American Association for Adult and Continuing Education
52nd National Adult and Continuing Education Conference

CONFERENCE PROGRAM

November 19-22, 2003
Detroit Marriott Renaissance Center

-sponsored by
Wayne State University
and
Michigan Department of Career Development
hosted by the
Michigan Association for Adult and Continuing Education
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American Association for Adult and Continuing Education
52nd National Adult and Continuing Education Conference

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Location of Conference Meeting Rooms—Marriott Hotel, Levels 1, 2, & 3
Dear Friends and Colleagues,

Welcome to the annual AAACE conference. The planning committee has prepared a memorable event with great workshops, inspiring general sessions speakers, and exhibitors with products and services for our programs.

Merry Malfroid and Pat Drabant, along with their planning committee members, have devoted much of their time for the last two years to make sure that the conference will meet all your expectations for a truly professional experience.

We hope that you will take advantage of many of the cultural opportunities in Detroit and the great state of Michigan.

Looking forward to meeting all of you during the conference.

Fran Tracy-Mumford, President

Steve Steurer, Managing Director
<table>
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<tr>
<th>Michigan Association for Adult and Continuing Education (MAACE) Board of Directors, and AAACE 2003 Conference Planners</th>
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| **Pat Drabant**  
AAACE 2003 Conference Co-Chair  
MAACE Administrator  
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| **Merry C. Malfroid**  
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MAACE 2004 Conference Chair  
Wayne State University |
| **Ken Walsh**  
MAACE Director and Past President  
ATS Educational Consulting Services |
| **Cynthia Ward**  
MAACE Director  
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AAACE President  
Delaware Department of Education |
| **Marjean Buckner**  
AAACE President-Elect and International Unit Chair  
Miami Palmetto Adult and Community Education |
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AAACE Secretary  
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Ashland County Adult Basic and Literacy Education |
| **David Collings**  
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Adult and Community Education Network |
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| **Grey Edwards, Jr.**  
Commission on Military Education and Training  
SESS Giessen Education Center |
| **Kathy Guglielmi**  
AAACE Commission on Workforce Development  
University of Rhode Island |
| **Vivian Mott**  
AAACE Commission of Professors of Adult Education  
East Carolina University |
| **Elizabeth Ojo**  
AAACE Commission on Community, Minority and Non-Formal Education  
Tennessee Technological University |
November 19, 2003

Dear Friends:

On behalf of the State of Michigan, it is my privilege to welcome you to the 52nd National Adult and Continuing Education Conference, hosted by the American Association for Adult and Continuing Education.

I am proud of the commitment each of you have made to lifelong learning. Learning is essential in creating and maintaining a productive society. Your efforts help expand the possibilities of citizens across Michigan and the United States. “Only the educated are free.” The words of philosopher-slave Epictetus could not be more appropriate as you gather together for this education conference.

On behalf of all of the citizens of our Great Lakes State, please accept my best wishes for an informational and enjoyable conference.

Sincerely,

Jennifer M. Granholm
Governor
AAACE 2003 CONFERENCE EVALUATION

Please remove this form and complete it prior to leaving the conference.
Put it in an Evaluation Collection Box at the Conference Registration Desk, or give it to the Facilitator at the last session you attend. Thank you!

I liked...

And I...

I didn't like...

If I were running this conference...

I would like to know more about...

The conference facility and accommodations were...

The meeting time, sessions and session lengths were...

The next conference should...

In addition, I want you to know that...

I would like to help plan the AAACE 2004 Conference in Louisville.

My name is—

My email address is—
November 19, 2003

Dear Colleagues:

*It's A Great Time in Detroit* for the Michigan Association for Adult and Continuing Education (MAACE) to be hosting the 52nd national AAACE conference. On behalf of the MAACE Board of Directors, I welcome you to Michigan and to the outstanding conference program that has been planned for you by the MAACE and AAACE leadership.

The general sessions, concurrent sessions and roundtables, as well as pre and post conference functions, were designed to challenge and enlighten you. Please also take advantage of the time to visit with exhibitors, network with colleagues, and discover why it is a great time in adult and continuing education, and in Detroit.

Look for members of MAACE to assist you throughout the conference. We will be wearing a blue, flashing *It's a Great Time in Detroit* button.

I hope you will agree that there is something special about a conference. There is more to it than information. A conference provides a change of venue; it gets us away from the press of routine; it makes it possible to renew old friendships and gain new ones. Conference attendance reinforces our self-image as members of a profession. There is something special about being at a conference. We are glad you are here. Thank you for joining us.

Sincerely,

Katrina VanderWoude

Katrina VanderWoude
President
PARTICULARS

YOUR NAME BADGE —
Your name badge is your entrance ticket to all events, sessions, meals and refreshment functions. Please wear your name badge at all times during the conference.

PRESIDENT'S RECEPTION, CONTINENTAL BREAKFASTS, LUNCHEONS AND REFRESHMENT BREAKS —
The President's Reception will be held in the Ontario East Exhibit Hall at the conclusion of the Opening Session on Wednesday afternoon. Please take this opportunity to meet our Exhibitors. There will be hors d'oeuvres and a cash bar. Breakfasts on Thursday, Friday and Saturday will be available in the Ontario East Exhibit Hall. Luncheons on Thursday and Friday will be held in the Ambassador Ballroom, and on Saturday in the Mackinaw Ballroom. Morning and afternoon Refreshment Breaks will be held in the Ontario East Exhibit Hall.

ASSISTANCE AND INFORMATION —
The Conference Registration Desk in the Ontario Exhibit Hall Foyer will be staffed during daytime hours of the conference to address your questions or concerns. In addition, look for blue, flashing It's a Great Time in Detroit buttons. Individuals wearing these buttons will be able to answer your questions, or find answers for you.

EXHIBITS —
Exhibitors are a vital part of the energy of any conference. Their participation and support of AAACE 2003 is appreciated. They have contributed to keeping the registration fees reasonable. At AAACE 2003, they are showcasing their products, services and materials. Please visit with the exhibitors in the Ontario Exhibit Hall, located immediately beyond the Conference Registration Desk.

MESSAGE BOARD — INCLUDING PROGRAM UPDATES AND TAXI-POOLS TO DETROIT METROPOLITAN AIRPORT
A Message Board is located in the Ontario Exhibit Hall Foyer near the Conference Registration Desk. It will include conference program changes and offer an opportunity for individuals to organize shared rides to Detroit Metropolitan Airport.

CONFERENCE PARTICIPANT LIST —
A complete list of conference participants will be available on the AAACE website, www.aaace.org, soon after the conclusion of the conference. Please check the website for the participant list as well as for AAACE updates.

PRIZES —
Exhibitors and others have generously donated prizes for a drawing on Friday. A ticket has been inserted into your name badge holder. Winning ticket numbers will be announced during lunch on Friday. Prizes must be picked up at the conference registration desk by noon on Saturday.

INTERNET CAFÉ —
There is access to computers at Kinko's on Level 1 of the Renaissance Center.

PEOPLE MOVER — TRANSPORTATION TO POINTS OF INTEREST IN DOWNTOWN DETROIT
A ride on the People Mover to various points of interest in Downtown Detroit costs 50 cents, each way, in U.S. nickels, dimes, or quarters. Tokens can be purchased in the People Mover stations with U.S. paper currency. The People Mover Station that services the Renaissance Center/Marriott Hotel is located in the Millender Center, a Sky Walk away. See the People Mover brochure in your conference bag for hours of operation, and information about Art in the Stations.

MARRIOTT HOTEL AND RENAISSANCE CENTER DINING OPTIONS —
For casual dining, the RiverCafe, located on Level 3 of the hotel, features American cuisine for breakfast, lunch and dinner. Nearby, the RiverBar is a place for conversation and cocktails. There is also a Food Court on the Level 1 of the Renaissance Center where breakfast, lunch and dinner are served.
November 19, 2003

Dear Friends:

On behalf of the citizens of Detroit, it gives me great pleasure to welcome everyone attending the American Association for Adult Continuing Education’s 52nd National Adult and Continuing Education Conference to our great city.

I am excited AAACE has chosen Detroit to host its conference. I hope Detroit’s outstanding facilities and courteous service ensure the complete success of your convention.

During your stay please take time to experience Detroit and enjoy the unique attractions our city offers. Detroit is home to the largest museum of African American history, the Motown Historical Museum and numerous other cultural attractions. We also feature Las Vegas style casinos and exciting nightlife.

On behalf of my entire administration and the citizens of Detroit, I say “welcome” and thank you for choosing Detroit. Please accept my best wishes for an enjoyable event and future success.

Sincerely,

Kwame M. Kilpatrick
Mayor
### Wednesday, November 19
- **8:00-5:00** Registration
- **3:00-4:00** Gathering of Affiliates
- **4:00-5:30** Opening General Session, Ambassador Ballroom  
  *Welcome to Detroit*
  - Irvin D. Reid  
  *President*  
  *Wayne State University*
  - Larry Alexander  
  *President & CEO*  
  *Detroit Metro Convention & Visitors Bureau*
  - Avy Schreiber  
  *A Musical Motown Welcome*
- **5:30-7:00** Roll Call of Affiliate Organizations  
  *Parade of States to Ontario East Exhibit Hall Opening of Exhibits President's Reception*

### Thursday, November 20
- **Exhibits Open All Day**
- **7:30-10:30** Breakfast in Exhibit Hall
- **8:00-5:00** Registration
- **8-8:50** Concurrent Sessions
- **9-10** General Session, Ambassador Ballroom  
  - John Dirix  
  *The Research—Practice Connection*
- **10-10:30** Exhibits and Refreshment Break in Exhibit Hall
- **10:30-11:20** Concurrent Sessions and Roundtables
- **11:35-12:25** Concurrent Sessions and Roundtables
- **12:45-2** Luncheon, Ambassador Ballroom  
  *AAACE Business Meeting*
- **2:15-3:05** Concurrent Sessions and Roundtables
- **3:05-3:30** Exhibits and Refreshment Break in Exhibit Hall
- **3:30-4:20** Concurrent Sessions and Roundtables
- **4:35-5:25** Concurrent Sessions and Roundtables
- **6:00** Underground Railroad Tour, *by reservation*
- **Evening** or, Dinner on Your Own

### Friday, November 21
- **Exhibits Open All Day**
- **7:30-10:30** Breakfast in Exhibit Hall
- **8:00-5:00** Registration
- **8:00-8:50** Concurrent Sessions
- **9:00-10:00** General Session, Ambassador Ballroom  
  - Laurent A. Parks Doloz  
  *"... Hitched to Everything Else in the Universe."
- **10:00-10:30** Exhibits and Refreshment Break in Exhibit Hall
- **10:30-11:20** Concurrent Sessions and Roundtables
- **11:35-12:25** Concurrent Sessions and Roundtables
- **12:45-2:00** AAACE Awards Luncheon, Ambassador Ballroom
- **2:15-3:05** Concurrent Sessions and Roundtables
- **3:05-3:30** Exhibits and Refreshment Break in Exhibit Hall
- **3:30-4:20** Concurrent Sessions and Roundtables
- **4:35-5:25** Concurrent Sessions and Roundtables
- **6:00** Evening in Greektown, *by reservation*
- **Evening** or, Dinner on Your Own

### Saturday, November 22
- **Exhibits Open Until Noon**
- **7:00-11:00** Breakfast in Exhibit Hall
- **8:00-Noon** Registration
- **7:30-8:20** Concurrent Sessions
- **8:30-9:20** Concurrent Sessions and Roundtables
- **9:35-10:25** Concurrent Sessions and Roundtables
- **10:25-11:00** Exhibits and Refreshment Break in Exhibit Hall
- **11:00-11:50** Concurrent Sessions
- **Noon** Closing and Box Lunch, Mackinaw Ballroom

Please see pages 10-13 for a schedule of Pre & Post Conferences and Meetings.
PRE & POST CONFERENCES AND MEETINGS

INTERNATIONAL UNIT  pre-registration required

Chair—Marjean Buckner, Miami Palmetto Adult and Community Education, mmbuckner@earthlink.net

Tuesday, November 18
Presentation of Papers 7:30 - 11:15 AM  Nicolet A & B
Focus: HOPE Tour and Wayne State University Reception 11:15 - 7:30 PM  Meet at the Marriott’s Wintergarden entrance for bus transportation.
These two functions are being hosted by Wayne State University's Study Abroad and Global Education Programs.

Wednesday, November 19 7:30 AM - 4 PM  Nicolet A & B
Presentation of Papers, Video & Business Meeting

ADULT LITERACY AND TECHNOLOGY NETWORK COMPUTER WORKSHOPS  pre-registration required

Chair—David Collings, Adult and Community Education Network, david@collings.com

Three different workshops are offered, two on Tuesday and one on Wednesday. Enrollment in each is limited to 20. The workshops will be held on Wayne State University’s campus. Transportation will be provided from the Marriott’s Wintergarden entrance and will leave promptly at 8:30 AM and 12:30 PM for those who have registered for the respective workshops.

Tuesday, November 18 9 AM - Noon
Tools to Support Adult Learners Working at a Distance
There is growing interest in opportunities for adult learners to study at a distance. One of the challenges is providing these learners with the support needed to work for extended periods of time on their own. This workshop provides hands-on experience with inexpensive or free online tools ranging from virtual classroom space to online management systems that come with adult education products.
Jere Johnston, University of Michigan

Tuesday, November 18 1 - 4 PM
Distance Learning Tools and Techniques
Work on techniques that can be used to deploy distance learning instruction. Learn what online educators are doing to teach adults throughout the state of Delaware. Digital video, course management platforms, CD-based materials, and course authoring tools will be addressed.
Joanne Heaphy, Diploma At-A-Distance
David Collings, Adult and Community Education Network

Wednesday, November 19 9 AM - Noon
Untangling the Web – Instructional Technology in the Classroom
The Internet opens up a world of possibilities for teachers and students. This workshop weaves through the web using effective searching techniques. It introduces Web Quests, a series of online, inquiry-based projects that can be used in classrooms, and provides tools and techniques for creating projects.
Debra Hargrove, Florida TechNet
PRE & POST CONFERENCES AND MEETINGS

EQUIPPED FOR THE FUTURE: NEW TOOLS FOR TEACHERS  pre-registration required

Chair—Amy R. Trawick, University of Tennessee, atrawick@charter.net

Tuesday, November 18        9:00 AM - 3:00 PM        Brule A & B
Equipped for the Future (EFF) is a national standards-based initiative, sponsored by the National Institute for Literacy (NIL), to transform the adult education system to better prepare adults for what they need to know and be able to do in today’s world. This hands-on session will provide an orientation to the EFF teaching and learning cycle, and the tools that can be used to implement standards-based teaching. Participants will experience ways that EFF contributes to effective teaching and learning. This pre-conference is sponsored by the NIL and the Center for Literacy, University of Tennessee.

COMMISSION ON MILITARY EDUCATION AND TRAINING  pre-registration required

Chair—Grey Edwards, grey.edwards@cmtymail.104asg.army.mil

Wednesday, November 19      7:30 AM - 4:00 PM        Brule A & B
This pre-conference will address specific concerns that military educators have regarding the adult educational process with the adult military personnel they serve.

AMERICAN ASSOCIATION FOR ADULT AND CONTINUING EDUCATION BOARD OF DIRECTORS MEETING

President—Fran Tracy-Mumford, Delaware Department of Education, fmumford45@hotmail.com

Wednesday, November 19      9:00 - 11:00 AM        Duluth A & B

MICHIGAN ASSOCIATION FOR ADULT AND CONTINUING EDUCATION BOARD OF DIRECTORS MEETING

President—Katrina VanderWoude, Eastern Michigan University, vanderwoude99@hotmail.com

Wednesday, November 19      3:00 - 4:00 PM        Ambassador Ballroom

COMMISSION OF AFFILIATE ORGANIZATIONS

Chair—Suzanne Bernardini, Ashtabula County ABLE, bernardini288@hotmail.com

Wednesday, November 19
Welcome Gathering             3:00 PM        Ambassador Ballroom
for Affiliate Presidents, Officers and Representatives
Prepare for the Parade of States
Roll Call of Affiliates and   5:30 PM
Parade of States to Opening of Exhibits and President’s Reception

Thursday, November 20         4:00 - 6:00 PM        Renoir
Annual Meeting of the Commission of Affiliate Organizations

Friday, November 21           8:00 - 8:50 AM        Renoir
Commission of Affiliate Organizations Breakfast for Presidents and Officers
This is a networking opportunity, coordinated by the Pennsylvania-Ohio Conference Committee, for current Affiliate presidents and officers and/or an appointed representative.
PRE & POST CONFERENCES AND MEETINGS

COMMISSION ON COMMUNITY, MINORITY AND NON-FORMAL EDUCATION
Chair—Elizabeth Ojo, Tennessee Technological University, eojotnitech.edu

Thursday, November 20 4:30 - 7:30 PM Greco

The CCMNFE addresses specific issues of concern to AAACE units, local and national organizations, and educators and practitioners involved with community education, minority issues and non-formal education. Do not miss this opportunity to find out how colleagues make a difference in their communities.

ADULT EDUCATION LEGISLATIVE POLICY UPDATE
Presenter—David Rosen, Newsome Associates, DJRosen@comcast.net

Thursday, November 20 6:00 - 8:00 PM Joliet B

Learn about the latest adult education legislation on Capitol Hill. Discuss ways to advocate for the passage of legislation. Enact suggestions to keep adult education and literacy on the legislative radar screen.

AAACE PAST PRESIDENTS’ BREAKFAST
Host—Fran Tracy-Mumford, AAACE President

Friday, November 21 7:30 - 8:50 AM President’s Suite

COMMISSION ON CONTINUING PROFESSIONAL AND HIGHER EDUCATION OUTREACH AND THE COMMISSION ON WORKFORCE DEVELOPMENT
Chairs—Judy Crocker, Lorain County Community College, jcrocker@lorainccc.edu
Kathy Guglielmi, University of Rhode Island, kgugli@uri.edu

Friday, November 21 7:30 - 8:50 AM Greco

Attend a joint meeting of these two commissions to network with others in these fields, review goals and purposes of the commissions, identify needs, and determine an agenda for the coming year. Continental breakfast will be available.

NATIONAL ASSOCIATION FOR ADULTS WITH SPECIAL LEARNING NEEDS
Chair—Laura Weisel, The TLP Group, powerpath@aol.com

Friday, November 21

Concurrent sessions presented by the National Association for Adults with Special Learning Needs are scheduled on Friday. After concurrent session titles, look for the NAASLN session designation.

AEQ: CONSULTING EDITORS MEETING
Chair—Brad Courtney, University of Georgia, bcourt@coe.uga.edu

Friday, November 21 2:00 - 3:00 PM Richard B
PRE & POST CONFERENCES AND MEETINGS

AERC MEETING
Chair—Tom Nesbit, Simon Fraser University, tnesbit@sfu.ca

Friday, November 21  11:00 - 5:00 PM  Raphael

ADULT LEARNING EDITORIAL BOARD
Chair—Robert Donaghy, University of Tennessee-Knoxville, craigdon@bellsouth.net

Saturday, November 22  8:15 - 9:30 AM  Marquette A

COMMISSION OF PROFESSORS OF ADULT EDUCATION  pre-registration required
Chair—Vivian W. Mott, East Carolina University, mottv@mail.ecu.edu

The CPAE provides a forum for the discussion of important issues related to the academic preparation of adult educators. It holds its annual meeting in conjunction with AAACE, and includes sessions designed to address current concerns of members in addition to conducting the business of the Commission. Active subgroups include critical theory, faculty development, human resource development, instructional improvement, international/intercultural issues, research & theory, and women’s research. The Commission also maintains an active listserv used to disseminate information to members and others concerned with the preparation of adult educators.

Friday, November 21
Registration  4:30 - 5:30 PM  Cadillac A & B
Welcome to New Members  5:00 - 5:30 PM
Opening Session  5:30 - 6:30 PM
Reception  6:30 - 7:30 PM
Business Meeting  7:30 - 9:00 PM

Saturday, November 22
SIG Concurrent Sessions  10:00 AM - Noon  Cadillac A & B, and Marquette A
AAACE Closing and Box Lunch  Noon - 1:30 PM  Mackinaw Ballroom
SIG Concurrent Sessions  1:30 PM - 3:00 PM  Cadillac A & B, and Marquette A
Break  3:30 - 3:30 PM
SIG Concurrent Sessions  3:30 PM - 5:00 PM  Cadillac A & B, and Marquette A

Sunday, November 23
Cracker Barrel Informal Session  9:00 - 11:00 AM  Nicolet A & B
Noted for its depth of coverage, *New Directions for Adult and Continuing Education* is an indispensable series that explores issues of common interest to instructors, administrators, counselors, and policymakers in a broad range of adult and continuing education settings. Visit our Web site and subscribe today for the next four issues of this outstanding series.

**Quality publications on Adult & Continuing Education.**

Look for Jossey-Bass authors Laurent Daloz and John Dirkx in your conference program and be sure to attend their sessions! And look for *Dialogue Education at Work: Case Studies*, a new book by Jane Vella, bestselling author of *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*.

Visit us online at josseybass.com
AAACE AWARDS

CYRIL O. HOULE AWARD

The Houle Award was established in 1981 to honor the scholarship and memory of Cyril O. Houle, professor of adult education at the University of Chicago. It is given annually for a book published in English in the previous year for a work that reflects universal concerns of adult educators. Nominated works should exemplify outstanding literature in adult education.

Nominations Chairperson: Mary Cooper, Educational Leadership and Policy Studies, University of Missouri-St. Louis

Award Eligibility
- Published in 2002.
- Single or jointly authored books are eligible. Compiled or edited books are not eligible.
- Nominee must be able to accept the prize personally at the AAACE National Awards Program during the AAACE Conference of 2003 in Detroit, Michigan.
- A publication may not be nominated for both the Houle and Okes Awards.
- The winning nominee must be a member of AAACE.

Award Criteria – books nominated must:
- Be written in English.
- Reflect the universal concerns of adult educators.
- Be relevant to adult educators in more than one country.
- Exemplify high standards of scholarship.
- Be well-organized and well-written.
- Contribute significantly to the advancement of adult education as a unified field of study and practice.

CMET AWARDS

The Commission on Military Education and Training will make the following awards during the AAACE 2003 Conference.

Tilton Davis Military Educator of the Year Award
Ray Ehrensberger Award for Institutional Excellence in Military Education
Leon Y. McGaughey Adult Military Learner of the Year Award

Awards Chairperson: Carla K. Ortiz, ESO, Fort Drum Army Education Center, Fort Drum, New York

Tilton Davis Award
Any educator, military or civilian, associated with any of the Services or institutions serving a military population who (1) has served with distinction for a period of ten or more years, (2) has made such contributions to the field as to have left an indelible personal mark in military education, and (3) embodies the qualities of a true mentor within the profession—knowledgeable, committed, caring, and leading—is eligible for the award. The award may be presented to an individual currently working in the field or to one retired or presently working in another area. Activities in the field of military education in years other than the award year will be considered in the selection process.

Ray Ehrensberger Award
Any accredited institution providing educational services for a predominantly military population that meets or exceeds the following criteria is eligible for the award. The institution must have served the military education community for at least five years, distinguished itself through unusually innovative and dedicated contributions to the principles of adult military education, and embody those qualities of an institution committed to the lifelong learning of adults, particularly within the U. S. military community.

Leon Y. McGaughey Award
The nominee must have been a student or self-directed learner during the 12 months prior to the nomination date, must be or have served in the military while pursuing the educational objective(s) for which nominated, and must have notable responsibilities beyond him/herself and/or a challenging work situation. The nominee should demonstrate success in areas such as (1) has visibly improved the life situation of self/others as a result of learning experiences, (2) has demonstrated leadership with formal or non-traditional learning environments, (3) has maintained family, civic, or employment responsibilities at a high level while concurrently pursuing educational goals, and/or (4) has overcome difficult circumstances in order to pursue adult learning experiences.

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.
# Tuesday at a Glance

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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| 7:30 - 11:15  | **International Unit**  
pre-registration required  
Presentation of Papers  
*descriptions below* | Nicolet A & B            |
| 11:15 - 7:30  | Focus: HOPE Tour and  
Wayne State University Reception  
*Transportation will be provided from the Marriott's Wintergarden entrance.* | Focus: HOPE and Wayne State University |
| 9:00-Noon     | **Adult Literacy and Technology Network Workshops**  
pre-registration required  
Tools to Support Adult Learners Working at a Distance  
*Transportation will be provided from the Marriott's Wintergarden entrance and will leave promptly at 8:30 AM.* | Wayne State University |
| 1:00 - 4:00   | Distance Learning Tools and Techniques  
*Transportation will be provided from the Marriott's Wintergarden entrance and will leave promptly at 12:30 PM.* |                         |
| 9:00-3:00     | **Equipped for the Future: New Tools for Teachers**  
pre-registration required | Brule A & B             |

## International Unit Papers

**A Cross-Cultural Convergence: Building Bridges between International Education and Multicultural Education**  
A disconnect exists between international and multicultural adult education. This session will present different conceptions of multicultural and international adult education and discuss areas in which there is common ground.  
*Richard Kiely, University of Georgia*

**Sixteen Million Adult Learners: A Survey of Participants in China's Open Learning System**  
This paper presents a survey study of adult learners participating in STE system in China. Their demographic profile, learning goals, difficulties, and attitudes will be reported.  
*Haidong Wang, University of Georgia*

**A Model of Transition from Elite to Mass Higher Education: The Chinese Self-Taught Higher Education Examination**  
The paper explores the unique Chinese Self-Taught Higher Education Examination combining self-directed learning, societal facilitation, national examination. It becomes a means of transition from elite to mass higher education.  
*Jun Liu, Northern Illinois University*

**The Coping Strategies of Immigrant Women: Implications for Adult and Continuing Education**  
The purpose of this presentation is to provide an overview of various challenges faced by immigrant women, their strategies and adaptation to productive lifestyles and implications for higher education.  
*Elizabeth D. Ojo, Tennessee Technological University*

**What Does it Mean to Be Educated? A Confucian Perspective on Adult Education**  
This session presents a Confucian way of educating adults. It displays values that may facilitate adult educators/learners to respond to the cultural, social, and familial challenges presently posed by globalization.  
*Qi Sun, University of Wyoming*

**Learning Shaped by Culture: Reentry Motivations of University-graduated Women in Korea**  
Forced to be a full-time housewife within Korean social context, university graduated women returned to university, seeking a "breakthrough." Respect for scholarship in the Korean society made their return an acceptable escape.  
*Suh Young Jang, University of Georgia*
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| 7:30-4:00    | **INTERNATIONAL UNIT**  
pre-registration required  
Presentation of Papers descriptions on page 16  
Video Presentation  
Business Meeting | Nicolet A & B |
| 9:00-11:00   | **AAACE BOARD OF DIRECTORS MEETING** | Duluth A & B |
| 7:30-4:00    | **COMMISSION ON MILITARY EDUCATION AND TRAINING**  
pre-registration required  
Pre-Conference | Brule A & B |
| 9:00-Noon    | **ADULT LITERACY AND TECHNOLOGY NETWORK WORKSHOP**  
pre-registration required | Wayne State University |
|              | Untangling the Web – Instructional Technology in the Classroom  
Transportation will be provided from the Marriott’s Wintergarden entrance and will leave promptly at 8:30 AM. | |
| 3:00-4:00    | **COMMISSION OF AFFILIATE ORGANIZATIONS**  
Affiliate Presidents, Officers and Representatives: Welcome and preparation for Parade of States | Ambassador Ballroom |
| 3:00-4:00    | **MAACE BOARD OF DIRECTORS MEETING** | Ambassador Ballroom |
| 4:00-5:30    | **OPENING SESSION OF THE AAACE 2003 CONFERENCE**  
Irvin D. Reid President, Wayne State University  
Larry Alexander President/CEO Detroit Metro Convention and Visitors Bureau  
Avy Schrieber A Motown Musical Welcome | Ambassador Ballroom |
| 5:30-7:00    | **OPENING OF EXHIBITS PRESIDENT’S RECEPTION**  
sponsored by the  
**MICHIGAN DEPARTMENT OF CAREER DEVELOPMENT** | Ontario East |
IRVIN D. REID, PRESIDENT, WAYNE STATE UNIVERSITY

Irvin D. Reid was sworn in as Wayne State University's ninth president on November 24, 1997. Shortly after assuming office, President Reid announced several strategic initiatives he believed would lead Wayne State into "a new era of greatness."

Under President Reid's leadership, the university has indeed experienced a great deal of growth and success. Notable developments during his tenure include $650 million in completed and planned improvements to the campus infrastructure; the establishment of a 75-acre Research and Technology Park, already a catalyst for regional economic development and a major addition to the university's research capital; the first on-campus undergraduate housing in 35 years; a state-of-the-art fitness center; and the establishment of a World Bridge Global Education Complex, designed to increase the university's presence worldwide and help educate students to be citizens of an increasingly global society.

Crain's Detroit Business named President Reid a 2002 Newsmaker of the Year. Also in 2002, he received the Michael P. Malone International Leadership Award from the National Association of State Universities and Land Grant Colleges. Previously, he had been named one of 12 Michiganders of the Year by The Detroit News (2000), received the Distinguished Postgraduate Achievement Award in the fields of Education and Administration from Howard University (1989), and was first to receive the Austrian-American Council of North America's Austrian-American Medal (1995).

Before assuming the presidency of Wayne State University, Dr. Reid was president of Montclair State University in Upper Montclair, N.J. He previously held the following positions at the University of Tennessee at Chattanooga: dean of the School of Business Administration and John Stagmaier Professor of Economics and Business Administration; head of the Department of Marketing and Business Law and Alan Lorberbaum Professor. He has been associate professor at Howard University, a senior specialist for the National Aeronautics and Space Administration, an assistant professor at Drexel University, and a lecturer at the Philadelphia College of Art and St. Joseph's University.

President Reid holds a master's degree and PhD in business and applied economics with a specialization in marketing from The Wharton School of the University of Pennsylvania, and bachelor's and master's degrees in general/experimental psychology from Howard University. He also holds a certificate in educational administration from Harvard University.

LARRY D. ALEXANDER, PRESIDENT AND CEO, DETROIT METRO CONVENTION & VISITORS BUREAU

As President & Chief Executive Officer of the Detroit Metro Convention and Visitors Bureau (DMCVB), Larry D. Alexander maintains leadership responsibility for metro Detroit's official destination marketing organization, now in its 108th year of operation. He directs a staff of 50 full-time employees with specialties in convention and tourism marketing and sales, statistical and demographic research, hospitality services and internet marketing.

Mr. Alexander led the Bureau's successful effort to land the world's most prized sporting events: Detroit will host an NFL Super Bowl in 2006 and the NCAA men's Final Four in 2009. Using civic momentum generated by these successful bids, Alexander reinvigorated the concept of a sports commission to consolidate activities related to bidding for and hosting lucrative amateur sporting events. The very successful new Detroit Metro Sports Commission operates as a DMCVB subsidiary and was responsible for the successful hosting of 2003 AAU Jr. Olympic Games.

Mr. Alexander is a hospitality industry veteran. Before stepping into his current role, he was the Managing Director of The Westin Hotel - Detroit Renaissance Center (now the Detroit Marriott), responsible for the marketing, financial and operations systems of one of the nation's largest hotels with an annual budget of more than $45 million. He was also the general manager of San Francisco's The Westin Miyako; Chicago's The Westin – O'Hare and The Westin Hotel Cincinnati.
AVY SCHREIBER WELCOMES YOU TO DETROIT WITH MUSIC

A born and bred Detroiter, Avy Schreiber first realized he was a musician when walking on a Saturday afternoon with his father. They passed a construction site, and the pre-teen Avy looked up at his father and said, "That drill is in the key of D, Dad." In fact, he was right. Already studying classical piano, his teacher at the time nurtured this raw talent and helped Mr. Schreiber become a world-renowned performer.

Today, Mr. Schreiber performs all over metropolitan Detroit and in select communities around the country as a professional singer, songwriter, pianist, and musical broker. He sings and plays piano during wedding ceremonies, private parties, and philanthropic events. He also arranges groups of musicians to meet entertainment needs for a variety of events.

Mr. Schreiber made his musical debut in New York City. He attended Yeshiva University and Columbia University, performing with the Chamber Ensemble, Jazz Ensemble, and Cantorial Council of America Choir. He also was a member, musical director, and arranger for the Clefthangers, a co-ed singing group at Columbia. In 1991, he co-founded Be'achon, a professional a capella ensemble that has since released internationally three studio albums. He has performed in Dallas, Seattle, Atlanta, Miami, and Hong Kong.

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**M.Ed. in Adult Education**
This 33-credit master's degree program is designed to help educators increase their knowledge and develop successful strategies for working with adult learners. The program can prepare you for a career in areas such as training, continuing education, and adult basic education.

**Certificate in Distance Education**
As the Internet and related technologies develop and evolve, opportunities in distance education continue to expand. This 18-credit, graduate-level program can enhance your understanding of distance-learning environments, teaching and evaluation, as well as online course design and development.

**Certificate in Family Literacy**
This 15-credit program is designed to help education professionals maintain high-quality family literacy programs and meet continuing professional education requirements. The Goodling Institute for Research in Family Literacy at Penn State and the National Center for Family Literacy collaborated to develop this program, which provides college credits that can be applied toward either a bachelor's or master's degree.

Penn State World Campus also offers online certificate programs in Educational Technology Integration and Addiction Studies.

To find out more about our online programs, visit us at Booth 5, call us at 800-252-3592, or visit us online at www.worldcampus.psu.edu/pub/home/advance
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<td>EXHIBITS OPEN ALL DAY</td>
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<td>6:00-8:00</td>
<td>ADULT EDUCATION LEGISLATIVE POLICY UPDATE</td>
<td>Joliet B</td>
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<td>6:00</td>
<td>UNDERGROUND RAILROAD TOUR</td>
<td>First Congregational Church</td>
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JOHN M. DIRKX

John M. Dirkx is Associate Professor of Higher, Adult, and Lifelong Education at Michigan State University (MSU), and the Co-Director of the Michigan Center for Career and Technical Education at MSU. He has worked extensively in education for the professions, continuing education and professional development of educators. With respect to the latter, he has focused on educators who work primarily in educational contexts for academically under-prepared adults, such as adult literacy education, GED preparation, and developmental education.

At MSU, Dr. Dirkx teaches graduate courses in adult learning, collaborative learning, transformative learning, program planning, teaching in postsecondary education, group dynamics, and qualitative research. Among his research interests is the design and use of adult learning environments that integrate academic subject matter with life experiences.

Dr. Dirkx also studies and writes about how educators of adults understand their work, the ways in which these understandings are reflected in implicit belief structures, and how these beliefs and understandings are reflected in their practices, particularly in adult literacy and developmental education contexts. He has particular interest in the psychosocial, experience-based, and spiritual dimensions of teaching and learning within group settings, and is currently working on a book that explores the role of the imagination in adult learning and an imaginal approach to understanding and facilitating personal transformation and deep change.

THE RESEARCH—PRACTICE CONNECTION:
Using research in our practice and practice in our research

For too long, research and practice have been used to polarize adult educators into a tale of two cities, with little in common and each largely ignoring the other. Research and practice, however, are simply ways of thinking about our individual and collective work. In this session, we will discuss how these two ideas are intimately interconnected, one being bound up with the other. Using case scenarios from our work as adult educators, we will explore how practice represents a form of experience, and research a way of learning from and through that experience. We will discuss specific strategies that are derived from this view of research and practice for our actions in various settings of adult education.

Join John Dirkx at a follow-up concurrent session at 2:15 pm on Thursday and/or Friday in Brule A.
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<th>Session</th>
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| Nicolet A | Developing Online Courses and Programs: Individual and Collaborative Approaches | This will be a panel discussion of issues and strategies for developing and supporting online courses and programs in all types of adult, continuing, and higher education settings.  
Sherry Clouser Clark, University of Georgia  
Jayne L. Smith, University of Georgia  
Marie Lasser, Board of Regents, University System of Georgia |
| Duluth B | Electronic Portfolios: One-Stop Shopping for Individualized Student Feedback, Effective Program Evaluation, and Holistic Assessment | Learn how electronic portfolios can be utilized, view sample electronic portfolios, and receive a step-by-step guide for incorporating electronic portfolios into the course or program evaluation processes.  
Carrie J. Boden, Friends University |
| Richard B | Hands-On Science: Building Science Knowledge and Understanding in the GED Classroom | Science experiments in adult education? Without a lab? Hands-on science is the best way to teach concepts and processes. Learn how to implement hands-on science in any adult education classroom.  
Bonnie Vondracek, Florida Human Resources Development, Inc.  
Susan Pittman, Florida Human Resources Development, Inc. |
| Brule A | Quick and Easy Algebra: The Simplified Method | Students can quickly master algebra on the GED and similar tests. Perfect for open entry, the model 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.  
John Kidd, Bakersfield Adult School |
| Duluth A | The Role of Adult Educators in HIV/AIDS Education | In a field that places special value on social change and community development, it is surprising that adult education research about HIV/AIDS is scarce. This discussion identifies the gaps.  
Deborah Gritzmaier, University of Georgia |
| Richard A | The Secret to Getting a Standing Ovation | Classroom instruction and creating engaged learners - both begin with interactivity. The Classroom Performance System (CPS) is the ultimate tool to create an engaged student and improve class performance.  
Jim Seals, EduTek Midwest |
| Brule B | Seeking Centrality: Rethinking the Place of Graduate Study in Adult and Continuing Education in the Academy | This session will offer a specific series of recommendations concerning how to rethink the manner in which graduate programs in adult education are organized, and identify strategies to integrate initiatives into the larger life of the academic institutions.  
W. Franklin Spikes, Kansas State University |
| Joliet B | Thinking in the Creative Tense: How the Way You Think Affects What You Do | How do you solve problems? What thinking processes do you use? How do you have your students create new ways of learning? This session will look at some of the work of creative thinkers.  
Patrick Chambers, Western Washington University / Nova Southeastern University |
| Nicolet B | Types of Learning Experiences of Adult Learners | This study presents different learning experiences of a number of adult learners after participating in a variety of educational programs. They differentiated their learning experiences into non-reflective, reflective, transformative (emancipatory) learning.  
Yei Fei Su, National Taiwan University |
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| THURSDAY | **Brule B** Community Education: Technology in Action  
How can universities provide comprehensive adult and community education? The University of Missouri at St. Louis has the process and products for others to examine.  
*Judith Cochran, University of Missouri-St. Louis*  
**Ontario East** Connecting with Students in Healthcare Professional Programs—a roundtable  
This roundtable will discuss ways to establish teacher-student relationships that are socially appropriate, non-threatening, and mutually beneficial for healthcare teaching and learning.  
*Susan Dawson, McKendree College*  
**Joliet B** Don't Flex, Facilitate: Survival Skills for Experienced Supervisors in the 21st Century  
Managing in the 21st century has placed new demands on experienced supervisors. This session will explain how supervisors might embrace CALM as a method of managing people and relieving work-related stress.  
*Patricia B. Easley, U.S. Environmental Protection Agency*  
**Sharon M. Hudson, Governors State University**  
**Richard B** An Examination of the Instructional Goals and Teaching Practices of ESOL Teachers  
During a national observation study of ESOL classrooms, 30 teachers were interviewed to discuss their instructional goals and teaching practices. The presenter will discuss how the observational data correlated with the interview data.  
*Patsy Medina, Rutgers University*  
**Ontario East** From Learned Helplessness to Learned Efficacy: An Action Science Approach to Public School Reform—a roundtable  
Adult education practice and public school reform, an action science approach to professional staff development aimed at creating a school-based learning community that is dedicated to improving student academic achievement will be discussed at this roundtable.  
*Daniel V. Folkman, University of Wisconsin-Milwaukee*  
**Brule A** How to Teach Bare Bones Phonics to Whole Language Students, ESL and Low Level Readers  
Bare bones phonics consists of 42 sounds, 5 phonetic skills and 2 decoding skills. Learn how to teach in a classroom, one-on-one, using the computer to gain maximum learning.  
*Leonard L. Eversole, HEC Reading Horizons*  
**Richard A** New Paradigm of Adult Learning: Adult Learning within Integrated Community Development Programs  
Integrated community development programs are cultural, industry-oriented and provide the mechanism for learning by knowledge sharing. This paper explores the learning experiences of the adult in this new paradigm.  
*Ming-Yueh Hwang, National Taiwan Normal University*  
**Duluth A** Politics of Training Program Evaluation = Stakeholder-based Evaluation  
This presentation deals with evaluation from the stakeholder-based perspective. By doing so, it reveals that evaluation is a politically complex situation in that multiple interests of each stakeholder are involved.  
*Hanbyul Kim, University of Georgia*  
**Nicolet A** Selecting Appropriate Strategies and Techniques for the Adult Classroom  
Selecting adult learning classroom strategies and techniques should be grounded in a framework that includes the major elements of the teaching and learning transaction: the teacher, the learner, the content, and the situation.  
*Michael W. Galbraith, Marshall University Graduate College*  
*Wayne B. James, University of South Florida*  
**Duluth B** Teacher Professional Development: Connections with Continuing Professional Education  
In this qualitative interpretivist study, the interrelationships among knowledge, context, and teaching practice were analyzed. Implications for the practice of continuing professional education are drawn.  
*Barbara J. Daley, University of Wisconsin-Milwaukee*  
**Nicolet B** Thirty Year History of Servicemembers Opportunity Colleges (SOC)  
This session will highlight the history of the SOC consortium and SOC programs and services.  
*Clinton L. Anderson, Servicemembers Opportunity Colleges*
Brule B  
**Adult Career Planning for the 21st Century**
Traditional and non-traditional students attend college with dreams of obtaining a fantastic career. This presentation will review current trends and identify issues to help students understand the career planning process.

*Cheryl D. N. Smith, Wayne State University*
*Pynthisia Caffee, Wayne State University*

Nicolet B  
**Building World Class Adult Education Programs:**
The Michigan Adult Education Professional Development (MAEPD) Project
Short on resources, but long on needs? MAEPD is a statewide professional development project designed and delivered by adult education practitioners. Learn how this blended-learning system is working in Michigan.

*Susan Pittman, Florida Human Resources Development, Inc.*  
*Bonnie Vondracek, Florida Human Resources Development, Inc.*  
*Lennox McLendon, National Adult Education Professional Development Consortium*

Ontario East  
**ERIC: It's Future Role in Disseminating Information on Adult Education—a roundtable**
During 2003, the ERIC system is being reshaped through a recompetition of the existing clearinghouses. Attend this roundtable to see how the ERIC system will be serving adult educators in the future.

*Susan Imel, ERIC Clearinghouse and Ohio State University*

Duluth B  
**The Future of Adult Education in the Urban African American Church**
Participants will broaden their knowledge regarding African American pastors' perceptions of the future role and responsibilities the church will have in providing adult education.

*Paulette Isaac, University of Missouri - St. Louis*

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Thursday 11:35 - 12:25 PM

Brule A  Implementing Successful GED, ACT, and other Standardized Test Prep Programs that Raise Scores and Increase Enrollments
This session will discuss successful adult and continuing education Test Prep programs; demonstrate how to teach powerful test-taking strategies; and show how successful programs increase enrollment through innovative marketing.
David Waldherr, Cambridge Educational Services

Richard B  Qualitative Research Assessing and Improving Online Learning: Using Data from Practice in Graduate Courses
Presenters describe qualitative research in online courses examining learner and facilitator engagement based on archival data from course management system, assignments, synchronous and asynchronous communications, and online course evaluations.
Henry Merrill, Indiana University
Frank Disilvestro, Indiana University

Jollet B  The Secret to Getting a Standing Ovation
Classroom instruction and creating engaged learners - both begin with interactivity. The Classroom Performance System (CPS) is the ultimate tool to create an engaged student and improve class performance.
Jim Seasley, EduTek Midwest

Nicolet A  Spirituality in Adult Learning: Is It More than Attention to Affective Needs?
This session reports on research that addresses the meaning of spirituality in adult education, its importance for adult learning, and the implication for program planning and implementation.
Bradley C. Courtenay, University of Georgia
Judy Milton, University of Georgia

Duluth A  Strategies to Help Post-Secondary At-Risk Students Succeed
Developmental support is an essential solution for helping under-prepared students meet the requirements of post-secondary education. A developmental learning strategy will be examined and discussed along with research related to the learning strategy’s impact on students’ motivation, achievement, and retention.
Cynthia Ward, Wayne State University
Sandra E. Alford, Wayne State University

Richard A  Teacher Evaluation of Online, Professional Development Courses
In this session, findings from a survey of K-12 teachers enrolled in online distance education courses is reported. Implications for developing and delivering online courses are discussed.
Gary J. Dean, Indiana University of Pennsylvania

Thursday 2:15 - 3:05 PM

Jollet B  Adult Women Students: How Impostor Experiences Shape Education
This session will address how impostor experiences impact how adult women understand their educational experiences at the graduate and undergraduate levels. Implications for faculty and administrators will be discussed.
Scarlett Spears Studdard, University of Georgia-Athens

Nicolet A  Beyond the Test: Involving Students in Assessment
This session explores ways to go beyond instructor led assessment to involve and motivate students. It will discuss and provide workshop time on rubrics, portfolios, and other topics.
Ralf St. Clair, Texas Center for Adult Literacy and Learning

Nicolet B  De-Mystifying the Protestant Work Ethic
How does the Protestant Work Ethic relate to adult students in terms of the purpose of education? the relationship between education and career? the role of the state in education?
Earl Newman, Henry Ford Community College
Frank Kocielski, Wayne State University

Continued on next page
Ontario East

Forum for Students of Adult Education—a roundtable
   This roundtable is for students of adult and continuing education and related academic areas to discuss topics of common interest and concern. There will be an exploration of planning activities under AAACE's Students of Adult Education Unit.
   Joe Bradley, Grants Resource Center/AASCU

Duluth B
Hit the Target through Program Outcomes Assessment
   This session will demonstrate a collaborative and inclusive approach to obtaining program outcomes while complying with accreditation and industry standards. Also, it will exhibit approaches utilizing part-time faculty, students, industry partners and competency indicators.
   Roberta Peterson, Lansing Community College
   Denny Morse, Lansing Community College
   Marcia Ryszak, Lansing Community College
   Barbara Bruce, Lansing Community College

Richard B
Older Adults Take Control of Their Healthcare Through Self-Directed Learning
   Self-directed learning which centers on planning, implementing and evaluating one's own learning holds promise for older adults seeking to manage their healthcare.
   Janet S. Valente, University of Georgia

Duluth A
Professional Development in Your PJs: An Online Certificate in Family Literacy
   Penn State's Goodling Institute for Research in Family Literacy with the National Center for Family Literacy is offering an online Certificate for Family Literacy through Penn State's World Campus.
   Eunice N. Askov, Pennsylvania State University

Ontario East
Questioning Expectations and Experiences: Teaching Women at a Private College in Saudi Arabia—a roundtable
   Expecting to be a professional at a women's college in Saudi Arabia, I found a different environment. Here are findings from a college assessment compared to my own surreal experience.
   Michelle Glowacki-Dudka, Sun Prairie, Wisconsin

Richard A
Reconceptualizing the Work-First Approach to Self-Sufficiency Among Former Welfare Recipients: An Integrative Approach
   This session will highlight the experiences of African American women transitioning from welfare. The findings suggest movement beyond the work-first approach to one that includes the development of human, social, and identity capital.
   Mary V. Alfred, University of Wisconsin-Milwaukee

Brule B
Research and Andragogy: A Charge for Adult Educators
   While the concept of andragogy has existed for centuries, like its complimentary term, pedagogy, there has not been enough scientific research to put it forward as a proven theory. In this session, the term will be explored and defined and a future research agenda will be discussed.
   Mary K. Cooper, University of Missouri - St. Louis

Brule A
The Research-Practice Connection: Using Research in our Practice and Practice in our Research
   Explore how practice represents a form of experience, and research a way of learning from and through that experience. Discuss specific strategies that are derived from this view of research and practice for actions in various settings of adult education.
   John M. Dirks, Michigan State University

Ontario East
Understanding Transformative Learning: A Proximal Approach—a roundtable
   This roundtable will present findings from a collective-case study that examined the transformative journey into a natural health lifestyle. A proximal approach is used to describe the transformative learning process.
   Judith Polipnick, Walden University
   Sybil Delevan, Walden University
Ontario East
Continuing Professional Education Now Online for Real Estate Professionals—a roundtable
This roundtable discussion will explore results of a study regarding reasons for participating in online CPE. Discussion about findings and implications for future online programs and courses will be highlighted.
Karen Solomon, Northern Illinois University

Nicolet B
Developing Multimedia Supplemental Materials for an Introductory Distance Education Course
This session presents an overview of the design/development of a multimedia CD-ROM for use with an online course, including tips and strategies on creating a usable and useful tool in-house.
Henry Merrill, Indiana University
Jeari Young, Indiana University

Duluth B
Group/Team Work in the U.S.: An Oxymoron?
Emphasis is placed on group/team work in U.S. businesses, organizations, and educational settings. The positive results expected are often not realized. Why don’t these team efforts work? What can be done to see that they succeed?
Suzanne G. Benson, Northeaster Illinois University

Brule A
Informal Learning Among Engineers After Organizational Change
This is a review of a qualitative study of how engineers learn after an organizational change. The findings show that informal learning prevails and is shaped by organizational structures.
Robert F. Reardon, Solvay Advanced Polymers

Richard B
Intentional Humor in the Adult Classroom: How Humor Research Can Inform Teaching and Learning
Research in other disciplines suggests that using humor in adult teaching/learning situations can help establish rapport, reduce stress, and enhance motivation, attention, problem-solving, and creativity.
Annette Greenland, Viloria, Arkansas

CONTINUED ON NEXT PAGE
Ontario East

Power Relations Among Students in Online Discussions in Adult and Higher Education—a roundtable
At this roundtable discussion, explore the extent to which the structural power inequities that exist in society are reproduced in online classroom of adult graduate students.
JuSung Jun, University of Georgia
Thomas Valentine, University of Georgia

Brule B

Seeing the Good in Assessment of Learning, Teaching, and Programs
This session provides a model and techniques for developing educational outcomes, then using those outcomes to assess, guide, and improve learning, teaching, and programs. Focus is on using results of multiple assessments.
Jean E. A. Fleming, College of the Southwest

Duluth A

Technology: Effectively Transforming Learning Communities
The Cleveland Adult Education Program has developed an innovative computer technology training model. An initiative designed to impact the new economy and culture of a technological society will be shared.
Lori Brito-Martinez, Cleveland Municipal School District
Erika Botsch, Cleveland Municipal School District

Richard A

Telling the Success Story: Demographic Trends in Adult Education Participation
Data on rising participation rates in adult education across age, gender, and racial categories will be shared, along with data indicating patterns in why adults participate, who provides, and who pays for adult education.
Jovita M. Ross-Gordon, Southwest Texas State University

Joliet B

Toward Ethical Practice
Educators of adults face ethical dilemmas on a daily basis. The Ethical Decision Making (EDM) model offers a process for helping educators work through dilemmas in their own practice.
Ralph G. Brockett, University of Tennessee
Roger Hiemstra, Elmira College

Nicolet A

Two Types of Learner Voice: School-only and Revelatory
An analysis of learner discourse during classroom lessons revealed that there are two types of learner voice. School-only and revelatory voice will be defined. The classroom lessons that foster one or the other will be discussed.
Patsy Medina, Rutgers University

Duluth A

Adult Learning and the Process of Differentiation: An Exploration
This paper presents research gathered from adult learners (N=250) through learning journals. It examines the process of recentering and change as the learners differentiate from former ways of meaning making. Specific examples illustrate this process.
Mary Alice Wolf, Saint Joseph College

Ontario East

Criteria for Evaluating the Quality of Adult Education Programs—a roundtable
Join a roundtable discussion about a study to identify criteria for evaluating the quality of adult education programs in terms of adult learners’ perspective.
JuSung Jun, University of Georgia

Richard A

Diversity in Continuing Professional Education: What Does It Mean for Clients, Professionals, and CPE Providers?
The literature of Continuing Professional Education will be examined in terms of how diversity is represented at three levels: client/end use of professional services; professionals; and continuing professional education providers.
Jovita M. Ross-Gordon, Southwest Texas State University
AAACE and Harcourt Supplemental: Partners in Life-Long Learning

Welcome to Detroit and the 52nd Annual AAACE Conference

Steck-Vaughn
GED • ABE • ESL
Workforce Development

Educational solutions that positively change the lives of adult learners.

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**Brule B**
Evoking Emotions through Reflection: The Experiences of Adult Learners in an Assessment of Private Learning
Explore the rare Assessment of Private Learning (APL) in accelerated learning programs. The study found that for most adult students, APL is a frustrating and emotional way to earn college credits for experiential learning. This session offers an overview of the nature of this experience and its implications for teaching and learning.
*Falinda Geerling, Spring Arbor University*
*John Dirks, Michigan State University*

**Nicolet B**
How the Brain Organizes Information: Helping Learners Make Connections
Current neuroscience research is beginning to offer tantalizing clues as to how the brain organizes new information. What happens as the brain adds new information to previously developed networks? What practical implications does this research suggest as we teach adults?
*Sarah Jane Fishback, Kansas State University*

**Ontario East**
Increase GED Pass Rate—a roundtable
The Delaware GED pass rate is 96 percent. The process for achieving this high rate will be reviewed and critiqued.
*Paul D. Hughey, Paul Hughey Educational Services*

**Nicolet A**
Living and Learning Online for Better or for Worse
Educators and students in adult education say that face-to-face classrooms are still the preferred learning context. However, more and more classes and degrees are being offered online. So, why do the learners continue to enroll in online courses? In this presentation, reasons will be presented in the students’ own words.
*Mary K. Cooper, University of Missouri-St. Louis*

**Duluth B**
Self-Directed Learning: As Experienced by the Scholars Who Have Studied It
During a recent dissertation, the experiences of eight scholars were collected in a qualitative study. The experiences of the participants will be shared, regarding self-directed learning, over the years.
*Robert C. Donaghy, University of Tennessee*
*Ralph G. Brockett, University of Tennessee*

**Richard B**
Techniques, Curriculum, and Materials for Open Entry GED and ABE Math
How can you effectively deal with open entry in a GED math class? Solutions to this dilemma and a highly effective math program using a proven course of study, innovative materials and techniques, and classroom management skills will be covered in a 20-page handout.
*John Kidd, Bakersfield Adult School*

**Joliet B**
What's Really Going On in There? A Study on One-to-One Volunteer-Based Literacy Tutoring
Instructional similarities and differences among twelve student-tutor pairs in four volunteer-based literacy programs will be described as a way to explore the relationship between program context and actual instruction.
*Alisa Belzer, Rutgers University*

**THURSDAY 6:00-8:00 PM**

**Joliet B**
Adult Education Legislative Update
Learn about the most current situation on Capitol Hill related to adult education. Discuss ways to advocate for the passage of legislation. Recommend strategies to keep adult education and literacy on the radar screen.
*David Rosen, Newsome Associates*
## Friday Morning at a Glance

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>7:30-10:30</td>
<td><strong>Breakfast with Exhibitors</strong>&lt;br&gt;Exhibits Open All Day</td>
<td>Ontario East</td>
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<tr>
<td>7:30</td>
<td><strong>AAACE Past Presidents' Breakfast</strong></td>
<td>President's Suite</td>
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<tr>
<td>7:30-8:50</td>
<td><strong>Commission on Continuing Professional and Higher Education Outreach</strong>&lt;br&gt;and the&lt;br&gt;<strong>Commission on Workforce Development</strong>&lt;br&gt;Joint Annual Meeting</td>
<td>Greco</td>
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<tr>
<td>8:00-8:50</td>
<td><strong>Breakfast for Affiliate Presidents and Officers</strong></td>
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<td>8:00-8:50</td>
<td>Concurrent Session of Choice</td>
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<tr>
<td>9:00-10:00</td>
<td><strong>General Session and Keynoter</strong>&lt;br&gt;Laurent A. Parks Daloz&lt;br&gt;“… Hitched to Everything Else in the Universe.”</td>
<td>Ambassador Ballroom</td>
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<tr>
<td>10:00-10:30</td>
<td><strong>Exhibits and Refreshment Break</strong></td>
<td>Ontario East</td>
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<tr>
<td>10:30-11:20</td>
<td>Concurrent Session or Roundtable of Choice</td>
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<tr>
<td>11:00-5:00</td>
<td><strong>AERC Meeting</strong></td>
<td>Raphael</td>
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<tr>
<td>11:35-12:25</td>
<td>Concurrent Session or Roundtable of Choice</td>
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# Friday Afternoon at a Glance

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<tr>
<th>TIME</th>
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<tbody>
<tr>
<td>12:45-2:00</td>
<td><strong>AAACE Awards Luncheon</strong>&lt;br&gt;Prize Winners Announced</td>
<td>Ambassador Ballroom</td>
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<tr>
<td>2:00-3:00</td>
<td><strong>AEQ: Editors Meeting</strong></td>
<td>Richard B</td>
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<td>2:15-3:05</td>
<td><strong>Concurrent Session or Roundtable of Choice</strong></td>
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<td>3:05-3:30</td>
<td><strong>Exhibits and Refreshment Break</strong></td>
<td>Ontario East</td>
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<td>3:30-4:20</td>
<td><strong>Concurrent Session or Roundtable of Choice</strong></td>
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<td>4:35-5:25</td>
<td><strong>Concurrent Session or Roundtable of Choice</strong></td>
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<td><strong>Commission of Professors of Adult Education</strong>&lt;br&gt;pre-registration required</td>
<td>Cadillac A &amp; B</td>
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<tr>
<td>4:30-5:30</td>
<td><strong>Registration</strong></td>
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<td>5:00-5:30</td>
<td><strong>Welcome to New Members</strong></td>
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<td>5:30-6:30</td>
<td><strong>Opening Session</strong></td>
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<td>6:30-7:30</td>
<td><strong>Reception</strong></td>
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<td>7:30-9:00</td>
<td><strong>Business Meeting</strong></td>
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<tr>
<td>6:00</td>
<td><strong>Evening in Greektown</strong>&lt;br&gt;pre-registration required</td>
<td>Marriott Hotel Lobby</td>
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<td>or&lt;br&gt;Dinner on your own</td>
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LAURENT A. PARKS DALOZ

Laurent A. Parks Daloz is an educator, researcher, administrator, and writer. Based on training and experience in higher education, third world community development, and educational administration, he is committed to socially responsible work in the areas of adult education, international development, curriculum and learning theory, ecological and global justice—especially work which fosters a positive social vision among both young and older adults. Currently he is Associate Director and faculty member of the Whidbey Institute in Clinton, Washington.

Prior to going to the Whidbey Institute, Dr. Daloz held positions at Lesley University in Massachusetts; Columbia Teachers College; Harvard Graduate School of Education and Harvard Institute for Management of Lifelong Education in Massachusetts; Vermont College, Johnson College, and College of Vermont; and Konawaena High School in Hawaii. He spent two years in New Guinea, and has traveled to India, Southeast Asia, Australia, Europe and the Caribbean. He was a Peace Corps Volunteer in Nepal and a Peace Corps Trainer in Missouri and Washington.

Books written by Dr. Daloz include Mentor: Guiding the Journey of Adult Learners; Common Fire: Lives of Commitment in a Complex World; Effective Teaching & Mentoring: Realizing the Transformational Power of Adult Learning Experiences. He is the author of a pamphlet, "Can Generosity Be Taught?", Essays on Philanthropy, and has had many articles and book chapters published.

In 1987, Dr. Daloz was the recipient of the AAACE Holla World Award for outstanding contribution to the literature of adult education.

"... HITCHED TO EVERYTHING ELSE IN THE UNIVERSE."

Noting that we live at a dramatic turning point in the history of the planet—a time threatened by species extinction, global climate change, and life-altering technologies, Dr. Daloz issues a call for new consciousness of our radical interdependence with all life. He suggests five critical components of the transformation that will be necessary if we are to move though the decades ahead in a way that will enhance rather than diminish the community of life on which we all depend. He will conclude with the seven key factors that, woven together, can contribute to the formation of a consciousness of interdependence.

RESPONSE PANEL TO LAURENT A. PARKS DALOZ ADDRESS

Clinton L. Anderson  
Associate Director  
Servicemembers Opportunity College  
Washington, DC

Julie Scoski  
Director of Adult Education  
Jefferson County Public Schools  
Louisville, KY

Kathy King  
Professor of Adult Education  
Fordham University  
New York, NY
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<tr>
<th>Session</th>
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<th>Abstract</th>
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<tr>
<td>Nicolet A</td>
<td>African American Students with Disabilities in University Settings</td>
<td>This qualitative research examines the experiences of eight African American students with sensory and physical disabilities based on race, disability and gender in university settings. Be Stoney, Kansas State University</td>
</tr>
<tr>
<td>Duluth B</td>
<td>A Case Study of Cross-Cultural Work Teams: Strategies for Success</td>
<td>The study reports a research project in which the researcher observed Hispanic/Anglo work teams over the period of several months to determine whether bilingual/bicultural skills were needed to form effective work teams. Robert E. Nolan, Oklahoma State University</td>
</tr>
<tr>
<td>Richard B</td>
<td>Creating Leaders Among Graduate Students</td>
<td>Innovative classes in leadership skills for students in an adult education master's program will be demonstrated. The tools used include resources for creating and managing new not-for-profit organizations; grant writing and fund raising, handling governing boards; and delivering programs that incorporate adult education principles. Sandra Ratcliff Daffron, Western Washington University</td>
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<tr>
<td>Joliet B</td>
<td>How the Use of Technology-Based Learning Objects Can Help Adult Learners Become More Self-Directed</td>
<td>Technology use has not been widely addressed in adult education. This presentation focuses on the use of technology-based learning objects as instructional aids that help adult learners become more self-directed. Simone Conceicao, University of Wisconsin-Milwaukee</td>
</tr>
<tr>
<td>Duluth A</td>
<td>Institutional Publication Productivity in Selected Adult Education Research Journals, 1993-2002</td>
<td>The Commission of Professors of Adult Education was surveyed to determine the top five adult education research journals. Based on a review of each journal for the years 1993-2002, institutions (and individuals) were ranked according to productivity of publication. Results are compared to similar study for the years 1983-1992. John R. Rachal, University of Southern Mississippi</td>
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<tr>
<td>Brule B</td>
<td>The PRO-SDLS: A New Way to Measure Self-Directed Learning</td>
<td>This session will introduce a new measure of self-directedness, based on Brockett &amp; Hiemstra's PRO Model of Self-Direction. The PRO-SDLS has potential for use in both research and practice. Susan L. Stockdale, University of Tennessee Ralph G. Brockett, University of Tennessee</td>
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<tr>
<td>Brule A</td>
<td>The Professional Development Model for African American Female Educators: Enhancing Leadership Success</td>
<td>This session presents the findings of a grounded theory study of African American female leaders focusing on professional development strategies and processes, and introduces a professional development model. Magalene Sudduth, Triton College</td>
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<tr>
<td>Nicolet B</td>
<td>Rebuilding a Graduate Program in Adult Education: A Case Study in Organizational Transformation</td>
<td>This session provides a case study of how Kansas State University has transformed its Graduate Program in Adult Education from a place of institutional marginality and possible discontinuance to one of organizational importance and contribution. W. Franklin Spikes, Kansas State University</td>
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<tr>
<td>Richard A</td>
<td>Writing the Web: How Writing for the World Wide Web Facilitates Student Learning</td>
<td>The Friends University-LaSalle University Study Abroad exchange program model will be presented. Participants will learn how web authoring can be successfully integrated into virtually any ESOL or traditional classroom. Carrie J. Boden, Friends University</td>
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<td>Venue</td>
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<tr>
<td>Joliet B</td>
<td>College Program for Adult Inmates: The Post-Pelli Grant Era</td>
<td>Jonathan E. Messemer, University of Georgia</td>
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<td>Ontario East</td>
<td>Creating Transformative Learning Opportunities in Varied Adult Learning Settings: An Instructional Model for Practice—a roundtable</td>
<td>Kathleen P. King, Fordham University</td>
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<tr>
<td>Nicolet B</td>
<td>Do it and Stand Out!</td>
<td>Tracy Springer, Heinle / Thomson Publishing</td>
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<tr>
<td>Duluth A</td>
<td>Emotions! The Prerequisite to Learning—NASSLN session</td>
<td>Laura Weisel, The TLP Group</td>
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CONTINUED ON NEXT PAGE
Richard A  Escaping Loneliness, Avoiding Vices: 
The Gendered Meanings of Participation in a Salvadoran Adult Literacy Program 
This paper examines what participation in a literacy program meant to Salvadoran women and men (escaping isolation, avoiding vices), and argues that these meanings arose from distinct, unequal gender roles. 
Esther S. Prins, University of California-Davis

Brule A  Future Directions and Collaborative Strategies 
Enhance your visionary leadership by exploring future directions, helping refine association vision and mission, discussing collaborative approaches to adult education for public responsibility, continuing professional education, and leadership development, generally. 
Alan B. Knox, University of Wisconsin

Nicolet A  Identifying the Best Adult Instructional Practices: Sharing Them with 1,000 Adult Education Teachers, and With You 
Florida is conducting a statewide identification of the best practices for quality instruction in adult education programs. Four counties in South Florida jump-started the program by selecting over 50 best practices and producing a CD that will be available at the session. 
Douglas H. Smith, Florida International University 
Valerie C. Bryan, Florida Atlantic University

Duluth B  Issues and Strategies for Teaching Hip Hop Generation Adults in Adult Literacy 
This session is designed for ABE practitioners who work with young adults in the Hip Hop generation. Case studies will be presented for analysis and discussion including suggested strategies. 
Talmadge C. Guy, University of Georgia 
Kim Lee, Lawrenceville, GA

Brule B  Job Training Programs and the Charge of Deprogramming a Dependent Mentality 
Job training programs are not just about people obtaining a skill. It's about becoming self-sufficient. This session presents tips on doing what it takes to assist a learner in making positive lifestyle changes. 
Casandra Blassingame, Harris-Stowe State College

Richard B  Tools for Building Community Among Culturally, Ethnically Diverse Adult Learners 
Focus will be on using participatory techniques and strategies for incorporating multicultural content. Experiential exercises, materials, and resources to promote cultural awareness of self and others will predominate. 
Carolyn M. Siemens Ward, Western Illinois University-Quad Cities

FRIDAY 11:35 - 12:25 PM

Richard A  Adult Undergraduate Students’ Beliefs about the Impact of Younger Students in the Classrooms 
A typology of adult undergraduate student beliefs about younger students and their related impact on learning in age-integrated classrooms in universities and community college will be presented. 
Carol Kasworm, North Carolina State University

Duluth A  Exploring Distance Education for Adult Learners: Project IDEAL 
An overview of Project IDEAL, a collaborative effort of 13 states working to develop successful distance education programs for adult learners (ABE, ASE, ESL) will be presented. Topics covered include funding, recruitment, orientation, teacher training, program planning, research and data collection processes as well as findings. 
Jere Johnston, University of Michigan 
Leslie Petty, University of Michigan 
Shannon Young, University of Michigan

CONTINUED ON NEXT PAGE
Online Masters Degree in Education with an emphasis in Adult Education and a specialization in HRD

THE COLLEGE OF EDUCATION
AT THE UNIVERSITY OF MISSOURI- ST. LOUIS

To equip present and future professions for "cutting edge" jobs and responsibilities, UM-St. Louis courses for professionals in adult education are based on the idea that adults as learners are different from children as learners. Adult learning principles are practiced at all times as the most effective way to help participants develop learning projects that are compatible with and relate to their work setting, areas of interest, and careers.

Today's rapidly changing technologically oriented society has created a need for educators whose academic preparation and philosophical outlook reflect understanding and concern for the unique needs of the adult learner. All course work is done at your personal computer interacting with others enrolled in the courses. It is possible to obtain your degree in 4-5 semesters.

Some of the courses offered include:

The Adult Learner
Philosophical Foundations of Adult Education
History of Adult Education and Training
Survey of Human Resource Development and Adult Education
Survey of Adult Distance Education
Curriculum Theory and Development in Adult Education
Improvement of Instruction in Adult Education
Needs Assessment in HRD and Adult Education
Organization Development

This degree is offered through the Division of Educational Leadership and Policy Studies. It is an M.Ed. in Secondary Education with an Emphasis in Adult Education. For more information about an Emphasis in Adult Education and HRD, call (314) 516-5944, or fax (314) 516-5942. General information about the University of Missouri-St. Louis can be found at www.umsl.edu.

For additional information about the subject matter, email Dr. Mary Cooper at cooper@umsl.edu.

College of Education
University of Missouri - St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121 USA
Ontario East
Finding Partners in the Most Unlikely Places—a roundtable
Service providers that diversify can become a magnet for partnerships. Setting the scene for successful partnerships is more than important—it's essential for the survival of thriving services to customers.
Sally Damm, Pazzie Ponderings

Brule B
Group Single Subject Focus: A Tested Best Practice for Teaching the New GED
This is a dynamic, expeditious presentation of how to teach learners to acquire and apply knowledge, skills, and values needed to complete the new GED.
Audrey S. Kirkland, Detroit Public Schools

Brule A
Helping Adults Learn How to Learn
Lifelong learners, capable of learning and working in diverse settings, are vital in the 21st century. Achieving this goal puts a demand on instructors to teach around the learning style wheel.
Mary Ellen McClanaghan, Marygrove College

Ontario East
Integrated Data Systems for Family Literacy:
Opportunities and Challenges for Adult Education Practice—a roundtable
How to improve family literacy services through collaboration and data? Issue: Building the capacity of CBOs to share information and coordinate services while maintaining client confidentiality and avoiding Big Brother. A roundtable.
Dan Folkman, University of Wisconsin-Milwaukee
Michele M. Bria, Journey House
Deryl Davis, University of Wisconsin-Milwaukee

Joliet B
PLATO Learning: Technology in ABE/GED Success!
This session will focus on computer-based and web-based learning tools for the adult learner and educator. Success on the GED, TABE, and general ABE will be discussed.
Al Gauche, PLATO Learning, Inc.

Nicolet A
Tasks for Success: Leadership for Adult and Community Educators
Tour the four major schools and authors of leadership, and engage in a discussion of four important questions related to challenges, skills and styles, preparation, and creating a learning organization.
Peter J. Murk, Ball State University

Duluth B
Teaching Adult Learners with Low-Level Reading Skills—NASSLN session
Techniques for helping low level readers, below 5th grade level, by providing practical techniques and exercises that can assist the students in developing some reading skills will be discussed. The techniques are designed to match specific errors and weak reading skills of adult learners who have learning differences.
Richard Cooper, Learning Differences Center

Nicolet B
Teaching for Transformation:
What Expanding Models Offer for Transformative and Culturally Relevant Adult Education Practice
This session will briefly compare and contrast three different models of teaching for individual, social, and spiritual-cultural transformation, and what they collectively suggest for culturally relevant and transformative teaching practice.
Elizabeth J. Tisdell, Pennsylvania State University-Harrisburg
Edward W. Taylor, Pennsylvania State University-Harrisburg

Richard B
Three Perspectives on Work-Oriented Literacy Curriculum
A research study in which three groups of stakeholders (instructors, employers, adult learners) rate the importance of the curriculum topics suggested by the Secretary's Commission on Achieving Necessary Skills (SCANS) will be presented.
Ellen McGuire Kilgos, Athens Area Technical College
Tom Valentine, University of Georgia
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<th>Location</th>
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| Ontario East | Andragogy and Pedagogy: How Do You Use These Terms—a roundtable | Learn how adult educators define and use these terms when discussing adult learning methods or program development.  
*Don Quick, Colorado State University* |
| Ontario East | Enhancing Career Development While Acting as Educators and Advocates—a roundtable | Political activists and adult educators using volunteer experience as a training ground to develop and transfer competencies, knowledge, and confidence to the workplace and other relevant settings is the topic of this discussion.  
*Linda D. Sayre, Independent Human Resources Development Consultant* |
| Ontario East | Expanding Access to Adult Literacy with Online Distance Education—a roundtable | This roundtable explores the potential of online distance education to increase access to educational services by adult learners unable to attend classroom-based programs. Presenters will discuss findings from several case studies.  
*Jere Johnston, University of Michigan*  
*Eunice Askov, Pennsylvania State University* |
| Duluth B | GED Scholars Initiative: A Program for GED Graduates Attending Kent State University | Learn about The GED Scholars Initiative’s vision, goals, and services designed to address the needs of students who earned their GED and attend Kent State University.  
*Sandra Golden, Kent State University-Ohio Literacy Resource Center* |
| Nicolet A | Multisensory Reading Instruction and the Adult Learner | Wilson Reading System addresses the learning style of students with language-based learning disabilities or gaps in their decoding and spelling, those at-risk or in need of intensive instruction.  
*Elizabeth Meeks, Wilson Language Training* |
| Brule A | The Research-Practice Connection: Using Research in our Practice and Practice in our Research | Explore how practice represents a form of experience, and research a way of learning from and through that experience.  
*Discuss specific strategies that are derived from this view of research and practice for actions in various settings of adult education.*  
*John M. Dirks, Michigan State University* |
| Joliet B | Supporting Persons with Persistent Mental Illnesses in Education and Work—NASSLN session | Persons with severe mental illnesses can recover. Join this session for a discussion on recovery, the role of education and work in the recovery process, and practical techniques that can support building personal empowerment along with basic education and work skills.  
*Laura Weisel, The TLP Group* |
| Richard A | Trends in Urban Literacy in the United States | The presentation will examine illiteracy in U.S. cities, home to most minorities and immigrant populations. It will focus on the urban context characterized by diversity, density and underrepresented communities where illiteracy foments.  
*Daphne W. Ntiri, Wayne State University* |
| Duluth A | Vaillant’s Contribution to Our Understanding of Adult Development and Aging | A recent compilation of the findings of three longitudinal studies on aging was published by George Vaillant (2002), Director of the Harvard-based Grant Longitudinal study on aging. Vaillant has shed light on Erikson’s framework and has added new theory. Vaillant’s perspective has been confirmed in a pilot study of aging.  
*Robert E. Nolan, Oklahoma State University* |
| Brule B | Writing for Adult Learning | This session will provide attendees with suggestions on the type of manuscripts generally published in the Adult Learning journal and provide guidance on the submission procedure.  
*Lilian Hill, Virginia Commonwealth University*  
*Ralph Brockett, University of Tennessee-Knoxville* |
| Nicolet B | Yes, I Still Work at the Home and I’m Proud of It | Professional leadership is an opportunity in need of revitalization, cutting edge concepts and the desire to recruit, retain thriving staff for the survival of quality aging and cares.  
*Sally Damm, Piazzi Ponderings* |
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<tr>
<td>FRIDAY 3:30 - 4:20 PM</td>
<td><strong>Richard A</strong></td>
<td><strong>A Critical Analysis of Paulo Freire’s Work: Aristotle, Marx and Sartre</strong>&lt;br&gt;This research illuminates the philosophies that shaped Freire’s “problem-posing education” by examining the foundation on which arguments are constructed.&lt;br&gt;&lt;br&gt;<em>John A. Dale,</em> <em>Ball State University</em></td>
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<td><strong>Nicolet B</strong></td>
<td><strong>Engaging Learners in Classroom Instruction</strong>&lt;br&gt;This session will discuss the findings of the National Labsite for Adult Learning’s Engagement Project. This research seeks to understand the factors that affect whether adult learners focus attentively on instruction and whether they engage in the class socially.&lt;br&gt;&lt;br&gt;<em>Hal Beder,</em> <em>Rutgers University</em></td>
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<td><strong>Joliet B</strong></td>
<td><strong>Faculty Ethics in Adult Education: Dimensions of Professional Reasoning in Academe</strong>&lt;br&gt;This study explores the development of professional reasoning among adult education faculty. Inquiry focuses on the influence of critical events and academic culture on the development of ethics and reasoning.&lt;br&gt;&lt;br&gt;<em>L. Earle Reybold,</em> <em>University of Texas at San Antonio</em></td>
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<td><strong>Ontario East</strong></td>
<td><strong>Framing Adult ESL Curriculums with Self-Regulation Threads—a roundtable</strong>&lt;br&gt;This roundtable discusses self-regulation for adult ESL learners. Application of academic and career self-regulation strategies to adult ESL, pre-workplace, and workplace curriculums in visible, recurring activities will be outlined.&lt;br&gt;&lt;br&gt;<em>Jim Bame,</em> <em>Utah State University</em></td>
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<td><strong>Duluth A</strong></td>
<td><strong>The GED—Ensuring Accommodations for Special Needs Learners: From Request to Approval—NASSLN session</strong>&lt;br&gt;Supporting individuals with disabilities and creating partnerships with them and service providers who work with them has been a major goal of the General Educational Development Testing Service (GEDTS). For individuals without a high school diploma, getting a GED is a positive option. For individuals with diagnosed disabilities, they must be able to access the GED Tests, often by requesting and receiving accommodations.&lt;br&gt;&lt;br&gt;<em>Fred Edwards,</em> <em>GEDTS</em></td>
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<td><strong>Nicolet A</strong></td>
<td><strong>Leadership Challenges of A Changing Work Environment</strong>&lt;br&gt;A dwindling workforce, changing demographics, and rapid transformation, suggests that leaders need to assess their “leadership technology.” Are leaders prepared to meet the challenges of a radically changing work environment?&lt;br&gt;&lt;br&gt;<em>Jonell Calloway,</em> <em>Army Reserve, St. Louis, Missouri</em></td>
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<td><strong>Richard B</strong></td>
<td><strong>The Learning Ladder: A Free, Web-based Reading and Writing Curriculum for Early Childhood Educators</strong>&lt;br&gt;Early childhood educators in many states must be licensed. The Learning Ladder was designed to help those who lack the basic skills needed to enter community college licensing courses. May also be helpful for workplace and family literacy educators.&lt;br&gt;&lt;br&gt;<em>David J. Rosen,</em> <em>Newseum Associates</em></td>
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<td><strong>Ontario East</strong></td>
<td><strong>Managing Personal Biases toward Effective Administration, Curriculum, Program Planning, and Facilitated Learning—a roundtable</strong>&lt;br&gt;This roundtable seeks and shares viewpoints on managing personal biases to increase the effectiveness of administrators, academic advisors, and facilitators of learning, multicultural and diversity programs, and other practitioners or professionals.&lt;br&gt;&lt;br&gt;<em>Wilma J. Robinson,</em> <em>Carroll College</em></td>
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<td><strong>Brule A</strong></td>
<td><strong>The Practical Expectations and Transformative Experiences of Adult Bachelor’s Degree Graduates</strong>&lt;br&gt;A qualitative study at a small, private university revealed primarily work/career-related degree expectations. Unexpected outcomes transformed students’ self-concept, relationships, and sense of achievement. Cohort programs enhanced participants’ educational experience.&lt;br&gt;&lt;br&gt;<em>Jeane Redsecker,</em> <em>Dominican University of California</em></td>
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CONTINUED ON NEXT PAGE
Duluth B | Situated Learning and the Development of Professional Leadership for Faith-based Organizations
Situated learning has stepped into the theoretical spotlight during the last two decades. This presentation will explore situated learning approaches to ongoing, career-long development of professional leaders for faith-based organizations.
J. Michael Godfrey, Baylor University

Brule B | Two Shades of Green: Environmental Justice - Perspectives of Grassroots Adult Educators in the Deep South
There are two fundamentally different lenses employed by grassroots activist environmental organizations in the deep South. Members of African-American-centered groups identified three essential lenses through which they constructed meaning based on racial bias. Non-African-American-centered groups focused on economic blackmail.
Robert J. Hill, University of Georgia

Ontario East | Who’s Leading? Citizen Action or Citizen Involvement - Fight or Flight—a roundtable
This roundtable provides an analysis of a case study of a low income community and its guardians, and who emerged as the real program decision-makers in the final analysis.
Angela Hicks, North Carolina A&T State University
Nicolet A

Bridges-to-Practice and Beyond—NASSLN session
The National Institute for Literacy has developed and disseminated the Bridges-To-Practice framework for community service agencies that serve adults with diagnosed or suspected learning disabilities. Once practitioners have a sense of the infrastructure needed to provide more comprehensive and appropriate services to those with learning challenges, what’s next?
Grace Temple, Sanilac Literacy

Brule B

Claiming a Sacred Face: The Intersecting of Culture, Gender, and Spirituality in Adult Learning
This session will discuss how spirituality informs the work of a culturally diverse group of adult educators teaching about race, culture, and gender, and how spiritual development relates to participants’ learning.
Elizabeth J. Tisdell, Pennsylvania State University-Harrisburg

Duluth A

Effective Practices in Staff Development and the Promise of Online Approaches to Deliver Staff Development in Adult Basic Education
Review recent research on how adult basic education teachers change as a result of participating in various kinds of staff development and examine two innovations in staff development that are web-based.
Jere Johnston, University of Michigan
Christine Smith, Harvard School of Education
Ashley DelBianco, University of Pennsylvania

Richard B

From the Classroom to the Workplace: A Review of the Research on Learning Transfer
How to ensure transfer of learning has challenged adult educators and trainers for decades. More than 50 studies are viewed for how programs can be designed to promote transfer.
Sharan B. Merriam, University of Georgia

Nicolet B

Grants 101: A Road Map for Developing Competitive Proposals
This interactive session will include an overview of the grant seeking process from identifying relevant funding opportunities to writing competitive proposals. A packet of resources with particular relevance to non-profit organizations, providers of adult and non-formal education, and professors will be distributed.
Joe Bradley, Grants Resource Center/AASCU

Duluth B

Madison Heights and Lifelines: Two Family Literacy and Basic Skills Literacy Video and Print Series
Madison Heights and Lifelines are two video and print series designed to teach family literacy themes and concepts as well as basic skills literacy in the areas of reading, writing, and mathematics to parents and their children.
Bob Miller, INTELECOM

Joliet B

Teaching Math to Adults with Learning Differences—NASSLN session
Learn about practical, low-cost and easy to use techniques to teach math to individuals with math skill deficiencies due to learning differences, limited educational opportunities or math anxiety. Methods to help learners master computation skills and increase problem solving abilities will be demonstrated.
Richard Cooper, Learning Differences Center

Richard A

Winning Strategies: Building the Optimum Organization
Today’s federal manager is faced with blending government employees and contractors. Achieve a balance that defines inherently governmental functions while enhancing educational programs and services with quality contractors.
M. Kathleen Connolly, ACES, Fort Lewis, Washington
Michael Engen, ACES, Fort Lewis, Washington
Terry Brubaker, Army Education Center, Fort Carson, Colorado
<table>
<thead>
<tr>
<th>TIME</th>
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| 7:00-11:00 | **CONTINENTAL BREAKFAST WITH EXHIBITORS**
             | **EXHIBITS OPEN UNTIL NOON**                              | Ontario East  |
| 7:30-8:20  | Concurrent Session of Choice                               |               |
| 8:15-9:30  | **ADULT LEARNING EDITORIAL BOARD MEETING**                 | Marquette A   |
| 8:30-9:20  | Concurrent Session or Roundtable of Choice                  |               |
| 9:35-10:25 | Concurrent Session or Roundtable of Choice                  |               |
| 10:00-Noon | **COMMISSION OF PROFESSORS OF ADULT EDUCATION**            | Cadillac A & B|
|            | SIG Concurrent Sessions                                    | Marquette A   |
| 1:30-3:00  | SIG Concurrent Sessions                                    |               |
| 3:00-3:30  | Refreshment Break                                          |               |
| 3:30-5:00  | SIG Concurrent Sessions                                    |               |
| 10:25-11:00| **EXHIBITS AND REFRESHMENT BREAK**                         | Ontario East  |
| 11-11:50   | Concurrent Session or Roundtable of Choice                  |               |
| Noon       | **CLOSING OF AAACE 2003 CONFERENCE**                       | Mackinaw Ballroom |
|            | **BOX LUNCH**                                              |               |
SATURDAY CONCURRENT SESSIONS & ROUNDTABLES
SATURDAY 7:30 - 8:20 AM

Nicolet B
Adult Learning in Community
A great deal of adult learning occurs as a by-product in naturally forming communities. The role of this learning in the building of social capital will be explored in this session.
David Stein, Ohio State University
Susan Imel, Ohio State University

Duluth A
Blending Motivational Theory and Lifespan Theory with Instructional Techniques to Facilitate Learning
Beyond honoring learning styles and positionality, today's educators must create a trusting climate that fosters learning. To effectively manage a classroom, teacher-student partners need an awareness of self-identity and clarity of techniques.
Kenneth B. Elazier, Institute for Performance Enhancement

Brule A
The Child Development Associate (CDA) Credential: Examining the Linkages and Challenges for Formal Education
Certificate programs provide opportunities to gain knowledge and competencies in a given field. This presentation will outline supports and barriers to formal education for early childhood educators.
Geri A. Grove, Early Childhood Resource Center

Richard A
Conducting a Needs Assessment in Your Area: Theoretical and Practical Components
This presentation will discuss the basic steps involved in conducting a needs assessment of adult education services. A recent project will be described along with relevant problems and issues.
Jim Berger, Western Kentucky University

Richard B
Hunting Our Inner Contradictions and Assumptions: An Overview of the Kegan and Lahey 4-Column Exercise
Kegan and Lahey's book, How the Way We Talk Can Change the Way We Work, describes a process for surfacing competing commitments and underlying assumptions that impact learning and leadership.
John Sample, Florida State University

Nicolet A
Learning as a Lifelong Career
Research from an analysis of great cooks' lives reveals a rich interplay between different forms of learning. This suggests there is a potential value in charting adults' learning careers.
Charles A. Baker-Clark, Grand Valley State University

Duluth B
Program Planning Theory in Context: Social Justice and Activist Organizations
This session emphasizes the importance of contextualizing scholarship in program planning theory. Research on social justice and activist organizations will be presented in connection to future program planning theory development.
Susan J. Bracken, Pennsylvania State University
<table>
<thead>
<tr>
<th>Location</th>
<th>Title</th>
<th>Presenter/Institution</th>
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<tbody>
<tr>
<td>Ontario East</td>
<td>Adult Learners with Disabilities: Strategies for Successful Learning and Integration—a roundtable</td>
<td>Bill Wallick, University of Scranton; Lori Bruch, University of Scranton</td>
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<tr>
<td>Ontario East</td>
<td>Benefits of Establishing Blended Learning Environments in Adult Education Programs—a roundtable</td>
<td>Angela Hicks, North Carolina A &amp; T State University</td>
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<td>Nicolet B</td>
<td>Building Collaboration in Adult Education Courses</td>
<td>Judith Cochran, University of Missouri-St. Louis</td>
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<td>Duluth B</td>
<td>A Case Study of the Evolution of Industrial Training: Andragogy in Application</td>
<td>Robert F. Reardon, Solvay Advanced Polymers</td>
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<td>Brule A</td>
<td>Creative Strategies for Engaging Adult Learners in Literacy Processes</td>
<td>Adhan Salih, Saginaw Valley State University</td>
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<td>Ontario East</td>
<td>Enhancing the Quality of Online Education through Formative and Summative Evaluation—a roundtable</td>
<td>Seung-won Yoon, Western Illinois University</td>
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<td>Nicolet A</td>
<td>Improving Community Family Literacy Organizations through Volunteers</td>
<td>W. Lee Pierce, University of Southern Mississippi</td>
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<td>Joliet B</td>
<td>Journey Into Literacy: Exploration of African American Adult Student Writing Using a Culturally Relevant Curriculum</td>
<td>Yolanda Sealey-Ruiz, College of New Rochelle</td>
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<td>Richard B</td>
<td>Learning through Paradox: Adult Learners Experiences in Collaborative Online Groups</td>
<td>Regina O. Smith, Portland State University</td>
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<td>Brule B</td>
<td>Teaching Test Taking Skills</td>
<td>Merle Davenport, Michigan Department of Corrections</td>
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<tr>
<td>Duluth A</td>
<td>A View from Both Sides</td>
<td>Sally Damm, Pazie Ponderings</td>
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<td>Richard B</td>
<td>Classroom Dynamics in Law Enforcement Training</td>
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<td>This presentation includes a discussion of a research study examining classroom dynamics in a large law enforcement training center. The study measures four key variables: instructor's respect for learners, learners' confidence in instructor, learner voice, and group cohesiveness.</td>
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<td>Tom Valentine, University of Georgia</td>
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<td>Duluth A</td>
<td>Cyber Pedagogy: What 5 Years as Director of a Web-based Masters Program Have Taught Me</td>
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<td>Components of effective, critical, cyber pedagogy with an emphasis on community building, spirit presence, and the barriers and catalysts of technology will be explored in an interactive seminar.</td>
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<td>Gabriele Strohschen, DePaul University</td>
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<td>Brule A</td>
<td>Investigating Reading Difficulties in Adult Learners</td>
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<td>Using the inquiry process, participants will explore ways to identify reading difficulties, develop instructional strategies, and evaluate the results. This is a research-based approach to professional development.</td>
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<td>Merle Davenport, Michigan Department of Corrections</td>
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<td>Nicolet B</td>
<td>The Living Lecture for Adult Learning</td>
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<td>The Living Lecture for Adult Learning will be demonstrated, and each participant will be actively engaged in one of four listening teams (clarification, rebuttal, elaboration, application) to creatively enhance the process.</td>
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<td>John A. Henschke, University of Missouri</td>
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<td>Richard A</td>
<td>Mentoring in Black and White: The Intricacies of Cross-Cultural Mentoring</td>
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<td>Cross-cultural mentoring relationships are sites of struggle around the issues of race, class, and gender. The mentor/protégé relationship offers a microcosmic insight into the power relations in society. The example of one mentoring relationship to illustrate six common issues facing people involved in these relationships is used in this session.</td>
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<td>Juanita Johnson-Bailey, University of Georgia</td>
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<td>Ronald M. Cervero, University of Georgia</td>
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<td>Ontario</td>
<td>Providing Quality Student Support Services for Online Students: Coordinating Needs Between the Technical Support Team and Student Support Units—a roundtable</td>
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<td>East</td>
<td>This roundtable will share the technical support practices encountered by the Human Resource Education Online program at the University of Illinois at Urbana Champaign. Participants will discuss how communications can be improved between the instructional/technical support staff members and other student support service units to provide quality support services for online students.</td>
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<td>Seung-won Yoon, Western Illinois University</td>
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<td>Nicolet A</td>
<td>Questioning Consumption: The Critical Promise of Informal Sites of Consumer Education for Adults</td>
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<td>This session will examine informal sites of consumer education for adults that have the potential to move consumer education outside of its traditional technical locus and into more critical realms.</td>
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<td>Jennifer A. Sandlin, Texas A&amp;M University</td>
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<td>Joliet B</td>
<td>Race and Continuing Legal Education</td>
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<td>This session will present the results of a study which investigated the role of race in the practice of law and the role continuing legal education can play in addressing the issue of race in the profession.</td>
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<td>Lorenzo Bowman, University of Georgia</td>
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<td>Brule B</td>
<td>Students with Disabilities in Higher Education: Faculty Willingness to Provide Accommodations</td>
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<td>Learners with disabilities need accommodations for success in higher education. This session discusses results and implications of a study with 245 faculty from a South-Central land grant university in the United States.</td>
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<td>Shaila Rao, Western Michigan University</td>
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<td>Barbara C. Gartin, University of Arkansas</td>
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Richard B
The Coming Management Crisis in Community Colleges
Many community college administrators are approaching retirement. This session focuses on the preparation of future community college leaders when some estimate that 50% of management will retire in the next five years.
Donna Amstutz, University of Wyoming

Nicolet B
Experiential Education and Adult Students in Higher Education
Experiential education is a transaction and transformational process wherein students experience changes in feelings, judgments, and knowledge. Students build new skills and learning through direct learning experiences.
Chris Chaves, National University-Redding

Ontario East
Going to the Nursing Home to LIVE—a roundtable
Nursing home providers must positively respond to negative images. No one person can transform attitudes, but this roundtable will discuss how one person can start the process, which will not be easy or quick.
Sally Damm, P zie Ponderings

Ontario East
It's a Great Time for Learner Resistance in Critical Adult Education—a roundtable
This roundtable will present preliminary findings of a study about learner resistance in management education courses with explicit critical stances. Focus will be on a discussion of ways to re-engage learners.
Catherine H. Monaghan, University of Georgia

Brule B
A Model of Women's Gender Consciousness Development
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 proposes different levels and development issues.
Laura J. Bierema, University of Georgia

Joliet B
Planning for University Continuing Education Credit Programs
This session will provide a pro-active, step-by-step process for developing, organizing, and implementing individual program plans for continuing education credit programs. This process provides a model that is viable and responsive to the competitive environment; is focused on resource maximization; and has accountability measures built into the process.
Jaclynn C. Tracy, Eastern Michigan University
Dawn Malone, Eastern Michigan University
Dan Gaymer, Eastern Michigan University

Brule A
Project IDEAL: Ohio's Experience with Distance Instruction in the ABLE Classroom
The journey to date of administrators and coordinators from four of Ohio's selected pilot sites, including establishing, developing and implementing distance instruction in Adult Basic and Literacy Education programs, will be shared.
Kimberly S. McCoy, Kent State University-Ohio Literacy Resource Center

Richard A
Race, Ethnicity, and Institutional Learning: How Colleges and Universities Manage Diversity
College campuses have experienced tremendous growth in faculty, staff, and students from racially and ethnically diverse backgrounds. They have initiated a variety of approaches to assist their organizations to become multicultural.
Larry G. Martin, University of Wisconsin-Milwaukee

Duluth B
The Transformative Learning Experience in the Process of New Immigrants' Identities Negotiation
This study attempted to bridge the literature of identity negotiation and the theory of transformative learning by discussing how the process of identity change might lead transformative learning.
Hui-wen Tu, Pennsylvania State University
Ian Baptiste, Pennsylvania State University

Duluth A
Voluntarism: A Way to Develop a Sense of Global Responsibility
Regardless of geographic location, voluntarism creates an opportunity for personal fulfillment, professional commitment and social responsibility. Volunteers engage in activities for social and community development, and they benefit personally and professionally.
Peter J. Mruk, Ball State University
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<td>9:00-11:00</td>
<td>COMMISSION OF PROFESSORS OF ADULT EDUCATION</td>
<td>Nicolet A &amp; B</td>
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<td>Cracker Barrel Informal Session</td>
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MAACE is an organization dedicated to:

- Serving the professional needs of adult educators in the Michigan
- Promoting the practice of adult education as a vital contribution to the lifelong educational development of individuals.
- Fostering unity and cooperation among all persons and group concerned with adult education

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All assisted in a variety of ways to make sure conference participants could say, “It was a Great Time in Detroit!”

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