Festival of Learning: A Celebration of Adult Education

November 5–10, 2006
Hyatt Regency Milwaukee Hotel
Milwaukee, Wisconsin
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November 7, 2006

Welcome Colleagues and Friends,

Welcome to Milwaukee and to the 55th Annual American Association for Adult and Continuing Education conference. AAACE is pleased to host a conference of creative and energetic professional adult educators to learn and to network among others both nationally and internationally.

Milwaukee is a city that is emerging as a premier destination, yet it remains steeped in the values and traditions that make it the Genuine American City. Bold, beautiful and spectacularly progressive—the perfect summation of what Milwaukee is today. It’s still the place where you can best experience the very spirit and values American is built on. Known as the “City of Festivals,” Milwaukee cerebrates its diversity, where a wide variety of cultures come together from neighborhoods rich with ethic heritage and historic sites to diverse attractions and lakefront festivals.

Our conference committee has worked hard to prepare the general sessions, concurrent sessions, workshops and roundtable discussions addressing current trends and practices in adult education. Visit our exhibit area for information on current teaching materials and take some time to network over coffee while greeting old friends and making new ones. All were designed to challenge and enlighten you.

While you are in Milwaukee, we hope you will be able to avail yourself of the historical, ethnic and cultural aspects of the city.

Welcome to Wisconsin! We are delighted you are here.

Sincerely,

Marjean Buckner, RN, EdD
President AAACE
AAACE
The American Association for Adult and Continuing Education
10111 Martin Luther King Jr Hwy, Suite 200C
Bowie, Maryland 20720
301-459-6261
aaace10@aol.com
Cle Anderson, Association Manager

Milwaukee 2006 AAACE
Program Committee
Kathy Guglielmi, Chair
Joyce Bourque,
Joanne Orabone

Local Arrangements Committee
Mesut Akdere, Adult and Continuing Education Leadership, UWM
Wendy Arena, Madison Area Technical College
Michele Bria, Executive Director, Journey House
Simone Conceição, Adult and Continuing Education Leadership, UWM
Barbara Daley, Adult and Continuing Education Leadership, UWM
Sandra Waldschmidt, Associate Dean, College of Professional Studies, Marquette University
Marv Echols, Milwaukee Area Technical College
Elizabeth Evans, Program Director, Management and Communication Concordia University Wisconsin
Elizabeth Fayram, Director of Nursing Continuing Education, UWM
Bob Fields, Student, Northern Illinois University
Mary Ann Jackson, ABE Consultant, Wisconsin Technical College System
Alan Knox, University of Wisconsin
Mark Krueger, Dean, School of Continuing Education, UWM
Larry G. Martin, (Committee Chair) Adult and Continuing Education Leadership, UWM
Gloria Pitchford-Trice, Dean, Pre-College Education Division, Milwaukee Area Technical College
Wilma Robinson Adult and Continuing Education, Carroll College
Regina Smith, Adult and Continuing Education Leadership, UWM
AAACE 2004-2005 Board Members

AAACE Board of Directors
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Hazel Showell, Commission of Affiliate Organizations (CAO)
Marcie Boucouvalas, Commission of International Adult Education (CIAE)
Grey Edwards, Jr., Commission of Military Education & Training (CMET)
Deborah LeBlanc, Commission of Community, Minority & Non-Formal Education (CMNFE)
Catherine Hansman, Commission of Professors of Adult Education (CPAE)
Linda D. Sayre, Commission of Workforce and Professional Development (CWPD)
Clare Klunk, Commission of Workforce and Professional Development (CWPD)

AAACE Past Presidents

Conference Schedule

PRE-CONFERENCE

SUNDAY, November 5, 2006
1:00 PM – 3:00 PM  Commission on International Adult Education (CIAE)

MONDAY, November 6, 2006
8:00 AM – 5:00 PM  Commission on International Adult Education (CIAE)
9:00 AM – 12 Noon  ALTN – Web Page Essentials
1:00 PM – 4:00 PM  ALTN – Distance Learning Tools & Techniques

TUESDAY, November 7, 2006
7:30 AM – 4:00 PM  Commission on Military Adult Education and Training (CMET)
8:00 AM – 2:00 PM  Commission on International Adult Education (CIAE)
9:00 AM – 2:00 PM  Commission on Minority and Non-formal Education (CMNFE)
12 Noon – 2:00 PM  Student Open House

CONFERENCE

TUESDAY, November 7, 2006
7:30 AM – 5:00 PM  Registration
3:00 PM – 4:30 PM  Opening Session (Keynote Speaker: Jost Reischmann)
4:30 PM – 6:00 PM  Opening of Exhibits
6:00 PM – 8:00 PM  Welcome Reception

WEDNESDAY, November 8, 2006
7:30 AM – 5:00 PM  Registration
8:00 AM – 5:00 PM  Exhibits Open
8:00 AM – 11:45 AM  Concurrent Sessions
10:15 AM – 10:45 AM  Break
12:00 Noon – 1:15 PM  Lunch (Speaker: Kenneth Goodman)
1:30 PM – 5:00 PM  Concurrent Sessions
1:30 PM – 4:00 PM  Board Meeting (with Break from 3:00–3:15 PM)
4:00 PM – 5:30 PM  Commission on Workforce and Professional Development (CWPD)
6:00 PM – 10:00 PM  Oktoberfest Dinner
THURSDAY, November 9, 2006

7:30 AM – 8:00 PM    Registration
7:30 AM             Past President's Breakfast
8:00 AM – 12 Noon   Exhibits Open
8:00 AM – 11:45 AM  Concurrent Sessions
10:15 AM – 10:45 AM Break
11:00 AM            Commission of Community, Minority & Non-Formal Education (CCMNFE)
12 Noon – 1:15 PM   Awards Luncheon (Speaker: Susan Porter Robinson)
1:30 PM – 2:30 PM   Adult Education Quarterly (AEQ) Annual Report Meeting
1:30 PM – 5:00 PM   Concurrent Sessions
3:00 PM – 8:00 PM   Commission of Professors of Adult Education (CPAE)
                     Open Evening for Attendees

FRIDAY, November 10, 2006

8:00 AM – 12:00 NOON Educational Policy Day
7:30 AM – 6:00 PM    Commission of Professors of Adult Education (CPAE)
12 Noon – 1:30 PM   AAACE Business Meeting (Light Lunch Served)
2:00 PM             Closing Session
Speakers

Jost Reischmann

Prof. Dr. Jost Reischmann is chair of Andragogy at Bamberg University, Germany. He is President of the International Society for Comparative Adult Education ISCAE. In 1998, he received from AAACE (American Association for Adult and Continuing Education) the President’s Award for Exceptional and Innovative Leadership in Adult and Continuing Education. 1999 he was inducted in the International Adult and Continuing Education Hall of Fame; 2006 he was elected in the board of directors. He has extensively and in manifold international contexts presented, edited, and written about adult education, with eight books and more than 160 articles to his credit. His works include Evaluation in Adult Education, Open Learning of Adults, and Learning How to Learn. His academic work specializes on theory of adult education, didactics, evaluation, and international comparative adult education. He attended many AAACE conferences since 1982 (San Antonio, TX) and brought several times groups of his students to these conferences. For many years he cooperates with adult education and training institutions in business and general adult education, especially in train-the-trainer programs.

For 20 years he has partnered the international professional exchange between colleagues and institutions in more than 30 countries through the International Society for Comparative Adult Education (ISCAE) and actively supported the exchange of ideas and persons. In 1995, Dr. Reischmann organized ISCAE’s first conference in Bamberg, Germany, attracting researchers from 15 countries. Through his activities and fund raising, he enabled the participation of colleagues from various (especially eastern) countries. He headed the second ISCAE conference in Ljubljana, Slovenia, in 1998. He initiated the publication of the results of these conferences in the first international summary of research on comparative adult education, Comparative Adult Education 1998, and in 1999 wrote the first history of ISCAE in Ljubljana. The third conference was held in 2000 in St. Louis, Missouri.

Kenneth W. Goodman

Kenneth W. Goodman, Ph.D., is co-director of the University of Miami’s Ethics Programs, including its Business Ethics Program, and founder and director of the Bioethics Program and its Pan American Bioethics Initiative. These initiatives are devoted to education, research and community service.

Dr. Goodman is an Associate Professor in the University of Miami’s Department of Medicine, with appointments in the Departments of Philosophy, Anesthesiology, School of Nursing and Department of Epidemiology and Public Health.

He has recently published a book about ethics and evidence-based medicine for Cambridge University Press and, with a colleague, prepared a book of case studies in ethics and health computing for Springer-Verlag. He has co-authored a book on ethics in public health and one on artificial intelligence; edited a book on ethics and medical computing; co-edited a book on artificial intelligence; and published and presented numerous articles in bioethics; including end-of-life care, the philosophy of science, and computing. His articles have also appeared in the Chicago Tribune, the Miami Herald, the New York Times and the South Florida Sun-Sentinel.
Susan Porter Robinson

Ms. Robinson is the Vice President for Lifelong Learning at the American Council on Education and heads the Center for Lifelong Learning that in 1942 pioneered the evaluation of education and training attained outside the classroom. The programs that ensued from that vision include the Military Programs and the College Credit Recommendation Service, which works with the nation's employers to recommend college credit for workplace training and education. In addition, the Center plays a key role in shaping national lifelong learning policy. It also oversees four military and corporate transcript services that hold the evaluated college-level learning of more than six million adult learners.

Besides coordinating ACE's Commission on Lifelong Learning, Ms. Robinson serves on national boards, including appointments by two Secretaries of Agriculture to the U.S. Department of Agriculture Graduate School Board of Trustees and service on the Board of Directors of Servicemembers Opportunity Colleges where she is past chair. Ms. Robinson has also served on several national committees including the National Workplace Learning Conference; Vice President Gore's Leadership Work Group on 21st Century Skills; and Secretary Rumsfeld's Education Roundtable. In addition, Ms. Robinson is Honorary Advisor at the University of Hong Kong's School of Professional and Continuing Education and a lifetime appointee to the Secretary of Defense's civilian outreach program.

Ms. Robinson received her undergraduate and graduate education at Marywood University and Duke University. She has written widely on issues of adult psychology for major newspapers and professional journals, and today speaks frequently on lifelong learning issues both nationally and internationally. Ms. Robinson also co-authored Going to Plan B: How You Can Cope, Regroup, and Start Your Life on a New Path, published by Simon and Schuster, and nominated for a national award. Most recently Ms. Robinson received an Honorary Doctorate of Humane Letters from Excelsior College for her outstanding national leadership in lifelong learning in higher education. She has been with the American Council on Education for twenty-one years.
Exhibitors

McGraw-Hill/Contemporary
130 E. Randolph St
Suite 400
Chicago IL 60601
312-233-6500
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Brattleboro VT 5302
802-257-7779
Andy Burrows
ray@prolinguaAssociates.com

Pearson Longman ESL
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White Plains NY 10606
914-287-8059
Barbara McIntosh

AAACE would like to thank
David Brightman
Editor, Higher and Adult Education Jossey-Bass, A Wiley Imprint
for co-sponsoring the CPAE reception
Jossey-Bass-Wiley
989 Market Street
San Francisco, CA 94103
dbrightm@josseybass.com
## Personal Schedule

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### Personal Schedule

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## Concurrent Sessions

### Wednesday, November 8

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<tr>
<td>Creating a Personalized, High-quality Learning Environment for Adults with Learning Disabilities</td>
<td>Eileen Brennan, Ph.D.</td>
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<td>Lake Shore B</td>
<td>Adults with Learning Disabilities</td>
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<td>Redefining Retirement: Seven Approaches to Learning and Doing New Things in Later Life</td>
<td>Dr. Grace Mitchell</td>
<td>A study of 200 baby boom women who will retire during the next 18 years resulted in the identification of seven approaches to learning new things, including discovering new careers.</td>
<td>Crystal Room</td>
<td>Aging</td>
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<td>Cohort in Adult Education: A Graduate Program in Adult Education Examined from the Learners' Perspectives</td>
<td>Gabriele Strohschen, Gloria Andrews, Deborah Benford, Virginia Heaven, Carol Kranitz, Glenn Orzechoskie, Horace Taffe, Elizabeth Wersells, Vincent Wiggins, Tracy Jaeger, Kate Donovan</td>
<td>Students and their mentors in an adult education graduate program examine their experience in this pioneer program at DePaul University's School for New Learning.</td>
<td>Lake Shore A</td>
<td>Colleges and Universities</td>
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<td>Aren't We Family? Gay Men of Color Negotiate Queer Space in Higher Education</td>
<td>Mitsunori Misawa, M.Ed.</td>
<td>This study examines experiences of gay male students of color in higher education. It provides better understanding of how those experiences and Queer Space influence their academic citizenship.</td>
<td>Executive D</td>
<td>Colleges and Universities</td>
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<td>Community-based Women Learning and Enterprise in Taiwan: A case that emerged after 921 Chi-chi earthquake</td>
<td>Yahui Fang</td>
<td>The case exemplifies several marginalized women who transformed themselves from earthquake victims of devastating 921 Chi-chi earthquake in Taiwan to social entrepreneurs contributing to local community development through collaborative learning and empowerment.</td>
<td>Executive C</td>
<td>Community and Non-Formal Education</td>
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<tr>
<td>Community Learning in a Community University: An Innovative Taiwan's Experience</td>
<td>Ching-jung Ho</td>
<td>This study explores how a community university adopts strategies of community learning and succeeds in organizing an organic cultivation team involved in the revival of the local rice industry</td>
<td>Executive B</td>
<td>Community and Non-Formal Education</td>
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<td>Heuristics for Negotiating Democratically at Multiple Planning Tables</td>
<td>Dan Folkman, Deverati Syam</td>
<td>Cervero and Wilson call upon adult educators to negotiate democratically the multiple interests at play in the program planning process. This session explores the need for cataloguing heuristics that practitioners employ as they engage stakeholders in the give and take of program planning, implementation, and evaluation.</td>
<td>Gilpatrick C</td>
<td>Professional Development</td>
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<td><strong>Retirement and the New Basic Literacies</strong></td>
<td>Dr. Grace Mitchell</td>
<td>A study of 150 adults facing retirement examined the increasing need for senior citizens to become more knowledgeable in the areas of technology, finances, legal and medical matters.</td>
<td>Milwaukee A</td>
<td>Aging</td>
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<td>Effective Supervision for Child Welfare Leaders</td>
<td>Deborah Mathews, Lori Herz, Julianne Cabral</td>
<td>We will share the program planning process, including lessons learned, during the development of a supervisory training program at the RI Department of Children, Youth, and Families. Participants will have the opportunity to engage in a teambuilding activity that was critical to the success of this program.</td>
<td>Gilpatrick B</td>
<td>Professional Development</td>
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<td>Enterprise Performance: The Relationship of the Learning Organization and its Dimensions</td>
<td>Deborah Davis, Barbara Daley</td>
<td>Understanding the relationship of a firm's degree of organizational learning and its performance can provide insight into the type of organizational culture that is associated with high levels of performance</td>
<td>Gilpatrick A</td>
<td>Human Resource Development</td>
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<td>Attachment Theory Shaping Adult Development: Impact on Mentor and Protégé Experiences</td>
<td>Rimjhim Banerjee</td>
<td>Attachment styles of mentors and protégés may impact workplace mentoring for career and psychosocial development. Connections between attachment styles, adult development, and mentoring experiences are reviewed in the literature.</td>
<td>Lake Shore B</td>
<td>Adult Psychology</td>
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<td>Research-based Principles for Adult Reading Instruction: Informing Practice</td>
<td>June Crawford, John Kruidenier, NIFL</td>
<td>During this interactive presentation participants will review information from Research-based Principles for Adult Reading Instruction, learning about specific strategies educators can use to help develop their reading ability</td>
<td>Lake Shore C</td>
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<td>The Role and Function of Critical Thinking and Advocacy in accelerated Adult College Education</td>
<td>Dr. Warren Braden, Sr.</td>
<td>This session will illustrate the effective use of critical thinking as a methodology for creating and sustaining advocacy and social justice among traditionally underrepresented and marginalized adult college students.</td>
<td>Executive D</td>
<td>Colleges and Universities</td>
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<td>Data-Driven Instruction: Letting Students Decide</td>
<td>Jennifer Gaster</td>
<td>There have always been a number of well-educated and highly motivated students that enter test prep programs with specific scoring goals. However, there are a far greater number who enroll under-prepared and with no goal for the course. This session presents the benefits of providing students with personal and assessment data in classrooms that can help them establish realistic goals for improvement.</td>
<td>Crystal Room</td>
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<td>Military Voluntary Education, the Gold Standard for Transnational Education</td>
<td>Dr. Kathy Snead, Cynthia Cyndric</td>
<td>US Voluntary Education programs are a prime example of &quot;Transnational Education,&quot; a term defined by Glenn R. Jones. The presentation will explore the concept which promotes access for a global workforce.</td>
<td>Executive A</td>
<td>CIAE and CMET</td>
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<td>The Dance of Sustainability: Community-School Partnerships and Their Multiple Partners</td>
<td>Michelle Bria</td>
<td>Findings from a 5-year qualitative case study (1999-2003) will be used to demonstrate how multiple actors ranging from grassroots community-based organizations to the power elite are required to sustain effective community-school partnerships.</td>
<td>Executive B</td>
<td>Funding Sources</td>
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<td>Effective Instructional Techniques for Adult Learning Both in College Classrooms and Community Centers</td>
<td>Sandra Seay</td>
<td>This session will be a description of identical techniques used to teach aspiring school superintendents, college leaders, adults enrolled in community programs and adults employed by community agencies.</td>
<td>Executive C</td>
<td>Community and Non-Formal Education</td>
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<td>Adult Learners and World Affairs: Perceptions of Learning Experiences and Implications for Practice</td>
<td>Susan Yelich Biniecki, Simone C. O. Conceição</td>
<td>This session will discuss findings of a phenomenological study focusing on adult learners' perceptions of their world affairs learning experiences and their experiences at world affairs educational programs.</td>
<td>Milwaukee B</td>
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Concurrent Sessions

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<td>Local Experience of PFLAG program in Taiwan — Critical Literacy of Queer’s Parents</td>
<td>Keng-Yu Cho</td>
<td>This study explores how Taiwanese parents accept sexual orientation or gender identity of their LGBT children</td>
<td>Ballroom</td>
<td>Minority and Human Rights</td>
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<td>Enhancing Adult Problem-Solving, Decision-Making, and Life-Long learning: Skills for Organizational Success through Self-Reflective Practice</td>
<td>Tracy Schweitzer</td>
<td>Reflection on one’s self-components and organizational competencies is a teaching tool that can increase adult learners’ problem-solving, decision-making, and life-long learning skills for success in today’s complex work environments</td>
<td>Ballroom</td>
<td>Vocational and Career Education</td>
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<td>The Baby Mama Clique: A Qualitative Analysis of Teenaged Mothers in an Adult Alternative School</td>
<td>Linda Howard, Ed.D., Shanika Taylor, Ed.D.</td>
<td>Describes recent empirical research designed to increase academic achievement through structured mentoring and community-building activities.</td>
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Wednesday, November 8

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<td>Diversity in Higher Education: International Students in the U.S. Colleges and Universities</td>
<td>Yi-Chen Lu</td>
<td>There are four sections of the session, 1) benefits to the university, 2) benefits to the resident student, 3) what can Universities provide for students, and 4) linkages between US and foreign universities</td>
<td>Milwaukee A</td>
<td>International</td>
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<td>Translating Research into Practice: Pain – The Science in the Art of Nursing</td>
<td>Susan Fuhrman</td>
<td>The presentation will provide a practical explanation of how to use theories and research to enhance pain management care delivery.</td>
<td>Gilpatrick C</td>
<td>Continuing Professional Education</td>
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<td>Students’ Multiple Perspectives of Freirean Thought Derived from a Study Abroad Program in Brazil</td>
<td>Bob Fields, Karen Alexander-Charles, Lyn Hughes, Susan Warren</td>
<td>NIU faculty and students will present their varying perspectives on a Brazilian Study Abroad Trip. They will discuss adult education and its transfer from theory to practice examining Freirean Thought, Social Movements, and afro-Brazilian Culture</td>
<td>Gilpatrick B</td>
<td>Professional Development</td>
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## Concurrent Sessions

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<thead>
<tr>
<th>Title</th>
<th>Presenter(s)</th>
<th>Abstract</th>
<th>Room</th>
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<tbody>
<tr>
<td>Subject Matter Experts: Teaching Themselves to Teach Adult Learners</td>
<td>Diane Erickson</td>
<td>Subject matter experts with little pedagogical expertise are frequently used to teach in high-demand fields. This session explores what one group of subject matter experts, certified flight instructors, know and believe about teaching adults to fly.</td>
<td>Gilpatrick A</td>
<td>Professional Development</td>
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<tr>
<td>Pick a Card, Any Card: Using Game-based Learning with Adults</td>
<td>Michelle N. Anderson</td>
<td>Games engage learners in actively using new content while simultaneously strengthening skills in problem-solving, decision making, and communication. “Pick a Card” draws on an innovative method for creating interactive games</td>
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<tr>
<td>Bridging the Gap Between Gamer and Traditional Learner Expectations</td>
<td>Clare D. Klunk, Ph.D.</td>
<td>How can we engage the gamer and traditional learner in the same course? This interactive presentation explores the impact of technology on your preferred learning/instructional style and on student participation in class.</td>
<td>Lake Shore B</td>
<td>Distance Learning and Technology</td>
</tr>
<tr>
<td>Preparing Adult Educators for a World of Diversity</td>
<td>Patricia Coberly, Ed.D</td>
<td>Activities and Lessons are introduced to circumvent initial trepidation when departing comfort zones for novel cultural experiences as participants' beliefs and definitions are challenged through innovative activities and projects.</td>
<td>Lake Shore A</td>
<td>Professors of Adult Education</td>
</tr>
<tr>
<td>How Gender, Race and Class Have Shaped Adult Education Scholarship Over the Decades</td>
<td>Colleen Marie McDermott</td>
<td>This session explores ways in which white male dominance has framed the field of adult education. Using tools from feminist critical analysis, an attempt is made to reframe this history.</td>
<td>Executive B</td>
<td>History and Philosophy of Adult Education</td>
</tr>
<tr>
<td>An Invitation to Re-Celebrate Humanistic Adult Education with Grundtvig, Lindeman, and Freire</td>
<td>Mejai B. M. Avoseh</td>
<td>Drawing from Humanistic Efforts of Grundtvig, Lindeman, and Freire, this paper argues that humanistic concerns of adult education are imperatives in salvaging today's adult learners from the rapid changes of globalization</td>
<td>Milwaukee B</td>
<td>History and Philosophy of Adult Education</td>
</tr>
<tr>
<td>Adult Learners with Attention Deficit/ Hyperactivity Disorder in and out of the classroom</td>
<td>Joyce E. Bourque, M.A.</td>
<td>Many adults are entering formal classroom settings without knowing they have ADHD. This session will discuss tools and techniques to help these students be successful learners.</td>
<td>Executive D</td>
<td>Adults with Learning Disabilities</td>
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<tr>
<td>Tune in to Adventures in Transformative Learning</td>
<td>Barbara P. Heuer,</td>
<td>Presenters will demonstrate and discuss the creation, content and potential of their free podcast series, “Adventures in Transformative Learning,” using Internet audio files, these “conversations” offer discussion, interviews and resources of interest to adult learners.</td>
<td>Milwaukee B</td>
<td>Distance Education and Technology</td>
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<td>Kathleen P. King</td>
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<td>Wednesday, November 8 1:30 PM</td>
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<tr>
<td>Developing Culturally Responsive Urban Faculty</td>
<td>Elizabeth Evans</td>
<td>This session focuses on development of culturally responsive teaching in higher education offered in urban areas. Through critical and transformative lenses, suggestions are provided for reflective activities and processes.</td>
<td>Executive D</td>
<td>Professional Development</td>
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<tr>
<td>Tools and Resources for Teachers of Nonnative English-Speaking Immigrants</td>
<td>Sarah Young</td>
<td>The presenters share Web and print resources (e.g., reports, FAQ’s, database, toolkits) designed for practitioners and program coordinators who work with immigrants in adult ESL and other adult education contexts.</td>
<td>Executive B</td>
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<td>Observing Cognitive Engagement in the Adult Literacy Classroom</td>
<td>Tom Valentine, Judy Milton, Anastasiya A. Lipnevich, Hal Beder</td>
<td>This session reports on a research study in which teachers evaluated the cognitive engagement of adult literacy students. Video clips of students were holistically scored by teachers. Implications for practice are discussed.</td>
<td>Crystal Room</td>
<td>Literacy</td>
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<td>Beyond Culture Shock: Short-term Study Abroad for Adult Learners as a Process of Self-Formation</td>
<td>John Dirks, Jody Jessup Anger, John Brender, Bernard Gwekwere</td>
<td>This session explores cross-cultural experiences as a process of inner work and self-formation. This perspective stresses the affective dimensions of the experience of difference in coming to know the self within international education.</td>
<td>Lake Shore C</td>
<td>International</td>
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<tr>
<td>Culinary Tourism as Adult Education</td>
<td>Charles A. Baker-Clark</td>
<td>Culinary tourism has emerged as a popular activity in which people learn about food within a cultural context. These activities may include cooking lessons, visits to local markets and artisanal food produces, and participation in local festivals.</td>
<td>Executive C</td>
<td>Community and Non-Formal Education</td>
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<tr>
<td>Evidence-based Instructional Strategies That Promote Meaningful Learning</td>
<td>Nicholas V. Palmieri</td>
<td>The field of Educational Psychology has much to offer professors of adult education. The practical significance of Richard Mayer's Evidence-Based Constructivist Theory will be examined and discussed.</td>
<td>Executive A</td>
<td>Professors of Adult Education</td>
</tr>
<tr>
<td>Andragogy or Pedagogy or Andragogy and Pedagogy?</td>
<td>Peter Jarvis</td>
<td>An examination of experiential learning theory examining both primary and secondary experience suggests that we learn from both types but that learning from secondary experience is a later phenomenon.</td>
<td>Lake Shore B</td>
<td>Adult Psychology</td>
</tr>
<tr>
<td>Influences on Teacher Decision-Making in the Correctional Education</td>
<td>Jonathan E. Messemer, Ed.D.</td>
<td>This session will discuss the survey results of 427 correctional education teachers as to the dimensions that influenced their own power to make decisions in the classroom.</td>
<td>Lake Shore A</td>
<td>Correctional Education</td>
</tr>
<tr>
<td>Integration of Adult Education and Human Resource Development in Academia: Program Implications</td>
<td>Simone C. O. Conceição, Mesut Akdere</td>
<td>Adult Education and HRD have traditionally worked as separate fields serving different learners. This presentation investigates the current status of academic programs of both fields and discusses program implications.</td>
<td>Milwaukee B</td>
<td>Human Resource Development</td>
</tr>
<tr>
<td>The Reform and Practice of Distance Education in Japan-Centered on the Open University</td>
<td>Szu-Yuan Peng, Chih-Mei Peng</td>
<td>This session examines the recent reform and practice of open and distance learning in Japan.</td>
<td>Milwaukee A</td>
<td>Distance Learning and Technology</td>
</tr>
<tr>
<td>ROUNDTABLE: University Education and Wage Employment as Predictors of Women Empowerment in Nigeria</td>
<td>John Adeboye Aderinto</td>
<td>Data analyzed from 200 women sampled showed no significant influence of university education on the economic empowerment of Nigerian women.</td>
<td>Ballroom</td>
<td>Women's Issues, Status, and Education</td>
</tr>
<tr>
<td>ROUNDTABLE: Is Affiliate Faculty the Answer for the Demand of Non-Traditional Classroom and On-line Programs?</td>
<td>Kristi Frush, Kalpana Muetz</td>
<td>Participants will analyze the issues that impede quality facilitation when affiliate faculty are used and examine possible solutions for faculty development.</td>
<td>Ballroom</td>
<td>Colleges and Universities</td>
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## Concurrent Sessions

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<tr>
<td><strong>ROUNDTABLE:</strong> Enhancing Partnerships: Keys to Successful Program Management and Administration</td>
<td>Sylvia Forbes</td>
<td>How do you guide many organizations in the planning of one conference? Successful partnerships and programs require organization, communication and flexibility. Practical strategies for success will be shared.</td>
<td>Ballroom</td>
<td>Program Management and Administration</td>
</tr>
<tr>
<td><strong>ROUNDTABLE:</strong> Mental Health Day: Body and Mind Learning Together</td>
<td>Susan Dawson, Ed.D., APRN, BC</td>
<td>This session examines the relationship between the body and mind when stressed. In the process of learning, awareness of the body/mind connection enhances ability to learn. Taking a mental health day is vital to success.</td>
<td>Ballroom</td>
<td>Health Education</td>
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### Wednesday, November 8

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<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Julius Nyerere and Adult Education for Development: Revisiting the Ujamaa</td>
<td>John Soka, Mejai B. M. Avoseh</td>
<td>This paper explores Nyerere's philosophy of adult education. It uses the authors' knowledge of Africa and the primary author's experiences in Nyerere's Tanzania to discuss the Ujamaa in adult education.</td>
<td>Crystal Room</td>
<td>Community and Non-Formal Education</td>
</tr>
<tr>
<td>Planning Needs-based, Systematic Professional Development</td>
<td>Kirsten Schaetzel, Chris Vandal</td>
<td>Presenters provide tools for designing professional development based on student and teacher data analysis. An example of a plan for teachers of adult English language learners in Wisconsin is presented.</td>
<td>Milwaukee B</td>
<td>ESL and International Education</td>
</tr>
<tr>
<td>&quot;Critical Pathways&quot;. A Holistic Approach to the Educational and Vocational Needs of People with Disabilities</td>
<td>Kristin Balfanz-Vertiz, Heidi Curran</td>
<td>Particularly in the inner city, people with disabilities face many obstacles in reaching their goals. We examine how this program assists participants in overcoming barriers and working toward their aspirations.</td>
<td>Lake Shore C</td>
<td>Adult Learners with Disabilities</td>
</tr>
<tr>
<td>Returning Nurses to Practice: Strategies and Outcomes of an RN Refresher Course</td>
<td>Elizabeth Fayram</td>
<td>Strategies used in an RN refresher course to prepare inactive nurses for return to work will be presented. Outcomes including increased confidence and return to practice will be described.</td>
<td>Gilpatrick C</td>
<td>Workforce Development</td>
</tr>
<tr>
<td>Adult Education and Social Capital: Comparative Perspectives from South Korea and the United States.</td>
<td>Dr. Tae-jun Kim</td>
<td>This session will explore the role of adult education in building social capital in two countries. The interaction between educational and institutional and interpersonal trust will be highlighted.</td>
<td>Lake Shore B</td>
<td>International</td>
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### Concurrent Sessions

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<tr>
<td>Sociocultural Adult Learning: Understanding “Rural Character” and Community Action.</td>
<td>Susan Bracken</td>
<td>This session used sociocultural adult learning theories in situated cognition and activity theory as a framework for exploring how rural character can shape community action groups.</td>
<td>Executive B</td>
<td>Professors of Adult Education</td>
</tr>
<tr>
<td>Making Meaning of Our Learning and Teaching: A Journey of Discovery</td>
<td>Pooneh Lari, Colleen Aalsburg Wiessner</td>
<td>This session presents data on how adult education graduate faculty discover and examine their assumptions about teaching and learning in traditional and online environments.</td>
<td>Executive A</td>
<td>Professors of Adult Education</td>
</tr>
<tr>
<td>Accentuate the Positive: The Potential of Positive Psychology for Adult Education</td>
<td>Ralph Brockett, Michelle Anderson, Yiyang Fan,</td>
<td>Positive psychology holds much potential for improving adult learning. This session will introduce participants to positive psychology, its potential and concerns.</td>
<td>Lake Shore A</td>
<td>Adult Psychology</td>
</tr>
<tr>
<td>Life Journeys of a Gay Man of Color: Transformational Experiences through Regular Exercise.</td>
<td>Mitsunori Misawa</td>
<td>This study anaalyzes a gay man of color’s transformational experiences through an autoethnographic study and examines how he managed difficult times in his graduate study.</td>
<td>Executive D</td>
<td>Health Education</td>
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### Wednesday, November 8 4:00 PM

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<tr>
<th>Title</th>
<th>Presenter(s)</th>
<th>Abstract</th>
<th>Room</th>
<th>Strand</th>
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<tbody>
<tr>
<td>Systems Thinking and Dewian Philosophy: A Common Linkage</td>
<td>Marcia Hagen, Elizabeth Grayden</td>
<td>We assert that Dewey and his educational theories are a predecessor to modern Systems Thinking, illustrating Dewey’s philosophical underpinnings with Systems Thinking by explaining each subject individually, then illustrating linkages.</td>
<td>Lake Shore C</td>
<td>Human Resource Development</td>
</tr>
<tr>
<td>Invisible Perspective: Revealing Experiences of Gay Male Students of Color in Higher Education</td>
<td>Mitsunori Misawa</td>
<td>This study demonstrates how the intersection of race and sexuality impact gay men of color in higher education and provides recommendations for educators and administrators to reach those students appropriately.</td>
<td>Executive D</td>
<td>Minority and Human Rights</td>
</tr>
<tr>
<td>Motivation for Adult ESL Learners</td>
<td>Hui-Hua Chen</td>
<td>This session explores useful teaching strategies to motivate Adult ESL learners, to help them set goals and see that learning English is fun.</td>
<td>Executive B</td>
<td>ESL</td>
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## Concurrent Sessions

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<tbody>
<tr>
<td>An Anthropological Perspective of Learning: The Case of Traditional</td>
<td>Dr. Huguette Cornesamy</td>
<td>Drawing upon insights gained from a research study of traditional midwifery education in Mauritius, this session presents the premodern discourse about learning. It then discusses the development of dialogic pedagogy.</td>
<td>Executive C</td>
<td>Professors of Adult Education</td>
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<td>Midwifery, a Sub-Field of Professional Education.</td>
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<tr>
<td>Research as Mutual Learning: Reflections on Two Feminist Researches</td>
<td>Dr. Olutoyin Mejiri</td>
<td>Based on my experience of two fieldworks in Nigeria, I affirm that the process of research is a two-way learning experience, and politics has to guide research on women's concerns.</td>
<td>Executive A</td>
<td>Women's Issues, Status and Education</td>
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<tr>
<td>A Study of Cognitive Strategies of the Adult Learners in the Science</td>
<td>Ming-Yueh Hwang</td>
<td>The purpose of this study was to understand the cognitive strategies and models of the adult learners in science museums. The think aloud method was used to collect data to analyze.</td>
<td>Lake Shore A</td>
<td>Adult Psychology</td>
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<td>Museum.</td>
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<tr>
<td>The Spirit will Catch You to Move Mountains Beyond Mountains under</td>
<td>Michael L. Rowland, Ph.D.</td>
<td>An exploration of the impact of books on health professionals in training as an alternative to cultural competency course. “The Spirit Catches You and You Fall Down”</td>
<td>Crystal Room</td>
<td>Health Education</td>
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<td>the Arc of Justice</td>
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<tr>
<td>Uplifting Black Women: Nannie Helen Burroughs and the National</td>
<td>Donna-Drake-Clarke</td>
<td>Nannie Helen Burroughs opened the National Training School for Women and Girls in 1909 and struggled to keep control of the school, resisting male educators of the National Baptist Convention.</td>
<td>Milwaukee B</td>
<td>History and Philosophy of Adult Education</td>
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<td>Training School for Women and Girls</td>
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### Thursday, November 9

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
<th>Strand</th>
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<tbody>
<tr>
<td>8:00 AM</td>
<td>When Math Just Doesn’t “Add Up” for the Adult Learner</td>
<td>Executive A</td>
<td>ABE</td>
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<td>Bob Khouri</td>
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<td>This session demonstrates how ModuMath multimedia instruction reaches</td>
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<td>hard-to-serve remedial math and algebra students by combining the</td>
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<td>impact of visual images, warmth of audio narration and responsiveness</td>
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<td>Art Project and</td>
<td>Gilpatrick C</td>
<td>Minority and Human Rights</td>
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<td>Aboriginal Community</td>
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<td>Reconstruction- A Case of Tribe Ideology in Taitung, Taiwan</td>
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<td>Jin Yuh Jang, Ching Jung Ho</td>
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<td>The case examines how Aborigines transformed themselves from social</td>
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<td>domination to social entrepreneurs. Through collaborative learning</td>
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<td>and empowerment, it had made contributions to the aboriginal</td>
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<td>community reconstruction and development.</td>
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<tr>
<td>Narrowing the Internet Digital Divide: New Teaching Strategies within an Urban Adult Basic Education Program</td>
<td>James H. Brown</td>
<td>This session describes a culturally inclusive strategy for computer internet literacy within an urban context, using an innovative teaching strategy for a new 5.09 HSED program based in Milwaukee, WI</td>
<td>Lake Shore C</td>
</tr>
<tr>
<td>Effectiveness, Efficiency and Appeal of Instructional Aids in an Online Environment for Adult Learners</td>
<td>Elaine Strachota, Steven Schmidt, Simone Conceição</td>
<td>This presentation will address results of a study that examined the constructs of effectiveness, efficiency and appeal of instructional aids in an online environment for adult learners.</td>
<td>Gilpatrick B</td>
</tr>
<tr>
<td>Developing Your Cultural Competence: Essential Knowledge for more Effective Instruction and Learning</td>
<td>Richard A. Orem</td>
<td>The presenter will discuss the importance of developing cultural competence of adult ESL instructors, including a variety of activities and resources appropriate for a staff development program for part-time instructors.</td>
<td>Lake Shore B</td>
</tr>
<tr>
<td>Systems Planning Evaluation Cycle (SPEC) framework — Systems Approach for Program Development in Distance Education</td>
<td>Henry S. Merrill, Raejean C. Young</td>
<td>This presentation describes the Systems Planning Evaluation Cycle (SPEC) framework, an integrated conceptual process for program and instructional planning, implementation and evaluation within the organizational context of distance education,</td>
<td>Executive B</td>
</tr>
<tr>
<td>The Social and Political Structure of Faculty Ethicality</td>
<td>L. Earle Reybold</td>
<td>How do faculty members characterize and experience professional ethicality? Interviews with 32 education faculty indicate four elements of higher education that structure academic reasoning: standard, information, diversity, and integrity.</td>
<td>Lake Shore A</td>
</tr>
<tr>
<td>“I am one dedicated person working for freedom”: Septima Clark’s contributions to adult education</td>
<td>Dr. Lisa M. Baumgartner</td>
<td>This session presents a critical, feminist lens to unearth Clark’s contributions to social justice adult education. The adult education strategies she utilized are examined through a Freireian framework.</td>
<td>Milwaukee B</td>
</tr>
<tr>
<td>Like Pulling Teeth—Exploring Dental Health Awareness in the Black Church</td>
<td>E. Paulette Isaac, Michael Rowland</td>
<td>This session will present an overview of the health education literature as it pertains to the Black Church with special emphasis on dental awareness and its impact on overall health.</td>
<td>Crystal Room</td>
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## Concurrent Sessions

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<tbody>
<tr>
<td>Sketch of a Human Ideal for Societal Elites</td>
<td>Dr. Kaethe Schneider</td>
<td>A human ideal does not exist for societal elites. It is the object to show that wisdom as a human ideal should apply for the bearers of the greatest responsibility</td>
<td>Milwaukee A</td>
<td>Professors of Adult Education</td>
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<tr>
<td><strong>Thursday, November 9</strong></td>
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<td><strong>9:15 AM</strong></td>
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<tr>
<td>Reflections on the Use of Hybrid/Blended Instructional Model: Faculty Members' Perspectives</td>
<td>Udeme T. Ndon</td>
<td>Hybrid/Blended courses combine the in-person learning communities with the convenience, reflective, and participatory nature of online learning to facilitate engaged learning. This session will share educators' hybrid/blended model lived experiences.</td>
<td>Gilpatrick B</td>
<td>Distance Learning and Technology</td>
</tr>
<tr>
<td>Are You Certifiable? Integrating Adult Learning Methods into Professional Development for Project Managers</td>
<td>Debra Aalsburg Smale, Colleen Aalsburg Wiessner</td>
<td>This session presents processes and outcomes from a collaborative effort by a professional association of project managers to improve a professional development course by integrating adult learning methods.</td>
<td>Gilpatrick C</td>
<td>Professional Development</td>
</tr>
<tr>
<td>The Use of Technology in Teaching English as a Second Language</td>
<td>Yi-Chen Lu</td>
<td>The session will include 1) working with CD-Rom, Video and TV, 2) Computer applications, PowerPoint and WP, and 3) On-line tools</td>
<td>Gilpatrick A</td>
<td>ESL</td>
</tr>
<tr>
<td>Impact of Student Surveys on Instructors' Development</td>
<td>Craig Plain</td>
<td>A qualitative research project that examines the impact student end-of-course surveys has on instructors' development of training skills. Also examined is how Managers change operations in response to survey data.</td>
<td>Lake Shore C</td>
<td>Professional Development</td>
</tr>
<tr>
<td>Adult Learner Acceptance Variables of Web-Based Learning Systems</td>
<td>Daniel Norris</td>
<td>This study identifies technology acceptance variables that effect adult learner acceptance of web-based learning systems. The methodology used, results, and implications for practitioners of adult distance education are discussed.</td>
<td>Executive B</td>
<td>Distance Learning and Technology</td>
</tr>
<tr>
<td>Examination of Asynchronous Communication Patterns in Online Courses and Their Impact on Adult Learner Satisfaction</td>
<td>Robert W. Treat</td>
<td>Asynchronous communication patterns in online courses are associated with learner satisfaction. Kinetic and thermodynamic parameters and social network analysis were used to analyze spatial and temporal patterns of communication.</td>
<td>Executive C</td>
<td>Adult Basic Education</td>
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# Concurrent Sessions

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<tr>
<th>Title</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>Practical Applications of Adult Learning Principles (Andragogy) to Various Educational Organizations and Programs</td>
<td>Dr. John A. Henschke, Dr. Mary K. Cooper</td>
<td>A short presentation on the practical applications of Andragogy in various settings and programs. Participants will inquire into and discuss how they may also apply it in their programs.</td>
<td>Lake Shore B</td>
<td>Colleges and Universities</td>
</tr>
<tr>
<td>How Adult Students Experience Having Their Beliefs Challenged in an Undergraduate Religion Class: A Phenomenological Analysis</td>
<td>Steven B. Frye</td>
<td>Adult learning is a process that often involves examining beliefs and assumptions. This research highlights what stands out for learners as they encounter questions to their beliefs in the classroom.</td>
<td>Executive A</td>
<td>Colleges and Universities</td>
</tr>
<tr>
<td>Multimedia and Multidisciplinarity: Applications of Interactive Media in Teaching Technical Writing at a Regional Campus.</td>
<td>Karen O'Hara</td>
<td>Describing learner-centered multimedia approaches in a diverse multi-age regional campus technical writing course, I examine the implications of incorporating interactive media in writing courses for both non-traditional and traditional students.</td>
<td>Crystal Room</td>
<td>Distance Learning and Technology</td>
</tr>
<tr>
<td>Exploration of a Community College Partnership to Prepare Adult Learners for Health Occupational Careers</td>
<td>Michele Bria, Gloria Pitchford-Trice</td>
<td>Findings from a five-week, pilot summer career explorations in bilingual health occupations will be used to discuss the effectiveness of partnerships between community-based organizations and a Mid-Western, urban technical college.</td>
<td>Lake Shore A</td>
<td>Health Education</td>
</tr>
<tr>
<td>The Confluence of Problem-Based Learning and Collaborative Learning: Reaching Healthcare professionals.</td>
<td>Joseph L. Armstrong, Kevin A. Nolley</td>
<td>The exigency in healthcare will require educators to re-examine our methodologies. As all healthcare professionals are working in more interdisciplinary environments, it is incumbent upon educators to utilize such techniques as collaborative learning and problem-based learning.</td>
<td>Milwaukee B</td>
<td>Health Education</td>
</tr>
<tr>
<td>Practicing What We Preach: Helping Adult Learners Set Learning Objectives, Assessment Strategies, and Learning Activities</td>
<td>Prudence Merton</td>
<td>This session reports on a graduate level course in evaluation and assessment of adult learning that was designed to promote students' participation in constructing learning objectives, activities and an assessment plan.</td>
<td>Milwaukee A</td>
<td>Professors of Adult Education</td>
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# Concurrent Sessions

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<tbody>
<tr>
<td>ROUNDTABLE: The Great Divide: Differing Perceptions of Quality College-Level Writing Between Adult Learners and Adult Educators</td>
<td>Falinda Sue Geerling</td>
<td>Reports on a qualitative study that affirms a 2003 National Commission on Writing in America's Schools and Colleges that students need help with learning to write. How can we as adult educators be part of that process?</td>
<td>Ballroom</td>
<td>Professors of Adult Education</td>
</tr>
<tr>
<td>ROUNDTABLE: Multicultural Parental Involvement as a Social Action</td>
<td>LaMetra Hannah Curry</td>
<td>This study examines the reasons why or what inhibits multicultural parental involvement within a specific school district.</td>
<td>Ballroom</td>
<td>Community and Non-Formal Education</td>
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**Thursday, November 9**

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<tbody>
<tr>
<td>Paradigms of Race, Class &amp; Gender in Leadership Development: Implications for Leadership Training</td>
<td>Sherri Lawless</td>
<td>This discussion session is designed to raise critical questions and suggested strategies for helping leaders confront diversity issues in organizations.</td>
<td>Gilpatrick C</td>
<td>Workforce Development</td>
</tr>
<tr>
<td>The General Studies Degree as a Credential for Employment, Further Education, and Career Change.</td>
<td>Henry Merrill, Joann Alexander-Brown</td>
<td>This session describes General Studies graduates' experiences in employment, further study, and career change. This study describes how higher education addresses the needs of older students.</td>
<td>Executive D</td>
<td>Colleges and Universities</td>
</tr>
<tr>
<td>Listening Tour: Capturing Adult Learners' Views on Improving Recruitment and Retention</td>
<td>Mary Ziegler</td>
<td>This session explores how to engage learners in answering key program questions by describing a project that used focus groups to discover learners' innovative views on improving recruitment and retention.</td>
<td>Gilpatrick A</td>
<td>ABE</td>
</tr>
<tr>
<td>Trainer Perceptions of Culture, Race and Ethnicity on Facilitation of Training Programs: A Global Perspective</td>
<td>Dr. Mari Jo Pesch</td>
<td>This study examined trainers' perception and management of programs with diverse participants.</td>
<td>Lake Shore C</td>
<td>Professional Development</td>
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<tr>
<td>Health Literacy and ABE Learners</td>
<td>Carol Morris, Mary Lynn Carver</td>
<td>This session will provide an overview of a successful and national award-winning health literacy project offered for ABE learners. Participants will learn about what was accomplished and what were the long-term impacts for the adult learners.</td>
<td>Executive B</td>
<td>ABE</td>
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<tr>
<td>Exploratory Analysis of the Literacy Level Required to Read Communications Sent to Parents by Schools</td>
<td>Lillian H. Hill, Thelma Roberson, Elizabeth Conerly Smith</td>
<td>This study analyzed readability of communications sent to parents by schools. Much of the sample was written at too high a grade level, potentially diminishing schools’ successful communications with parents.</td>
<td>Lake Shore B</td>
<td>Literacy</td>
</tr>
<tr>
<td>Sustained Silent Reading: Developing the Habit of Reading in the Adult Literacy Classroom</td>
<td>Patricia Medina</td>
<td>Sustained Silent Reading (SSR) is a period of uninterrupted silent reading. The presenter will demonstrate how adult literacy teachers use this process in the classroom. How to implement SSR in the classroom will be addressed. The connection between in-school and out-of-school literacy practices will be discussed.</td>
<td>Executive D</td>
<td>ABE</td>
</tr>
<tr>
<td>Partnerships in Higher Education: An Educational Work in Process</td>
<td>Margaret H. Mulligan, Joanne L. Walters</td>
<td>Higher education partnerships have untapped potential for students, their institutions, and community partners. Establishing a community partnership contract with articulated goals and expectations is essential for success for all partners.</td>
<td>Executive A</td>
<td>Colleges and Universities</td>
</tr>
<tr>
<td>Learning to Write at the Doctoral Level</td>
<td>Christine D. Lewinski</td>
<td>This session presents preliminary dissertation findings on doctoral-level academic writing and writer identity. This interactive session includes theoretical perspectives and invites discussion through visual models characterizing academic identity.</td>
<td>Lake Shore A</td>
<td>Colleges and Universities</td>
</tr>
<tr>
<td>Strategic Planning and Program Evaluation within a Continuing Education Program</td>
<td>Elizabeth Fayram</td>
<td>A strategic planning and program evaluation model will be presented, its use within an an academic continuing education program will be explored.</td>
<td>Executive C</td>
<td>Continuing Education Administration</td>
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<tr>
<td>Successful Aging: Determinants of Functional Age</td>
<td>Robert E. Nolan</td>
<td>The study began in 2003 with 16 men over the age of 65 who were unusually active, participating in competitive sports associated with men half their age. This session continues with the study of women over 65 who also participate in strenuous physical activities usually associated with much younger women.</td>
<td>Milwaukee B</td>
<td>Aging</td>
</tr>
<tr>
<td>Conducting Qualitative Research on Race</td>
<td>Lorenzo Bowman</td>
<td>This session will present observations from a study entitled: Black and White Attorney's Perspectives on Race, the Legal System, and Continuing Legal Education. Although the study sought to control for cross racial interview effects, the data revealed that white participants were still not frank in responding to race topics.</td>
<td>Milwaukee A</td>
<td>Professors of Adult Education</td>
</tr>
<tr>
<td>What Military Students Look for When Returning to College</td>
<td>Dr. Kathy Snead, Mack Brooks, Heather Myers</td>
<td>Session highlights key college characteristics, administrative policies, and student services that military students need to succeed in college. Discussion will emphasize how colleges/universities can leverage their Servicemembers Opportunities Colleges (SOC) Consortium membership to attract and enroll this special population of adult learners.</td>
<td>Crystal Room</td>
<td>CMET</td>
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### Thursday, November 9

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<tr>
<td>Factor Structure of Employability Skills Needed to Enter and Succeed in the Workplace</td>
<td>Jim Berger</td>
<td>This presentation will examine the results of a recent survey that resulted in five factors that could lead to obtaining a job or succeeding in the workplace.</td>
<td>Executive C</td>
<td>ABE</td>
</tr>
<tr>
<td>Hidden from View: Challenges of Mentoring Adult Students at a Distance</td>
<td>Dr. Kimberly R. Burgess, Dr. Scarlette Spears Studdard</td>
<td>Navigating the sociocultural dynamics of online learning environments can be an ambiguous enterprise for mentors and facilitators, particularly when the positionalities of their students remain hidden. Experiences from the field are presented.</td>
<td>Executive A</td>
<td>Distance Learning and Technology</td>
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<tr>
<td>Effectiveness of Self-Directed Learning among Volunteer Fire Fighters</td>
<td>Robert E. Nolan</td>
<td>This study was designed to determine the effectiveness of self instruction as a method to improve volunteer firefighter health and safety. This research project was prompted by the research agenda published by the National Fallen Firefighters Foundation.</td>
<td>Crystal Room</td>
<td>Continuing Professional Education</td>
</tr>
<tr>
<td>Learning Transfer: Lessons Learned from Continuing Professional Education</td>
<td>Sandra Ratcliff Daffron, Mary Wehby North</td>
<td>How can adult educators set the stage to help professionals successfully transfer skills and knowledge to their practice? This session investigates how training and working environments, attitudes, and experiences influence transfer of learning for professionals from 7 fields and the role of the adult educator in setting the stage for transfer of knowledge to practice.</td>
<td>Lake Shore A</td>
<td>Continuing Professional Development</td>
</tr>
<tr>
<td>Cultural Resistance, Culture Jamming, and Critical Public Pedagogies of Consumption: Anti-consumption Activism as Adult Education</td>
<td>Jennifer April Sandlin</td>
<td>Anti-consumption social movements utilizing cultural resistance and culture jamming are increasingly practicing critical public pedagogies of consumption. These movements will be discussed as critical sites of adult education and learning.</td>
<td>Executive B</td>
<td>Community and Non-Formal Education</td>
</tr>
<tr>
<td>Family Literacy: The Fifth Component</td>
<td>Carol Morris, Sari Oosta, Jane Friess</td>
<td>Family Literacy programs offer the four components. Come and hear about the wonderful fifth partner, the public library. What role does the library play in family literacy projects for both ABE and ESL projects?</td>
<td>Milwaukee A</td>
<td>ESL</td>
</tr>
<tr>
<td>Life Storying: Creative Arts Approaches to Summative Adult Learning</td>
<td>Colleen Aalsburg, Wiessner, Susan Aalsburg</td>
<td>Developmental theorists posit that older adults seek meaning making of lived experiences. Life stories are only one means commonly used. We present multiple arts-based story methods for facilitating summative learning.</td>
<td>Milwaukee B</td>
<td>Aging</td>
</tr>
<tr>
<td>The Social Support Experiences of African American Students at a Research University</td>
<td>Juanita Johnson-Bailey, Thomas Valentine, Ronald Cervero, Tuere Bowles</td>
<td>The social support experiences of Black graduate students who graduated from a major southern research university from 1962 to 2003 were examined in a comprehensive survey that explored three areas; relationships with faculty, students and the institution.</td>
<td>Lake Shore B</td>
<td>Colleges and Universities</td>
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<tr>
<td>The Importance of Qualitative Assessment in Higher Education Based on Paulo Freire's Philosophy</td>
<td>Hsin-mei Li</td>
<td>The concept of qualitative assessment should not be ignored if we want to promote an environment for lifelong learning. Freire's philosophy on qualitative assessment such as dialogue and critical thinking will be discussed.</td>
<td>Executive D</td>
<td>Professors of Adult Education</td>
</tr>
<tr>
<td>Using Strategic Management Principles in Faculty Development Programs and Efforts</td>
<td>Anne Marie Marlier</td>
<td>Although administrators place increasingly more emphasis on faculty development, funding is limited. Strategic management can increase viability of these efforts as more educational institutions use business models to manage resources.</td>
<td>Gilpatrick B</td>
<td>Program Management and Administration</td>
</tr>
<tr>
<td>ROUNDTABLE: Teaching Online: Does it Influence Face-to-Face Instruction?</td>
<td>Susan Imel</td>
<td>Using the presenter’s own experience and information from the literature, this session will explore the question, “Does online teaching change face-to-face instruction and, if so, how?”</td>
<td>Ballroom</td>
<td>Distance Learning and Technology</td>
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**Thursday, November 9**  
**2:45 PM**

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<tbody>
<tr>
<td>Nature or Nurture? The phenomenon of Isolation in ABE/GED Teaching Practice</td>
<td>Dr. Kimberly Burgess</td>
<td>The absence of teacher community in ABE/GED programs makes it difficult for real change to permeate in practice. Findings from a study of 15 teachers indicate isolation by choice and by circumstance.</td>
<td>Executive C</td>
<td>GED</td>
</tr>
<tr>
<td>Culture of Technology: Perceptions and Impact on Adult Education</td>
<td>Jim Berger</td>
<td>This presentation will examine the culture of technology using a critical theory approach, and examine potential impact on adult learners and ways to improve its use in the classroom.</td>
<td>Executive A</td>
<td>Distance Learning and Technology</td>
</tr>
<tr>
<td>Making the Classroom Interactive through the Use of a Student Response System (clickers)</td>
<td>Janet E. Bitzan, RN, Ph.D.</td>
<td>A new technology known as “clickers” is sweeping across campuses in the U.S. In this session, participants will learn what “clickers” are and ways to use them effectively in the classroom.</td>
<td>Milwaukee A</td>
<td>Distance Learning and Technology</td>
</tr>
<tr>
<td>Group Learning Through Story Processes: Connecting Two Approaches to Learning</td>
<td>Colleen Aalsburg Wiessner</td>
<td>Learning in groups is common in multiple settings in which we work with adult learners. This session presents story processes that facilitate learning in groups, connecting two approaches to learning.</td>
<td>Crystal Room</td>
<td>Community and Non-Formal Education</td>
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## Concurrent Sessions

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<tbody>
<tr>
<td>Preparing Faculty to Teach Information Literacy in an Urban Post-Secondary Context.</td>
<td>AnnMarie Marljar</td>
<td>Explore how teching information literacy skills helps urban learners better understand and assess the role that media and the internet play in influencing perceptions and realizations of personal power.</td>
<td>Milwaukee B</td>
<td>Community College</td>
</tr>
<tr>
<td>Pro-Poor Tourism and Environmental Adult Education – the Case of An Indigenous Community University.</td>
<td>Ban-Wen Lin</td>
<td>This study summarizes the specific aspects on learning within one aboriginal group and provides available references for implementing environmental adult education and solidifying civil society.</td>
<td>Executive B</td>
<td>Community and Non-Formal</td>
</tr>
<tr>
<td>An Organizing Framework for Teaching Developmental Mathematics</td>
<td>Michael W. Galbraith, Melanie S. Jones</td>
<td>This session will detail the story of a novice community college instructor and what she discovered about the art and science of teaching developmental mathematics. Her organizing framework will be examined.</td>
<td>Lake Shore B</td>
<td>Community College</td>
</tr>
<tr>
<td>A Community of Learners: Integrating Housing and Education Services</td>
<td>Carmen Porco, Pat Steele, Jacki Thomas</td>
<td>For more than a decade, the Northport-Packer Community Learning Centers have served as the cornerstone of a community of learners who recognize the power of education at every stage of life. The integration of housing and education services, consistency through well-framed partnerships, and employing successful participants to continue the services has been very successful.</td>
<td>Executive D</td>
<td>Community and Non-Formal</td>
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<tr>
<td>On-Farm Training Program: A Trigger Point of Transformation</td>
<td>Rusinah Joned, Rahim M. Sail, Azimi Hamzah, Azizan Asmuni</td>
<td>A qualitative study of eight Malaysian young farmers who participated in an on-farm training program for eight months in Japan. The training program not only triggered a disorienting dilemma in the young farmers while adapting to the Japanese farmers' work culture but also they started to self-examine their feelings towards farm work.</td>
<td>Lake Shore B</td>
<td>Community and Non-Formal</td>
</tr>
<tr>
<td>Arts and Valuing Difference: Learning About Multicultural Diversity through the Arts</td>
<td>Sherre Wesley, Ed.D.</td>
<td>The arts can be an important resource for adult education. This session discusses a study on the role of arts participation in adult learning about multicultural diversity.</td>
<td>Executive A</td>
<td>Community and Non-Formal</td>
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<tr>
<td>(Re)Defining Place-Based Education in Social Action</td>
<td>Tuere Bowles</td>
<td>The spatial aspects of learning in social action were examined in a qualitative study of Black women environmental activists from three southeastern states in the U.S.</td>
<td>Executive C</td>
<td>Community and Non-formal education</td>
</tr>
<tr>
<td>They Teach for Free: Understanding Volunteer Educators' Teaching and Learning to Develop Strategies for Success</td>
<td>Sandra Toro Martell</td>
<td>This presentation presents and expands upon research about volunteer adult educators' professional and educational backgrounds, socialization into volunteer work, and beliefs and opinions about teaching and learning in informal environments.</td>
<td>Executive B</td>
<td>Community and Non-formal Education</td>
</tr>
<tr>
<td>Creative Ways to Teach Religious Tolerance in a One-Religion Culture</td>
<td>Patricia K. Kelly, Ed.D.</td>
<td>Come participate in a demonstration of simulation exercises, role-plays, and other activities designed to help adult learners better understand other religious beliefs, strengthen religious tolerance, and enhance conceptual pluralism.</td>
<td>Crystal Room</td>
<td>Religious Education</td>
</tr>
<tr>
<td>Women with Physical Disabilities: Experiences at Becoming an Outdoors-Woman Workshops</td>
<td>Diane Humphrey Lueck, Ph.D.</td>
<td>Women with disabilities are rarely involved in hunting and fishing or the learning of related outdoor skills. Inclusive workshops enhance self-esteem and provide a unique social situation with positive outcomes.</td>
<td>Milwaukee B</td>
<td>Women's Issues, Status and Education</td>
</tr>
<tr>
<td>Understanding Barriers to Women's Advancement in Higher Education</td>
<td>Dr. Deborah LeBlanc</td>
<td>Understanding barriers is key to women's advancement in higher education. It is important for those positions of leadership to understand that professional inequality is no longer an acceptable norm in the advancement of women.</td>
<td>Executive D</td>
<td>Community and Non-Formal Education</td>
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Presenters

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