<td>Terry Schmitz, Conover Company, Oshkosh, Wisconsin</td>
<td>Illinois Central</td>
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<tr>
<td></td>
<td>Emotional intelligence is a learned ability to identify, experience, understand, and express human emotions in healthy and productive ways. Emotional intelligence skills are primary factors of motivation and a gateway to lifelong learning and high levels of achievement. Research worldwide indicates that emotional intelligence skills are essential to all learning. This session will focus on the background of emotional intelligence, why emotional intelligence is essential for adult learning to be successful, and will also include an opportunity for each participant to take a short emotional intelligence test. The results of the test will be thoroughly explained.</td>
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<td><strong>Strategies to Help GED Students Improve Their Math Problem Solving Skills</strong></td>
<td>Ben W. Huntley, Carbondale Community High School, Carbondale, Illinois</td>
<td>New York Central</td>
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<td></td>
<td>A variety of strategies for helping GED students to improve their math problem solving skills will be presented.</td>
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<td><strong>Internet Resources: Distinguishing the Good, the Bad and the Ugly</strong></td>
<td>Kathleen Rager, University of Oklahoma, Norman</td>
<td>Burlington</td>
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<td></td>
<td>The internet makes vast amounts of resources available to adult learners. The problem now becomes one of assessing quality. This session presents tips and resources for evaluating electronically accessed material.</td>
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<td><strong>PDAs: Blazing the Trail to Student Success in the Classroom</strong></td>
<td>Martha J. Morgan Sanders, Nova Southeastern University, Ft. Lauderdale, Florida, &amp; Bently Richert, ESSDACK, Hutchinson, Kansas</td>
<td>Frisco</td>
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<td></td>
<td>The uses of PDAs in the classroom are the &quot;new kid&quot;. Their effective uses will enhance student successes.</td>
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<td><strong>Effectively Using Power Relationships and Negotiation Skills in Planning Programs for Adults</strong></td>
<td>Rosemary S. Caffarella, Cornell University</td>
<td>Wabash Cannonball</td>
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<td></td>
<td>Explored in this session are the issues of effectively using power relationships and negotiation skills in designing and implementing partnership programs for adults. Participants will reflect on their own experiences related to these critical skills.</td>
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### Friday, November 22—Concurrent Sessions #2

#### 1:45–2:35 p.m.

<table>
<thead>
<tr>
<th>Title</th>
<th>Room</th>
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<tbody>
<tr>
<td><strong>Are You Guilty Of? (Copyright Issues on the Internet)</strong></td>
<td>Missouri Pacific</td>
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<tr>
<td>Kim McCoy, Ohio Literacy Resource Center, Kent State University, Kent, Ohio</td>
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<tr>
<td>This session will cover some myths and facts that deal with copyright laws that individuals should be aware of before printing, copying, and distributing information collected from the Internet. Other issues that will be addressed include obtaining permission, items that are considered in the public domain, and the negativity associated with software piracy. In addition, the Ohio Literacy Resource Center's copyright policy will be discussed and many resources will be provided for further research.</td>
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<tr>
<td><strong>Editorial Board Meeting – The Adult Learner</strong></td>
<td>Jeffersonian/ Knickerbocker</td>
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<tr>
<td>Lillian Hill, Virginia Commonwealth University, Richmond, Virginia &amp; Ralph Brockett, University of Tennessee, Knoxville</td>
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<tr>
<td><strong>A Correctional Education Program Planning Model</strong></td>
<td>Grand Ballroom D</td>
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<tr>
<td>Jonathan E. Messmer, University of Georgia</td>
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<tr>
<td>The purpose of this program is to offer a critical theory approach to correctional education program planning. This model focuses upon the partnerships required for developing effective learning communities.</td>
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#### Friday, November 22

### Concurrent Sessions #3 — 2:45–3:35 p.m.

<table>
<thead>
<tr>
<th>Title</th>
<th>Room</th>
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<tbody>
<tr>
<td><strong>Crafting an Interdepartmental Distance Learning Initiative: Toward an Understanding of Relationships for Collaboration and Learning</strong></td>
<td>Grand Ballroom A</td>
</tr>
<tr>
<td>Bradley C. Courtenay &amp; Judy Milton, University of Georgia</td>
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<tr>
<td>A data-based model of blended-delivery doctoral program is offered to explore opportunities and challenges for encouraging collaboration and learning within and across groups of students, faculty, stakeholders, and advisors.</td>
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<tr>
<td><strong>Contextual Factors That Influence Informal Learning and Communities of Practice</strong></td>
<td>Grand Ballroom B</td>
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<tr>
<td>Andrea D. Ellinger, University of Alabama</td>
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<tr>
<td>Informal learning is considered one of the most prevalent forms of learning that often occurs through interactions that individuals have with others, or within the informal communities of practice they are affiliated with. Findings from an ongoing study exploring the contextual factors that inhibit or support informal learning within organizations committed to a learning orientation will be presented with implications for fostering learning communities.</td>
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<tr>
<td><strong>Citizen Grandpa: Examining the Essence and Salience of the Citizen and Grandparent Social Roles</strong></td>
<td>Grand Ballroom C</td>
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<tr>
<td>Ara Rogers &amp; Fred Barthmus, University of South Florida, Tampa</td>
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<tr>
<td>Expectations surrounding grandparent and citizen role performance are emergent and ambiguous. Two studies evaluating the grandparent and citizen social roles, emphasizing the latter half of the life cycle, will be discussed.</td>
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</table>
2:45–3:35 p.m.

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<thead>
<tr>
<th>Teaching Beliefs of Non-formal Educators: Park Educators’ Perspectives</th>
<th>Illinois Central</th>
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<tbody>
<tr>
<td>Edward W. Taylor, Penn State University, Middletown, Pennsylvania</td>
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<tr>
<td>This is a presentation of a study about teaching beliefs of Park Educators and how they make meaning of their practice in nonformal educational settings (state/national parks).</td>
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<tr>
<th>Creativity and Practicality in the Recruitment of Adult Learners and Creation of Adult Education Programs</th>
<th>New York Central</th>
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<tbody>
<tr>
<td>Jean Barlup, Penn State University, Mont Alto, Pennsylvania</td>
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<tr>
<td>Locating an adult education center in a shopping mall presented recruiting and instructional design challenges for the continuing education department of Penn State Mont Alto.</td>
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<tr>
<th>Comparative Methods of Presentation in Conventional Face-to-Face Instruction and Distance Learning Technologies</th>
<th>Burlington</th>
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<tbody>
<tr>
<td>Kevin Miller &amp; Harry Trede, Iowa State University</td>
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<tr>
<td>This presentation provides a comparative description in conventional face-to-face instruction and distance learning technologies.</td>
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<thead>
<tr>
<th>Connections: A Transition Course Appropriate for Community College Freshmen and/or Juveniles in a Correctional Facility</th>
<th>Frisco</th>
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<tbody>
<tr>
<td>Elaine Shelton, Austin Independent School District, Austin, Texas</td>
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<tr>
<td>Connections is a curriculum that teaches teamwork, time management, study skills, managing stress and conflict, and decision making. It is appropriate for community college freshmen and juveniles in a correctional setting.</td>
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<tr>
<th>A Model of Women’s Gender Consciousness Development</th>
<th>Wabash Cannonball</th>
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<tbody>
<tr>
<td>Laura L. Bierema, University of Georgia</td>
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<tr>
<td>Two studies examining women’s gender consciousness development will be highlighted. One describes how consciousness emerges. The other examines a model of gender awareness and proposed different levels and developmental issues.</td>
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<tr>
<th>WE LEARN: Finding Women’s Literacy Power Through Women-Centered Literacy Materials</th>
<th>Missouri Pacific</th>
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<tbody>
<tr>
<td>Mey Miller, WE LEARN (Women Expanding*Literacy Action Resource Network), St. Paul, Minnesota</td>
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<tr>
<td>The presenter of this session will demonstrate the WE LEARN Web site (<a href="http://www.litwomen.org/welearn.html">www.litwomen.org/welearn.html</a>) and lead a discussion among participants about what women-centered literacy materials they use, and how.</td>
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<tr>
<th>How Adult Education Practitioners in Texas View Research</th>
<th>Jeffersonian/ Knickerbocker</th>
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<tr>
<td>Ralf St. Clair, Texas Center of Adult Literacy &amp; Learning, College Station, Texas</td>
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<td>Reports on research designed to discover how adult educators in Texas find, evaluate, and apply research in their work. Session will include group discussion on the implications of the study.</td>
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### Concurrent Sessions #4 — 3:45–4:35 p.m.

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<tr>
<th>Title</th>
<th>Speaker(s)</th>
<th>Room</th>
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<tbody>
<tr>
<td><strong>Advising Adult Learners: Providing a Roadmap to Success</strong></td>
<td>Cheryl J. Polson, Kansas State University</td>
<td>Grand Ballroom A</td>
</tr>
<tr>
<td>Building on Schlossberg’s Transition Framework and O’Banion’s Academic Advising Model, participants new to working with adult learners will discover how critical advisors and counselors can be to an adult learner’s success in higher education.</td>
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<tr>
<td><strong>Preparing Adult Learners for a Complex World</strong></td>
<td>Jane Fishback, Kansas State University</td>
<td>Grand Ballroom B</td>
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<tr>
<td>Adults in the 21st century are called upon to make critical decisions at work, school, home, and in communities based on overwhelming and often contradictory information. This presentation will present educators with approaches that are most likely to encourage the development of complex thinking skills based on recent findings in cognitive psychology.</td>
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<td><strong>Looking in – Looking out: Perspectives in Personal Development</strong></td>
<td>Rick Marshall, Lewis and Clark Community College; &amp;</td>
<td>Grand Ballroom C</td>
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<tr>
<td>Colleen Potter, Southern Illinois University Edwardsville</td>
<td>An interactive presentation of a project developed through community collaboration efforts to address eight areas of recognized need for at-risk young male and female students with an emphasis on male responsibilities.</td>
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<tr>
<td><strong>A Proposal to Create Awareness for Educator Preparation for Adult Learners</strong></td>
<td>Angelika Rocha, University of Texas at San Antonio</td>
<td>Illinois Central</td>
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<tr>
<td>This session will explore the creation of awareness of the need to prepare educators of adults, thus producing discussion and partnership among educational institutions and communities to effect change.</td>
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<td><strong>Employee Responses to Technological Change in the Workplace</strong></td>
<td>Robert Reardon, Solvay Advanced Polymers, Augusta, Georgia</td>
<td>New York Central</td>
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<tr>
<td>Group will be led through an interactive discussion of the conceptualization plus measurement of employee responses to new technology. We will examine an instrument to measure employee response.</td>
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<td><strong>Blazing Through Late Adulthood: The Malaysian Elderly Learning Pattern</strong></td>
<td>Mazanah Muhamad, University of Georgia</td>
<td>Burlington</td>
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<td>A recent (2002) nationwide survey on 2,550 adults shows the elderly continue to learn informally and by participating in non-formal community programs. Their learning agenda relates to their developmental tasks.</td>
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<td><strong>7 Sites and 7 Proposals, Distance Education in Missouri</strong></td>
<td>Judith Cochran, University of Missouri—St. Louis</td>
<td>Frisco</td>
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<tr>
<td>The University of Missouri-St. Louis recently offered a research methods course to seven sites in Missouri simultaneously by ITV. Sites developed research proposals for use in seeking funding to enhance educational programs. Presentation will demonstrate this technology and discuss some instructional challenges.</td>
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### Friday, November 22—Concurrent Sessions #4

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<tr>
<th>Time</th>
<th>Session</th>
<th>Meeting Room</th>
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<tbody>
<tr>
<td>3:45–4:35 p.m.</td>
<td><strong>Lessons from History:</strong> The Development of a Community-based Adult Education Program</td>
<td>Wabash Cannonball</td>
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<td>Sharon K. Gibson, University of St. Thomas, Minneapolis, Minnesota</td>
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<td>This presentation identifies key learnings from a historical review of adult education program development in a nonprofit, Jewish community agency. Factors contributing to the vitality of this organization are explored.</td>
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<td><strong>Project ECHO: An Environmental, Cultural, and Historic International Research, Education, and Technology Partnership</strong></td>
<td>Missouri Pacific</td>
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<td>Carrie J. Boden, Friends University, Wichita, Kansas; &amp; W. Franklin Spikes, Kansas State University, Manhattan</td>
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<td>This session will describe ECHO 2002, a joint educational &amp; research partnership between Paraguay and three American universities. Project details along with a description of the web-based training initiative resulting from ECHO 2002 will be provided.</td>
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<td><strong>Enhancing Health Through the Community Health Advisor (CHA) Model</strong></td>
<td>Jeffersonian/Knickerbocker</td>
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<td>Nedra Lisovicz &amp; Susan Mayfield Johnson, University of Southern Mississippi</td>
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<td>Issues of trust, respect, and culture are important parts of health. Community Health Advisors (CHAs), self-directed learners, share health education between communities and health systems.</td>
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<td><strong>CPAE Opening Program</strong></td>
<td>Grand Ballroom D</td>
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### Friday, November 22

**Concurrent Sessions #5 — 4:45–5:35 p.m.**

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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>4:45–5:35 p.m.</td>
<td><strong>Preparing Learners to Blaze Virtual Trails of Success: Learner Preparedness and Attrition in Online Courses</strong></td>
<td>Grand Ballroom A</td>
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<td>Richard A. Schilke, Orange Park, Florida</td>
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<td>Presentation reports findings and recommendations of study on attrition from credit online courses. Study found learners unprepared for unique demands of online instruction and recommends institutional responses to improve preparedness.</td>
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<td><strong>From Task Master to Coach: The New Role of the Supervisor</strong></td>
<td>Grand Ballroom B</td>
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<td>Sharon M. Hudson, Governors State University, University Park, Illinois; &amp; Patricia B. Easley, U.S. Environmental Protection Agency, Chicago, Illinois</td>
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<td>In an era of downsizing and technological advancements, trainers and supervisors must develop new ways to transform the workplace into a learning community. Supervisors and employees must now become co-learners.</td>
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<td><strong>Let's Play: Using Games to Enhance Learning</strong></td>
<td>Grand Ballroom C</td>
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<td>Alice Jensen &amp; Mary Curtis, Maryville University, St. Louis, Missouri</td>
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<td>Games promote a climate of play in which learners become active participants and increase their success. We will explore a variety of games that can be adapted to any classroom.</td>
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**Friday, November 22—Concurrent Sessions #5**

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<tr>
<th>Time</th>
<th>Meeting Room</th>
<th>Session Title</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>4:45–5:35 p.m.</td>
<td>Illinois Central</td>
<td><strong>Using Core Competency Profiles to Assess Adult Education Students' Strengths and Priorities in Learning</strong>&lt;br&gt;Patrick Chambers, Western Washington University, Bellingham</td>
<td>This session will look at using core competency profiles (derived from Malcolm Knowes) in a university adult education degree program to assess student strengths and interests in potential topics.</td>
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<td>New York Central</td>
<td><strong>Integrating Workskills and Life Skills in Adult Education Classes</strong>&lt;br&gt;Oliva Fernandez, Longman ESL, White Plains, New York</td>
<td>This interactive workshop addresses the civics, and life skills needs of the ESL Students. Presenters will demonstrate ways to integrate language and life skills into the adult ESL classroom. Free sample materials.</td>
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<td>Burlington</td>
<td><strong>Self-directed Learning: Trails to Independence</strong>&lt;br&gt;Joseph Disalvo, James H. Groves Adult High School, Middletown, Delaware</td>
<td>When adults define their purpose for their learning, they transition from following the paths of passive &quot;learning&quot; to chart their own course towards lifelong learning.</td>
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<td></td>
<td>Frisco</td>
<td><strong>Exploring Cultural Literacy Issues Through a Collaborative Action Research Project</strong>&lt;br&gt;Mary Ann Kramer, St. Louis Public Schools</td>
<td>Culturally based curriculum, critical/feminist teaching, &quot;funds of knowledge&quot;-report on joint exploration of literacy instruction by St. Louis public schools. AEL/Elementary/Family Literacy staff and Washington University faculty and students.</td>
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<td>Wabash Cannonball</td>
<td><strong>Educators and Advocates: The Impact of Volunteer Experience on Adult Growth and Development</strong>&lt;br&gt;Linda D. Sayre, Rutgers University</td>
<td>Exploration of leadership experience in the League of Women Voters, focusing on the learning process, the transferability of competencies, and self-efficacy to the workplace and other settings.</td>
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<td>Missouri Pacific</td>
<td><strong>Using Videotape to Prepare Students for the 2002 GED Test</strong>&lt;br&gt;Doug Prybylski, Comex Systems, Inc., Mendham, New Jersey</td>
<td>This presentation will demonstrate how to prepare students to take the new GED. The method of delivery will be videotape based.</td>
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<td>Jeffersonian/ Knickerbocker</td>
<td><strong>Program Planning in Social Movement Educational Programs: An Analysis of the Roles and Processes Involved in Planning Workshops and Public Forums for the April 2000 Anti-IMF/World Bank Protests</strong>&lt;br&gt;Margo Menconi, Philadelphia, Pennsylvania</td>
<td>This presentation will introduce the participant to the program planning process in a major global economic justice movement week of protests. The two kinds of adult education programming to be highlighted are the issues forums and the workshops. The organizational structure, program planning process, and programs themselves will be discussed.</td>
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<tr>
<td></td>
<td>Grand Ballroom D</td>
<td><strong>CPAE Opening Program</strong>&lt;br&gt;</td>
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Concurrent Sessions #1

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
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<tbody>
<tr>
<td>9:00–9:50 a.m.</td>
<td>The Learning Gains of Low-literate Inmates</td>
<td>Grand Ballroom A</td>
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<td></td>
<td>Jonathan E. Messemer &amp; Thomas Valentine</td>
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<td>This session will present the results of a research study examining the basic skills learning gains of male inmates in a Southeastern state prison. The impact of time-on-task and skill level are explored.</td>
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<td>The Taxonomy for Conflict Prevention and Resolution</td>
<td>Grand Ballroom B</td>
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<td>Terrence R. Redding, OnLine Training, Inc.</td>
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<td>This presentation is based on the assumption that at some level conflict is normal, and that by understanding the structure of conflict within a culture or society, conflict can be held to a war of ideas and open armed conflict can be prevented.</td>
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<td>Issues in Higher and Adult Education That Affect Service Members and Veterans</td>
<td>Grand Ballroom C</td>
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<td>Clinton L. Anderson &amp; Steve F. Kime, Servicemembers Opportunity Colleges, Washington, D.C.</td>
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<td>Topics include maintenance of instructional delivery options, policies that facilitate transfer of credit, and procedures that accommodate institutional networking and degree planning and completion.</td>
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<td>CPAAE Business Meeting</td>
<td>Grand Ballroom D</td>
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<td>Meeting the Challenge of Learning Disabilities in the Workplace</td>
<td>Grand Ballroom E</td>
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<td>Mary Ann Corley, American Institutes for Research; &amp;</td>
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<td>John W. Tibbetts, AIR Consultant, Daly City, California</td>
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<td>Employees with learning disabilities often experience frustration and failure because they have not learned to advocate for the accommodations they need to perform their jobs successfully. This session focuses on strategies to help adults with learning disabilities to develop self-determination skills and to meet with success on the job.</td>
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<td>Comparing Experience in Adult Education:</td>
<td>Grand Ballroom F</td>
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<td>Connecting Students/Educators in West Africa and the U.S. Using Distance Education</td>
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<td>Barbara K. Mullins, University of Memphis</td>
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<td>Two adult education classes, one in West Africa and the other in U.S., built Habitat for Humanity houses. They used digital photos, computers, and e-mail to compare and contrast their experiences.</td>
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<tr>
<td>9:00–9:50 a.m.</td>
<td>Meeting Room</td>
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<tr>
<td><strong>User Friendly Nursing and Healthcare Instruction</strong></td>
<td>Wabash</td>
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<td>M. Susan Dawson, Maryville University, St. Louis, Missouri; &amp;</td>
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<tr>
<td>Pat Freed, Washington University, St. Louis, Missouri</td>
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<td>How to use a Rogerian approach with students entering the health professions in the classroom and clinical area.</td>
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| **GED Diploma Students in Postsecondary Education**                           | Burlington   |
| Monica Osei, Richmond Women’s Diversion Center, Richmond, Virginia           |              |
| Data will be presented on GED diploma students who enrolled directly in public, four-year postsecondary institutions in Virginia. Results are included for academic performance, persistence, and attrition. |              |

| **Building an Academic Corporate Alliance**                                  | New York Central |
| Norman Dexter, Avila University, Kansas City, Missouri                       |              |
| This presentation was illustrates methods to create successful partnerships between corporations and universities. It examines the intricacies of both sides of the partnership. |              |

| **Consequences of Adopting the Internet into ALBE Classrooms**               | Illinois Central |
| Jim Berger, Western Kentucky University, Bowling Green                      |              |
| This presentation will inform participants on the results of a recent research project with the goal of determining the consequences of adopting the Internet in adult literacy and basic education (ALBE) classrooms. |              |

| **The Enhancing of Brain Plasticity and Brain Cell Growth Through Andragogical interventions: Encouraging Lifelong Learning** | Frisco       |
| Clive Wilson, Oral Roberts University, Tulsa, Oklahoma                      |              |
| New research in psychometrics and neuroscience, covering brain plasticity and cell growth, has made incredible discoveries revealing the positive effects andragogical interventions have on the brain even into old age. |              |

<p>| <strong>Harnessing the Power of Personal Narrative</strong>                               | Missouri Pacific |
| Sarah Kowal, Adult Literacy Media Alliance, New York, New York               |              |
| How can adult learning journeys inspire self-reflection, reading, and writing? Learn how documentary style video can be combined with poetry, music, and free web programming to create exciting activities. |              |</p>
<table>
<thead>
<tr>
<th>Meeting Room</th>
<th>Concurrent Sessions #2 — 10:00–10:50 a.m.</th>
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</thead>
</table>
| Grand Ballroom A | Addressing the Spiritual Issues of Adult Learning  
Dent C. Davis, Columbia Theological Seminary, Decatur, Georgia; &  
Mary Ziegler, University of Tennessee, Knoxville  
Spiritual issues are important for many adults. Learning how to address spiritual issues in adult education programs increases the understanding of an important element in adult life experience and strengthens appreciation of important differences in the post-September 11 world. |
| Grand Ballroom B | An Exploration of an Inventory Designed for Examining Our Values Relative to Culture  
Patrick Chambers, Western Washington University, Bellingham  
Most of our values are related in the broadest sense to our cultural backgrounds. This session will introduce an inventory for self-examination of significant values and their cultural importance. |
| Grand Ballroom C | FISH!—A Remarkable Way to Boost Morale and Improve Results!  
Cheri Hanstein, Independent Consultant, Chesterfield, Missouri  
The "Fish Philosophy" is based on Seattle's world famous Pike Place Fish Market. Participants will view a video and learn four key concepts to creating an upbeat, high-energy workplace. |
| Grand Ballroom D | CPAE Business Meeting |
| Grand Ballroom E | The National Labsite for Adult Literacy Education: Producing Knowledge to Improve Understanding and Practice  
Hal Beder, Rutgers University; &  
Judith Faherty, New Brunswick Public Schools, New Brunswick, New Jersey  
This presentation will discuss the goals and organization of the NCSALL, National Labsite for Adult Literacy Education. It will focus on what we have learned during our first year of operation in respect to the relationships between research and improved practice in an operational adult learning center. |
| Grand Ballroom F | The Other Cambridge: A Travel-Study Course Model for Adult Learners  
Constance Counts & Judith Cohen, Lesley University, Cambridge, Massachusetts  
Explore how a travel-study course model developed by Lesley University, Cambridge, Massachusetts, U.S.A. in collaboration with Homerton College, Cambridge University, Cambridge, England promotes perspective transformation in adult learners. |
| Wabash Cannonball | Impact of Multimedia Presentation Formats on Retention/Recall in Adult Learners In Conventional Education Settings  
Sandra L. Morrow, TSM, Inc., Calgary, Alberta, Canada  
Paper examines a study that applied tenets of dual-coding theory to multimedia formats. The impact of composer-aided visuals and various handout formats on retention/recall is discussed. |
<table>
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<tr>
<th>Time</th>
<th>Meeting Room</th>
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<tbody>
<tr>
<td>10:00–10:50 a.m.</td>
<td>Burlington</td>
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</table>

**Assisted Instruction: Developing Learning Communities for Adults Within Professional Degree Programs**

John P. Buerck & Asai Asalthambi, Saint Louis University

This paper outlines the processes, challenges, and experiences of successfully integrating assisted instruction into “high-risk” courses within an adult professional Computer Science Technology degree program.

**Incentives and Obstacles for Higher Education Faculty in Teaching Via Distance**

Mary Curtis, Maryville University, St. Louis, Missouri

This presentation will discuss results from a qualitative research study that focused on incentives that motivate and obstacles that may deter a faculty member from utilizing distance education technology.

**Readiness for Self-Directed Learning in Saudi Arabian Students**

Eihab H. Abou-Rokbah, Training & Education Services Co. Ltd., Jeddah, Saudi Arabia; & Mihaad M. Nessier, Effat College, Jeddah, Saudi Arabia

Comparing readiness for self-direction in learning between Saudi-Arabian University and in American universities as measured by Guglielmino's ADLRS.

**The Liberating Impact of Personal Learning on Older Adults in a National Park**

Donald Roberson, University of Georgia

This is a proposal for a program of adult learning within the setting of a national park. Travel is one of the fastest growing segments of older adults. This addresses SDL, travel, gerontology, and leisure.

**Teaching Adult ESL Learners Technology Skills**

Tim Collins, National Louis University, Chicago, Illinois

Learn about the technology skills today’s high-tech workplaces demand and discover concrete strategies to develop instruction that provides the technology skills and language skills learners need to succeed at work. Attendees will learn a new way to assess their learners' current technology skills using the SCANS skills as an analytic tool.
Saturday, November 23—Concurrent Sessions #3

11:00–11:50 a.m.

<table>
<thead>
<tr>
<th>Meeting Room</th>
<th>Event Description</th>
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</table>
| Grand Ballroom A | **Organizational Literacy: Increasing the Effectiveness of Adult Education by Understanding and Improving Organizational Systems**  
Mary Ziegler, University of Tennessee, Knoxville; &  
Dent C. Davis, Columbia Theological Seminary, Decatur, Georgia
A key skill for adult educators is organizational literacy. This session provides a research-based tool for understanding and improving organizational systems and the impact they have on learning programs. |
| Grand Ballroom B | **Women and Minorities as "Others" in the Research Process: Achieving Balance and Representation in Qualitative Research**  
Juanita Johnson-Bailey, University of Georgia
This presentation examines the literature and several foundational research projects and offers a thorough analysis of how to offer a holistic research study. The subjects discussed include non-stereotypical research portraits and samples that are indicative of the American population. |
| Grand Ballroom C | **Leading the Way: The Tech Savvy Girls Video Project**  
Clare D’voranchik Klunk, Elizabeth Vandenburg, & Laura Reasoner Jones,  
Tech Savvy Project, Reston-Herndon Area Branch, American Association of University Women
Three women accepted the challenge to educate parents and teachers on how to make computer technology accessible and inviting to girls by producing a 25-minute video for a national audience. |
| Grand Ballroom D | **A Model of Women's Gender Consciousness Development**  
Laura L. Bierema, University of Georgia
Two studies examining women's gender consciousness development will be highlighted. One describes how consciousness emerges. The other examines a model of gender awareness and proposed different levels and developmental issues |
| Grand Ballroom E | **Implications of Holistic Theory for Adult Learning and Teaching**  
Baiyin Yang, University of Minnesota
This session presents a holistic theory of knowledge and learning. The holistic theory views knowledge as a multifaceted social construct and learning as a process of interactions among knowledge facets. This session focuses on the implications of the holistic theory for adult learning and teaching. |
| Grand Ballroom F | **Developing, Implementing, and Evaluating Peer Mentoring Programs for Faculty and Students**  
Jennifer M Kohler & Mary Walker, Saint Louis University
This presentation will examine the design of peer mentoring programs for faculty and adult students including how to train mentors and protégés, develop mentoring agreements, and evaluate partnership success. |
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<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Authors/Institutions</th>
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</thead>
<tbody>
<tr>
<td>11:00-11:50</td>
<td>Grounded Teaching: When the Teacher Becomes the Learner</td>
<td>Sandra L. Morrow, TSM, Inc., Calgary, Alberta, Canada</td>
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<td>This paper examines the reflections/observations of adult learning and learners when the author was simultaneously placed in the dual role of educator and learner.</td>
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<td>Virtual International Action Learning Set:</td>
<td>Patrice A. Londoner, Carol Clair, &amp; John Seegers,</td>
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<td>A Study in Global Cooperation Between Two Universities</td>
<td>Virginia Commonwealth University, Richmond, Virginia</td>
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<td>New York Central</td>
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<td>Experiences of Community Collaboration in Adult Literacy:</td>
<td>Diane M. Vreeland, Athens Education Group, Athens, Georgia</td>
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<td>Why Structure Matters</td>
<td>Several models are applied to experiences of collaboration in community adult literacy work. These theories expose the necessity of structuring alliances to withstand the practical challenges of collaboration.</td>
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<td>Conceptualizing and Measuring Interpersonal Relationships in Adult Education Classrooms</td>
<td>Thomas Valentine, Janet Oliva, &amp; Sonya Thomas, University of Georgia</td>
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<td>Illinois Central</td>
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<td>Adult Educators for Social Change: The Classroom as a Site of Contestation</td>
<td>Doris Flowers, Ming-Yeh Lee; &amp; Vanessa Sheared, San Francisco State University</td>
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<td>Frisco</td>
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<td>PBS LiteracyLink: Learner-centered Web Portfolios, Videos, and Workbooks</td>
<td>David Collings, PBS LiteracyLink, Louisville, Kentucky</td>
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<td>Missouri Pacific</td>
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This session will include a look at the tools available to learners who wish to share their online portfolio with a teacher in a free Web-based delivery system. Participants will also get a look at videos and workbooks, which comprise the three means of content delivery for this comprehensive system.
### Thursday, November 21

#### Roundtable Sessions

**10:45–11:45 a.m.**

<table>
<thead>
<tr>
<th><strong>Meeting Room</strong></th>
<th><strong>Motivations of Older Adults in Distance Education</strong></th>
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<tbody>
<tr>
<td>Regency A, B, &amp; C</td>
<td>Jr-Shiuan Liang &amp; Derek C. Mulenga, The Pennsylvania State University</td>
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</table>

This paper is an attempt to examine the motivational factors that influence older adult learners participating in both residential and distance education programs based on a literature review.

<table>
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<tr>
<th><strong>Meeting Room</strong></th>
<th><strong>Ready-to-Use Speaking and Listening Activities for Your ESOL/EFL Class</strong></th>
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<tbody>
<tr>
<td>Regency A, B, &amp; C</td>
<td>Theresa Konchan, Cleveland Municipal Schools, Cleveland, Ohio</td>
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</table>

Research supports the importance of lowering students' affective filter in order to increase L2 learning. Participants will receive concrete suggestions for inspired circle sharing, organized by knowledge and complexity.

<table>
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<tr>
<th><strong>Meeting Room</strong></th>
<th><strong>Results That Work: The Most Successful Online Instruction Model</strong></th>
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<tbody>
<tr>
<td>Regency A, B, &amp; C</td>
<td>Jules Ruggles, Education to Go, Inc., Temecula, CA</td>
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</table>

In this session, the design and benefits of an instructor-facilitated model of online instruction will be presented by the leader in adult online learning solutions.

### Friday, November 22

#### Roundtable Sessions

**10:45–11:45 a.m.**

<table>
<thead>
<tr>
<th><strong>Meeting Room</strong></th>
<th><strong>A Discussion of Attention Deficit Hyperactivity Disorder [ADHD] as It Affects Adult Learners</strong></th>
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</thead>
<tbody>
<tr>
<td>Regency A, B, &amp; C</td>
<td>D. Peterman Allred, University of Missouri–St. Louis</td>
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</table>

ADHD is a well-known childhood neurological condition that persists into adulthood. Research in regard to causes, gender differences, treatments, and related disorders of attention deficits in adults is discussed.

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<tr>
<th><strong>Meeting Room</strong></th>
<th><strong>Using Cafferella's Model for CPE in Palestine</strong></th>
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<tbody>
<tr>
<td>Regency A, B, &amp; C</td>
<td>Sandra Ratcliff Daffron, Western Washington University, Bellingham</td>
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</table>

This presenter will demonstrate the use of Caffarella's program planning model for staff development of university professors in Palestine. Pictures will show that even in a war and under the most difficult conditions, the model can produce a well-organized and successful program.

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<tr>
<th><strong>Meeting Room</strong></th>
<th><strong>Conversations with Long-time Adult Educators: The Formative Years</strong></th>
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<tbody>
<tr>
<td>Regency A, B, &amp; C</td>
<td>Patricia A. Maher &amp; Waynne B. James, University of South Florida, Tampa</td>
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This research study was designed to examine the collective perspectives of long-time adult educators regarding their formative influences, changes in the field, and future trends in adult education.
### Friday, November 22—Roundtable Sessions

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Meeting Room</th>
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</table>
| **10:45–11:45 a.m.** | **What COABE Can Do For You**  
Lorene James, Bob Weng, & Arnie Hinojosa, COABE  
We will conduct a forum informing of the mission and benefits of membership in COABE as well as the professional development opportunities for adult basic education practitioners and adult learners. Attendees will learn of the opportunities for scholarships and incentive grants. This session will offer networking and an informal sharing opportunity to develop professional resources. | Regency A, B, & C |
| **1:45–2:35 p.m.** | **Missouri Saving for Tuition Program**  
Mary Lehman, Missouri Saving for Tuition (MO$T) Program, St. Louis, Missouri  
**Recruiting Women and Minorities into the Construction Trades: Lessons Learned**  
Rosemarie J. Park, University of Minnesota  
Lack of basic skills was only one of many obstacles in recruiting. An evaluation of a U.S. Department of Transportation program designed to bring women and minorities into road construction.  
**Chief Executive Officers' (CEO) Perceptions About Trainer/HRD Roles**  
William G. Wallick, University of Scranton, Scranton, Pennsylvania  
Original research highlights CEOs' perceptions of contemporary training/HRD roles. Understanding CEOs' perspectives about the effective enactment of the roles is critical given your CEO's power over organizational resource distribution.  
**Innovative Use of Distance Learning Technologies for Career and Technical Education**  
Seung-won Yoon & JoHyun Kim, University of Illinois at Urbana-Champaign  
How do we increase collaborative student participation given that we have technologies? This session will illustrate how to structure tasks, utilize field experts, integrate students' feedback, and develop a collaborative learning community using popular Internet and communication technologies. | Regency A, B, & C |
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<tr>
<th>Time</th>
<th>Session Title</th>
<th>Presenter/Institution</th>
<th>Meeting Room</th>
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<tbody>
<tr>
<td>2:45–3:35 p.m.</td>
<td><strong>Promoting First-language Literacy Among Immigrant Populations</strong></td>
<td>Nikki Ashcraft, University of Georgia</td>
<td>Regency A, B, &amp; C</td>
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<td>The presenter will discuss the theoretical issues involved in first-language literacy instruction with immigrant populations and how these issues have played out in her own experience with Mexican learners.</td>
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<td><strong>Evolution and Change in Educational Partnerships:</strong></td>
<td>Joe F. Donaldson, University of Missouri–Columbia</td>
<td>Regency A, B, &amp; C</td>
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<td><strong>Challenges, Responses, and Lessons Learned</strong></td>
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<td>Partnerships are not static but evolve in surprising ways. Changes in a six-university continuing professional education partnership highlight developmental challenges and leadership responses that contribute to healthy collaboration.</td>
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<td>Do working class women in the academy feel like impostors? This presentation provides an analysis of a pilot study of the experiences of three working women adult education graduate students.</td>
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<td>3:45–4:35 p.m.</td>
<td><strong>Transformative Literacy: Applying Marcus Garvey’s Social Theory to Literacy Programming in the African American Community</strong></td>
<td>Lisa Merriweather Hunn, University of Georgia</td>
<td>Regency A, B, &amp; C</td>
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<td>The literacy myth in America equates illiteracy with second-class citizenship. Programs shaped by the dominant paradigm perpetuate this myth. Garvey’s social theory can be used to transform current literacy practices.</td>
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<td><strong>Students Assessing Their Own Learning—and Your Teaching</strong></td>
<td>Jean Fleming, College of the Southwest, Hobbs, New Mexico</td>
<td>Regency A, B, &amp; C</td>
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<td>Using student self-assessments of their own learning, educators can identify “enduring understandings” for their college courses, and supportive instructional strategies—from the student’s perspective. Participants will receive examples, discuss, and practice.</td>
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<td><strong>Strategies for Expanding the Boundaries of Adult Education into Urban Communities</strong></td>
<td>Martha Tempesta, Tempesta &amp; Associates, Inc., Milwaukee, Wisconsin</td>
<td>Regency A, B, &amp; C</td>
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<td>Creating effective learning experiences in familiar contexts of neighborhood and church sites is accomplished with organizing strategies and simple tactics engaging local organizations’ membership, oftentimes skilled, experienced community builders.</td>
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<td><strong>How to Teach Systematic, Explicit Word Attack Skills to Adults and ESL Students Utilizing Technology</strong></td>
<td>Leonard L. Eversole, HEC Reading Horizons, North Salt Lake, UT</td>
<td>Regency A, B, &amp; C</td>
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<td>Educators will learn and practice a “bare bones” approach for teaching word attack skills and will walk away with the tools to make a difference in the lives of literacy students.</td>
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## Friday, November 22—Roundtable Sessions

### 4:45–5:35 p.m.

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<th>Meeting Room</th>
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<td>Regency A, B, &amp; C</td>
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#### How University Attendance Affects the Personal Development of Highly Educated Middle Class Reentry Women

Suh Young Jang, University of Georgia

The purpose of this study is to examine how social context shapes the motivation, the experiences of returning to school, and changes of highly educated, middle-class Korean reentry women.

#### Linking Evaluation to Organizational Learning: Case Study of the Education Service Department at Carle Hospital

Youngsook Song, University of Illinois at Urbana-Champaign

This project attempted to promote the linkage between organizational learning and evaluation in the Education Service department. Critical challenges to the deliberate intent of the project were examined.

#### A Model of Women's Gender Consciousness Development

Sandra L. Morrow, TSM, Inc., Calgary, Alberta, Canada

Two studies examining women's gender consciousness development will be highlighted. One describes how consciousness emerges. The other examines a model of gender awareness and proposed different levels and developmental issues.

## Saturday, November 23

### Roundtable Sessions

### 9:00–9:50 a.m.

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<tr>
<th>Meeting Room</th>
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<td>Regency A, B, &amp; C</td>
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</table>

#### Online Asynchronous Discussion: A Look at the Differences Between Two Different Distance Modalities

Don Quick & Teresa Yohon, Colorado State University

One section used a combination of modalities: Textbooks, face-to-face, two-way interactive video, and online. The other section used a different combination of modalities: textbooks, videotapes, and online, no synchronous interaction.

#### Where in the World? How Geographic Knowledge Relates to Literacy

Robert E. Nolan, Oklahoma State University

Years ago researchers argued that knowledge of geography was foundational to the reading of history, civics, and economics. For years we taught literacy without reference to geography. After the events of Sept. 11, we can no longer avoid this connection.
**Saturday, November 23—Roundtable Sessions**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>10:00–10:50 a.m.</td>
<td><strong>The Outcomes of Short-Term Diversity Training</strong>&lt;br&gt; Nick Rouse &amp; Thomas Valentine, University of Georgia</td>
<td>Regency A, B, &amp; C</td>
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<tr>
<td></td>
<td>This session presents the findings of a research study exploring the learning and behavior change that results from short-term diversity training in a corporate setting.</td>
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<td><strong>Managing an Online Continuing Professional Education Program</strong>&lt;br&gt; Terrence R. Redding, OnLine Training, Inc.</td>
<td>Regency A, B, &amp; C</td>
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<td>In this session, the core topic of managing an online learning continuing education program will be discussed. One perspective on managing online continuing education will be presented.</td>
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<td>11:00–11:50 a.m.</td>
<td><strong>Taiwanese Immigrants' Identity Negotiations in Cross-culture Contact</strong>&lt;br&gt; Hui-wen Tu, Penn State University, University Park, Pennsylvania</td>
<td>Regency A, B, &amp; C</td>
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<td>Researcher inquires how and what identities that Taiwanese immigrants negotiate with through the participants' descriptions of self-experience in the varied level and type of cross-culture contact.</td>
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**Conference Co-Sponsors and Supporting Agencies**

The conference planning committee wishes to thank the following organizations and individuals for their generous support:

- American Association for Adult and Continuing Education (AAACE) Board of Directors
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- Support staff, Continuing Education & Outreach, University of Missouri—St. Louis
## Personal Schedule Grid

<table>
<thead>
<tr>
<th>Time</th>
<th>Thursday, November 21</th>
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Imogene Okes Research Award

The Okes Research Award recognizes the work of persons who contribute 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.

The Imogene Okes Award will be given this year, 2002, to Michael Welton for his book:

Little Mosie from the Margaree:
A Biography of Moses Michael Coady

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