Cleveland Rocks!

58th National Adult and Continuing Education Conference

Adult Education: Together We Can!

November 1-6, 2009
Cleveland Renaissance Hotel
Cleveland, Ohio
B.A. (online and low residency in Vermont)

B.S. (online and low residency in Cincinnati, Miami, Los Angeles, and Sacramento)

M.Ed. Online

M.A. Online

M.Ed. (Florida and Vermont)

Ed.D. with specializations in Educational Leadership Pre-K-12 & Higher Education (brief residencies in Cincinnati)

M.A. with concentrations in Psychology and Counseling (low residency in Vermont)

Ph.D. in Interdisciplinary Studies with concentrations in Ethical & Creative Leadership, Public Policy & Social Change, Humanities & Culture (brief residencies in Cincinnati)

Psy.D. in Clinical Psychology (brief residencies in Cincinnati)

UNION INSTITUTE & UNIVERSITY
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800-486-3116 (ext. 1219) Cinti.admissions@myunion.edu

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November 2009

American Association for Adult and Continuing Education
10111 Martin Luther King Jr. Highway
Suite 200 C
Bowie, MD 20720

Dear Members of the American Association for Adult and Continuing Education:

On behalf of the City of Cleveland, I am pleased to welcome you here for your 58th International Convention. We hope you will take this opportunity to experience our warm Cleveland hospitality and all the amenities and fun of this five-time All-American City.

Please take some time while you are here to explore the City’s ethnic neighborhoods, rich history and world-class attractions. First-time visitors to Cleveland are often surprised to discover that we have an elegantly-restored performing arts center that is the second largest in the nation (PlayhouseSquare), the most concentrated square mile of arts, culture and educational institutions in the country (University Circle) and wonderful nightlife (East Fourth Street, Warehouse District, Gateway, Tremont, Ohio City and The Flats). Whether you want to rock with your idols at the Rock and Roll Hall of Fame and Museum or root for your favorite sports teams at Progressive Field, Quicken Loans Arena or Browns Stadium, Cleveland has something for everyone.

If that is not enough, you can take a cruise on Lake Erie, dine at your choice of fine restaurants, shop at one of our suburban lifestyle retail centers, tour the City aboard a trolley, hike in the Cleveland Metroparks or ride a vintage train through the Cuyahoga Valley.

Cleveland is an interesting and vibrant City filled with a wide range of opportunities and friendly people ready to welcome you. If you have any questions during your visit, please do not hesitate to contact Positively Cleveland, our convention and visitors bureau, at 800.321.1001.

Sincerely,

[Signature]

Frank G. Jackson
Mayor
Greetings from the AAACE President

October 30, 2009

Greeting AAACE Colleagues and Friends,

Welcome to Cleveland and the 58th Annual American Association for Adult and Continuing Education Conference. The Conference theme, Adult Education: Together We Can!, reflects the goal of providing the opportunity to engage in dialogue with others, both nationally and internationally, important research, trends and issues, and to hear and discuss the accomplishments of your adult and continuing education colleagues.

AAACE is an inclusive Association, bringing together all who are dedicated to developing and providing meaningful learning experiences for adults. As a participant, with over 180 concurrent and roundtable sessions, you have the opportunity to be aware of the many areas of specialized interests within AAACE. You can also get involved in the business of your Association through the General Membership meeting and other meetings of the commission and special interest groups you selected. In this great Conference you can meet, talk, and learn how the leaders in the field, you included, perceive the impact of important regional, national, and international initiatives on the research, practice, and philosophy of adult and continuing education.

This conference has been organized by the 2009 Conference Planning Committee, under the great leadership of Dr. Catherine Hansman, Professor in Adult Learning & Development at Cleveland State University. It is the result of their hard work that you will be participating in high quality general, concurrent, and roundtable sessions and workshops, and the pre- and co-conferences. Be sure to visit the exhibit area for information on current teaching materials and publications, and take the time to network over refreshments, greeting old friends and making new ones. All of these events are designed to facilitate your personal and professional growth and development.

On behalf of the Board of Directors, we want you to have a great time in Cleveland and at the Conference. We look forward to seeing you at the President’s reception Tuesday afternoon, the Rock & Roll Hall of Fame Wednesday evening, the Awards Luncheon Thursday noon, and the Association Membership Meeting Friday noon. Have a Great Conference!

Sincerely,

Douglas H. Smith, PhD.
President, AAACE
Association Information

AAACE
The American Association for Adult and Continuing Education
10111 Martin Luther King Jr Hwy, Suite 200C • Bowie, Maryland 20720
301-459-6261
office@aaace.org
Cle Anderson, Association Manager

Cleveland 2009 AAACE
Planning Committee
Catherine A. Hansman, Chair, President Elect, AAACE, Cleveland State University, Cleveland, OH
George Amolsch, Cuyahoga Community College, Cleveland, OH
Cle Anderson, AAACE Association Manager, Baltimore, MD
Patricia Brewer, Union Institute, Cincinnati, OH
Patricia Coberly, Armstrong Atlantic State University, Savannah, GA
Jean Fleming, Prince Frederick, Maryland
Diane Fogel, The George Washington University, Hampton Roads Center, Newport News, VA
Steve Frye, Tennessee Technological University, Cookeville, TN
Barbara Hanniford, Cleveland State University, Cleveland, OH
John Hopkins, Lorain County Community College, Lorain, OH
Susan Imel, The Ohio State University, Columbus, OH
Joanne Kantner, Joliet Junior College, Joliet, IL
Kathryn McAtee, Cuyahoga Community College, Cleveland, OH
Jonathan Messener, Cleveland State University, Cleveland, OH
Kate Monaghan, Cleveland State University, Cleveland, OH
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Mari Jo Pesch, University of Colorado Hospital, Denver, CO
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Douglas H. Smith, Miami, FL
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Clare D. Klunk, Virginia Tech University, Falls Church, VA
Patricia Coberly, Armstrong Atlantic State University, Savannah, GA
Diane Fogel, The George Washington University, Hampton Roads Center, Newport News, VA
Jean Fleming, Prince Frederick, Maryland
Catherine A. Hansman, Cleveland State University, Cleveland, OH
Lilian H. Hill, University of Southern Mississippi, Hattiesburg, MS
Linda D. Sayre, Independent Consultant, New York, NY
Association Information

AAACE 2008-2009 Board Members

AAACE Board of Directors
Douglas H. Smith, President
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Catherine A. Hansman, President Elect
Joanne Kantner, Treasurer
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Marcie Boucouvalas, Commission of International Adult Education (CIAE)
Gary Eyre, Commission on Adult Basic Education and Literacy (CABEL)
Deborah LeBlanc, Commission of Community, Minority & Non-Formal Education (CCMNFE)
Henry Merrill, Commission for Affiliated Organizations (CAO)
Linda E. Morris, Commission of Workforce and Professional Development (CWPD)
Randy Plunkett, Commission of Military Education & Training (CMET)

AAACE Past Presidents


AAACE 58th Annual Adult Education Conference • Cleveland, Ohio • November 1-6, 2009
Conference at a Glance

Sunday, November 1, 2009
7:00 pm - 9:00 pm  Commission for International Adult Education (CIAE)  
                   Welcome, Opening Session, and Community Building; George Bush Room

Monday, November 2, 2009
9:00 am - 5:00 pm  Commission for International Adult Education (CIAE); George Bush Room

Tuesday, November 3, 2009
9:00 am - 12:00 pm Commission for International Adult Education (CIAE); George Bush Room  
10:30 am-12:00 pm Commission for Adult Basic Education and Literacy (CABEL)  
                   Open Forum: Policy Issues of Today; Blossom Room
8:00 am - 2:30 pm  Commission for Military Education and Training (CMET); Case Room
12:00 pm - 5:00 pm Conference Registration open; Gold Coat Check Area
3:30 pm - 5:00 pm  AAACE General Session & Conference Welcome; Gold Room  
                   The Adult Education Imperative
5:30 pm - 7:00 pm  Exhibit Hall Opening and President's Reception; Ambassador Ballroom
7:30 pm - 10:00 pm AAACE Board of Directors; Carnegie Boardroom

Wednesday, November 4, 2009
6:45 am - 8:45 am  Newcomers breakfast (reservations required); Shucker's
8:00 am - 5:00 pm  Exhibits open; Ambassador Ballroom
8:00 am - 8:45 am  Concurrent Session # 1 and Roundtables
8:00 am - 8:45 am  CAO /CABEL Business Meeting; Severance Room
9:00 am - 5:00 pm  Conference Registration open; Gold Coat Check Area
9:00 am - 11:30 am General Session: Adult Education: Policy, Politics, and Program; Gold Room
1:00 pm - 2:00 pm  The Ohio Skills Bank: Linking Education and Employment in Ohio; Whitehall Room
1:00 pm - 2:00 pm  Supportive Education for the Returning Veteran (Project SERV); Gold Room
2:15 pm - 5:00 pm  Concurrent Sessions #2, 3, 4 and Roundtables
5:00 pm - 9:00 pm  Rock & Roll Hall of Fame Tour;  
                   The shuttle bus to the Rock Hall leaves every 15 minutes from the hotel lobby  
                   starting at 4:45

Thursday, November 5, 2009
7:15 am - 9:15 am  Graduate Student Forum & Breakfast (reservations required); Shucker's
7:15 am - 9:15 am  Past President's Breakfast (by invitation); Stouffer Boardroom
Conference at a Glance

9:00 am - 5:00 pm  Conference Registration open; Gold Coat Check Area
10:00 am - 5:00 pm  Army New Education Counselor’s Training (closed meeting); Stouffer Boardroom
8:00 am - 5:00 pm  Exhibits Open; Ambassador Room
8:00 am - 11:45 am  Concurrent Sessions #5, 6, 7, 8 and Roundtables
9:00 am - 9:45 am  Info session for publishing in the Adult Education Quarterly Journal and the Canadian Journal for the Study of Adult Education; Severance Room
9:00 am - 9:45 am  AAACE Futures Meeting; Membership Discussion: Future Directions for AAACE Halle Room
10:00 am - 10:45 am  Information Session for Publishing in Adult Learning Journal; Blossom Room
10:00 am - 10:45 am  CCMNFE Meeting; Severance Room
10:00 am - 10:45 am  CWPD Meeting; Van Aken Room
11:00 am - 11:45 am  Adult Learning Editor’s Meeting; Severance Room
12:00 - 2:00 pm  Awards Lunch; Driving Ms. Sarah: My Life As An Adult Educator; Gold Room
2:15 pm - 5:00 pm  Concurrent Sessions #9, 10, 11 and Roundtables
3:15 pm - 6:00 pm  CPAE Registration; Gold Room
3:30 pm - 4:00 pm  CPAE Welcome (Greeting New Members); Gold Room
4:00 pm - 5:00 pm  CPAE Opening Panel Session; Gold Room
5:00 pm - 5:30 pm  Adult Education Quarterly Consulting Editors Meeting; Stouffer Boardroom
5:00 pm - 7:00 pm  CPAE Reception; Gold Room
6:00 pm - 8:00 pm  CPAE Business Meeting; Gold Room

Friday, November 6, 2009

7:00 am - 8:15 am  Continental Breakfast; Ambassador Room
7:30 am - 8:30 am  CPAE Continental Breakfast; Superior Room
8:00 am - 11:45 am  Exhibits Open; Ambassador Room
8:00 am - 12:00 pm  Army New Education Counselor’s Training (closed meeting); Severance Room
8:30 am - 4:30 pm  CPAE Breakouts; Case, Garfield, & Halle Rooms
8:15 am - 12:00 pm  Concurrent Sessions #12, 13, 14, 15 and Roundtables
9:00 am - 12:00 pm  Conference Registration open; Gold Coat Check Area
10:00 am - 12:00 pm  AAACE Board Meeting; Carnegie Boardroom
12:15 pm - 2:00 pm  AAACE Annual Meeting and Lunch; Gold Room
Cheryl L. Keenan is the Director of the U.S. Department of Education’s Division of Adult Education and Literacy in the Office of Vocational and Adult Education. In her role as the national director, she oversees the office which funds almost $600 million in state and local grant programs to enable adults to become literate and complete high school so they can succeed as workers, parents and citizens. She is responsible for overseeing the Office of Corrections Education and the Adult Education National Programs Account, including resources to assist further development of the field of adult education and literacy. Prior to her appointment to the U.S. Department of Education in June of 2002, she served as Pennsylvania’s State Director of Adult Education and Literacy where she developed Pennsylvania’s first state-funded family literacy program supporting literacy of parents and their young children. During her tenure in Pennsylvania she also held positions in the Bureau of Special Education. Ms. Keenan holds undergraduate and graduate degrees in the field of education, has performed fieldwork in the area of early childhood special education, and served on numerous committees to advance the education of children and adults.

Juanita Johnson-Bailey is a professor in the Program in Adult Education and the Institute for Women’s Studies at The University of Georgia, where she is Associate Department Head of the Department of Lifelong Education, Administration. Her book, Sistahs in College: Making a Way Out of No Way received the 2002 Phillip E. Frandsen Award for Literature in Continuing Higher Education. She is also the co-editor of Flat-Footed Truths: Telling Black Women’s Lives (Henry Holt, 1998), which is a collection of constructed narratives. Dr. Johnson-Bailey specializes in researching race and gender in educational and workplace settings. Her research on the educational experiences of re-entry Black women helped to expand the field of adult education to be more inclusive of issues of race, gender and class. She has also written and lectured nationally and internationally on power and positionality in the research and teaching process. Her most recent research project focuses on the social experiences of Black graduate students at the University of Georgia. She is currently working writing a series of essays about her experiences as a professor at a research one university entitled, Where’s Our Authority in the Classroom: Women of Color & Knowledge Dissemination, as well as an edited text on issues of race Adult Education, Racializing the Dialogue: A Conversation Among Adult Education (Co-Editors, V. Sheared, S. Brookfield, S. Colin, III, and E. Peterson).
Panel Discussion

Adult Education: Policy, Politics, and Programs

The world of adult education is in a constant state of change. Speakers and panelists in this general session will address changing policy, politics and programs encompassing many different aspects of adult education from federal, regional and state perspectives.

Dr. Joshua Hawley is associate professor of Workforce Development and Education at the College of Education and Human Ecology and by courtesy at the Glenn School of Public Affairs at the Ohio State University. His teaches classes in the undergraduate and graduate programs, with a focus on education and workforce policy. His recent research includes studies of the role of community and technical colleges in adult training; an analysis of the impact of adult workforce development on the economic outcomes of schooling; and investigations of governmental policy in adult, career-technical, and HRD. Dr. Hawley has also worked recently with governments in the U.S. and internationally on the development and evaluation of education policy. He earned his doctorate at the Harvard Graduate School of Education, and BA and MA degrees at the University of Wisconsin.

Dr. Larry G. Martin is a Professor and the Director of the Urban Education Doctoral Program at the University of Wisconsin-Milwaukee. For over 25 years he has conducted research investigations and published papers concerning the development, implementation and evaluation of workforce development programs, especially as these apply to low-literate employees; curriculum development for literacy programs; and the development and assessment of diversity training programs. In 2004 he coauthored a text, Adult Education in an Urban Context: Problems, Practices, and Programming for Inner-City Communities, New Directions for Adult and Continuing Education. He earned a Ph.D. at UW-Madison.

Dr. Thomas Valentine is a Professor of Adult Education at the University of Georgia, where he specializes in adult literacy education and survey research. Dr. Valentine has worked as a teacher and administrator in adult basic education, adult secondary education, and adult career education. He has conducted research with low-literate adult students in several states and has developed curricula for use in adult literacy programs.
Panel Discussion

The Ohio Skills Bank: Linking Education and Employment in Ohio

The Ohio Skills Bank (OSB) is an innovative statewide initiative that links employers, educators, Workforce Investment boards, and others to more closely meet economic and workforce needs in Ohio. The Ohio Board of Regents—the governing board for the state’s colleges, universities, and adult career centers—created and oversees OSB. Efforts are based within each of Ohio’s 12 economic development regions and are focused on regional targeted industry needs. The system is data driven, using a robust labor force and education database, plus information supplied by local employers and educational institutions. OSB also focuses on greater articulation and transfer from one educational level to another, and on the integration of adult career centers and ABLE/GED programs into the University System of Ohio. In this general session, you’ll learn more about the Ohio Skills Bank from three perspectives: a statewide overview, an “on the ground” description from a regional OSB coordinator, and the employer’s view. The Ohio Skills Bank is still a relatively young effort, with opportunities and challenges, both of which will be discussed in the session.

Linn Gahr currently serves as a Regional Co-coordinator for the Ohio Skills Bank, based at Lakeland Community College, representing Economic Development Region 8 including: Cuyahoga, Geauga, Lake and Lorain counties. She also serves as the Coordinator of Lakeland Community College’s Healthcare Career Pathway program, an employer driven workforce initiative.

Dr. Barbara Hanniford is Dean of Continuing Education at Cleveland State University, a position she has held since July, 2002. She has 30 years of experience in continuing higher education, having held positions at Kent State University, The Ohio State University, and The Pennsylvania State University. Her expertise includes continuing education program development and administration, employee training and development, marketing and public information (including market research), written communications and publications, and budgeting. Dr. Hanniford is currently editor of The Journal of Continuing Higher Education, a national publication of the Association for Continuing Higher Education. She holds a Ph.D. in Higher Education Administration from The Ohio State University.

William Russell has spent thirty-two years in higher education administration in the areas of enrollment management and student development. Currently he is Associate Vice Chancellor for Adult Education and Institutional Collaboration at the Ohio Board of Regents. In this role he coordinates the areas of adult workforce education, adult basic and literacy education, college tech prep, college access programs, and the Ohio Skills Bank. Working with public and private organizations that interact with University System of Ohio institutions is also a part of his responsibility. Mr. Russell holds a B.A. in Psychology from Adrian College, and a M.Ed. in Counseling from Xavier University.

Pam Waite MSN, RN-BC, MHSA is the Director of Healthcare Workforce and NEONI Operations at The Center for Health Affairs in Cleveland, Ohio. Her work involves identifying, addressing, healthcare workforce issues; and advocating for the NEONI/CHA members in an array of venues both local and state. Ms. Waite has an extensive background in psychiatric-mental health nursing and leadership in acute healthcare settings; as well as involvement in community health initiatives.
General Session: Project SERV

Supportive Education for the Returning Veteran

Dr. John Schupp spent 25 years in the synthetic crystal industry developing processes and preparing synthetic crystals. After joining the faculty in the Chemistry department at Cleveland State University (CSU), the idea for Project SERV came from one of his chemistry students who discussed the difficulties transitioning from military to civilian life. Dr. Schupp designed the SERV program, received university and state of Ohio funding, and since 2008, has been serving military veterans on CSU’s campus through courses for veterans only and a veteran’s center, maintaining an 80% retention rate of veterans in the program. Project SERV was featured on National Public Radio and the New York Times in 2008. In addition, it was the model for the SERV act, passed as part of the Higher Education Act of 2008, ‘Centers for Veteran Student Success on Campus.’
Pre-Conference Schedule

Sunday, November 1, 2009
7:00 pm - 9:00 pm  Commission for International Adult Education (CIAE)
Welcome, Opening Session, and Community Building; George Bush Room

Monday, November 2, 2009
9:00 am - 5:00 pm  Commission for International Adult Education (CIAE); George Bush Room

Conference Schedule

Tuesday, November 3, 2009
9:00 am - 12:00 pm  Commission for International Adult Education (CIAE); George Bush Room
10:30 am - 12:00 pm  Commission for Adult Basic Education and Literacy (CABEL) Open Forum: Policy Issues of Today; Hosted by Gary Eyre, Joanne Kantner, Cheryl Keenan;
Blossom Room
8:00 am - 2:30 pm  Commission for Military Education and Training (CMET); Case Room
12:00 pm - 5:00 pm  Conference Registration open, Gold Coat Check Area
3:30 pm - 5:00 pm  AAACE General Session & Conference Welcome; Gold Room
Speaker: Cheryl Keenan, Director of Adult Education and Literacy, Office of Vocational and Adult Education, Dept. of Education

The Adult Education Imperative

5:30 pm - 7:00 pm  Exhibit Hall Opening and President’s Reception; Ambassador Ballroom
Sponsored by: DeVry University
7:30 pm - 10:00 pm  AAACE Board of Directors; Carnegie Board Room
7:00 pm  Dinner on your own or join a dinner group
Sign-up for dinner group

Conference Schedule

Wednesday, November 4, 2009
6:45 am - 8:45 am  Newcomers breakfast (reservations required); Shucker’s
8:00 am - 5:00 pm  Exhibits open; Ambassador Ballroom
9:00 am - 5:00 pm  Conference Registration open; Gold Coat Check Area
8:00 am - 8:45 am  Concurrent Session # 1 and Roundtables

How to Use My Verbal and Non Verbal Body Language to Upgrade My Etiquette IQ

At this workshop, educators will learn new skills that will assist in all avenues of their professional and personal lives. The intense force of behavior is how others respond to you. This force we call "manners".
<table>
<thead>
<tr>
<th>Title</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>A Call to Excellence in Community Service: Collaborative Strategic Approaches</td>
<td>Deborah LeBlanc</td>
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<td>A Formative Evaluation of the Beginning Teacher Assistance Program: An Andragogical Approach</td>
<td>Amy Narishkin &amp; John Hanishke</td>
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<tr>
<td>Is Instructional Time (Credits) an Appropriate Measure for Online Learning?</td>
<td>Fred Prasuhn</td>
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<tr>
<td>To Podcast Or Not To Podcast</td>
<td>Mari Jo Pesch &amp; Steven W. Schmidt</td>
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<tr>
<td>Pre-tenured Junior Faculty Stress, Work-Family Role Conflict, and the Adult Development Life-Cycle</td>
<td>Patrice Londoner &amp; GoForth</td>
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<tr>
<td>Online Instruction: An Examination of Inclusive Practice and Research</td>
<td>Krist Fruhh &amp; Qi Sun</td>
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<tr>
<td>Andragogy as Undergrad Reflections of a Lifelong Learner in the &quot;Traditional&quot; Classroom</td>
<td>Brian W. Donahue</td>
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<tr>
<td>Adventures in History (Part II): The Charters Archives at Syracuse University</td>
<td>Claudia Guerero, Wayne B. James, Christy Rhodes, Carmela Stokes, Roberto Worsham, &amp; Deborah Stierman</td>
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</table>

From this formative evaluation, evidence suggests that novice teachers want professional and emotional support that is driven by their own developmental needs. How does this apply to self-directed learning?

Credit hours are currently used to measure instructional time. Credit hours may not be appropriate for online learning. In this session, alternative methods for measuring online learning will be presented.

The use of podcasts as an educational tool has been rapidly increasing. This session will examine the pros and cons of their use in adult education.

The results of a study on recruiting and retaining "the best and brightest" in higher education will be presented. The session will discuss the relationship between stress, role conflict, and adult development factors for pre-tenured junior faculty.

During this interactive session, findings from completed research on inclusive instruction in online adult learning will be presented along with a discussion of implications for practice and future research ideas.

This adult educator re-invented himself as an undergraduate student in order to gain an intimate understanding of perceptions and challenges faced by today's increasingly adult population within the collegiate classroom.

The Charters Archives at Syracuse University provide a rich source of historical information. This session will describe the collection and how it can be used effectively by adult educators.
Conference Schedule

Wednesday, November 4, 2009

**GAIN Workshop**
Deb Pauley & Bradley Olufs
It is imperative that the GAIN assessment be administered and scored as Wonderlic intended. The interactive workshop will introduce the GAIN.

**A Scorecard for Success: Common Sense Approach to Managing a Hotel Brand Service Culture Transformation**
Errol Alexander Jr.
Case study highlighting essential elements of adult learning within an organization branding transformation from HR Director's perspective. Session will focus on emerging best practices and application to other organizations.

**Culture and Subcultures in the Domestic Auto Industry: An Emic, Ethnographic, and Critical Theory Application**
George Amolsch
The interrelationship between separate management, union, and workforce cultures has led to an entrenched bureaucratic system that negatively impacts the reorganization of the domestic auto industry.

8:00 am - 8:45 am  CAO /CABEL Business Meeting; Severance Room
General Session

**Adult Education: Policy, Politics, and Programs**
Cheryl Keenen, Speaker and Moderator
Panel Members:
- Joshua Hawley, Ohio State University
- Larry Martin, University of Wisconsin, Milwaukee
- Thomas Valentine, University of Georgia

9:00 am - 11:30 am

10:15 am - 10:30 am  Refreshment Break; Ambassador Room

11:30 am - 1:00 pm  Lunch (on your own)

1:00 pm - 2:00 pm  The Ohio Skills Bank: Linking Education and Employment in Ohio
Panel Discussion
Whitehall Room
sponsored by CWPD

Bill Russell, Associate Vice Chancellor, Adult Education & Institutional Collaboration, Ohio Board of Regents

Linn Gahr, Region 8 Co-coordinator, Ohio Skills Bank, Lakeland Community College

Barbara Hanniford, Dean, Continuing Education, Cleveland State University
Pamela M. Waite, Director Healthcare Workforce/NEONI Operations
Learning for Survival: The Stories of Adults in the Global Economic Crisis

J. Tuere Bowles

This qualitative study explored the learning and development of laid off and dislocated workers. Though their situations were dire due to the 2008 economic downturn, the workers found new ways of learning for survival.

Developmental Networks: Political Identity and African American Women's Federal Senior Executives: A Case Study Approach

Brian Easley

This qualitative dissertation, while applying the concepts of case study research, examined the multiple developmental relationships of African American women senior executives in the federal government.

Transfer Initiation and Maintenance of Training

Jimmy Powell

This study examines training transfer as a multidimensional concept. The results suggest that this multidimensional perspective is a useful process for examining ways of facilitating training transfer.

Older Baby Boomers, Seeking Collegiate Degrees: Developmental Influences on Vocational and Educational Aspirations

Jane Schoenfeld

Phenomenological study reveals how older adult learners near traditional retirement age access institutions of higher education, experience successful college learning, and plan to utilize their education in their remaining work lives.

An Exploration of Educational Programming at Rural Pennsylvania County Jails

Jeff Ritchey

This work assesses the status of educational initiatives at rural Pennsylvania county prisons, providing much-needed data for the development of more sustained, purposeful, and systematic educational offerings in county facilities.

The Measurement of Adult Cognitive Curiosity

Christopher Slater

This session will reveal the methodology and results of the development and validation of the Cognitive Curiosity Index, a self-report instrument designed to measure adult curiosity and exploratory behavior.

Including Legal Content in Adult Education Graduate Curricula: What the Experts Opine

Lee Nabb & Fujuan Tan

This session will present the background and results of a study conducted with peer-identified experts in adult education concerning their opinions on legal content in master's level, adult education, and graduate curricula.

Domestic Violence Victims as Students: Being the Supportive Professor/Advisor

Susan Dawson

Understanding the paradigm of domestic violence and its impact on students who are experiencing this problem is vital to being an educator. This session will provide the basics.
### Conference Schedule

**Thursday, November 5, 2009**

<table>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>9:00 am – 9:45 am</td>
<td>Info session for publishing in the Adult Education Quarterly Journal and the Canadian Journal for the Study of Adult Education; Severance Room</td>
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<td>9:00 am – 9:45 am</td>
<td>AAACE Futures Meeting; Halle Room</td>
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<tr>
<td>9:00 am – 9:45 am</td>
<td>Concurrent Session # 6 and Roundtables</td>
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#### Concurrent Sessions

**Roundtable: The Adult Educator in Museums: What Docents Can Teach Us**
- Amanda Neilson
- Reflecting on their practice, docents reveal what influences their tour content, expectations of adult learners on a tour, and best practices for leading adult tour groups.

**Concurrent Session: Paulo Freire Relevant to the 21st Century Adult Education Movement?**
- Magenet Shifferson
- Paulo Freire was a prominent adult educator. His philosophical approaches to adult literacy have inspired educators and social activists internationally. The paper attempts to understand their relevance in the 21st century.

**Roundtable: The Current State of Higher Education and the Social Discourse of the Adult Learner**
- Alison Christopher & Jane LeClair
- The United States was once perceived by many to be at the summit of education, a position coveted by others. Have we maintained that position of excellence and world power?

**Roundtable: A Critical Review of Barriers and Limitations of Kenyan Women: The Role of Adult Education**
- Mary Gatua & Qi Sun
- From critical pedagogy and feminist perspectives, this paper examines barriers and limited access to education of Kenyan women and advocates the roles of adult education in empowering them.

**Roundtable: Six to One: Individual and Collective Learning**
- E. Paulette Isaac-Savage & Trammell Bristol
- In this session, participants will learn how constructivism is applied in religious education and how it can be used in other contexts.

**Roundtable: Whither Knowledge in the Knowledge Era?**
- Linda Morris
- Driven by technological advances, a global knowledge economy has developed. This session will address the future of knowledge in the knowledge brain and how we acquire and share it.

**Roundtable: Examining Racism, Sexism, Classism, and Heterosexism in Two Online Adult Education Graduate Courses**
- Patsy Medina
- Strategies to facilitate "ism" discussion; texts used: Blossoms, College and Universities

**Roundtable: Whitehall Community and Non-Formal Education**
- Wilson International
- International approaches to adult literacy have inspired educators and social activists internationally.
Conference Schedule

Thursday, November 4, 2009

Training Professors to Be Trainers (and Vice-Versa)
Robert Vaughn
This session discusses differences between college classrooms and corporate training environments, providing useful hints to help trainers and professors move from one to the other.

Addressing the “People” Side of Technology Implementations
Lori Kiepfer
Most technology implementations fail or exceed the budget for support because the users were not considered. This session presents tangible tactics for increasing employee buy-in, including change management and training.

Adult Education and Prevention of HIV/AIDS in Ghana - West Africa
Alex Kumi-Yeboah & Waynne B. James
In the past two decades, HIV/AIDS has been a problem in Sub-Saharan Africa. In Ghana, governmental and non-governmental agencies have used various Adult Education programs to educate people about without HIV/AIDS about the disease and ways to prevent its spread.

School, Career, and Family Career and Academic Efficacy of Community College Traditional-aged Women Students
Gary Dean & Sandra F. Dean
Interviews with community college traditional-aged women students illustrate the relationships among career efficacy, family responsibilities, and academic pursuits in community college, including selecting majors, strategies for learning, and commitment to academic success.

Together We Can: A Case Study of Mentoring Relationships for First-Generation Female Graduate Students
Carrie Boden & W. Franklin Spikes
Session outlines the lasting impact mentoring relationships have for women personally and professionally. Results from a recent study will be discussed, and participants will actively examine current theory, practices, and personal experiences of mentoring.

Using Technology to Enhance Community Scholarship
Evans Mathayo, Paul Asundo, & Anthony Omerikwa
Relationships between the university and the community are highly complex, and community engaged scholarship is conducted using different approaches. Technology can be harnessed to optimize the process and outcomes.

Bridges to the Possible: Tools and Techniques to Support Adult Learners in Transition
Marsha Rossiter
How can the concept of possible selves be translated into practical strategies? This session will focus on tools and techniques to guide adult learners in the identification, articulation, and elaboration of positive possible selves.
Thursday, November 5, 2009

6:45 am - 8:45 am
Breakfast on your own

7:15 am - 9:15 am
Graduate Student Forum & Breakfast (reservations required); Shucker’s

7:15 am - 9:15 am
Past President’s Breakfast (by invitation); Stouffer Boardroom

10:00 am - 5:00 pm
Army New Education Counselor’s Training (closed meeting); Stouffer Boardroom

8:00 am - 5:00 pm
Exhibits Open; Ambassador Ballroom

9:00 am - 5:00 pm
Conference Registration open; Gold Coat Check Area

8:00 am - 8:45 am
Concurrent Session # 5 and Roundtables

Sink or Swim: Using Total Immersion as a Developmental Approach for New Managers
Margaret Eggleston
Total immersion decreases the learning curve and seems to work quite well for adult learners of foreign language. This session explores Total Immersion as an approach for developing new managers.

An Examination of the Effects of Multigenerational Diversity Training with Corporate Employees
Courtney Furnell
Understanding the differences of the four working generations can have a positive effect in human relations in any organization.

Composing an Integrated Faculty Identity: Beyond Roles and Responsibilities
Earle Reybold
We will challenge the modernist concept of faculty work as a summation of role-based duties. I present a model for a faculty self defined by professional vision, identity, and self awareness.

Uncovering the Experiences of First-Generation College Students in Limited-Residency Graduate Programs
Iris Weisman & Patricia Brewer
This qualitative research project explores the experiences of First-Generation College Students who matriculated into graduate programs utilizing findings interpreted for connections with FGCS literature and implications for best practices.

Adult Educators: Identifying Your Current Skills to Plan for Your Future Careers
Catherine Monaghan & Marieth Leschinsky
In this session, we will review a method for assessing one’s current skills. Additionally, we will learn to evaluate how current skills relate to and align with future career development.

HIV is Only One Part of Me: HIV and Its Effects on Other Identities
Lisa Baumgartner & Keegan N. David
This qualitative study explored how HIV affects other identities (e.g., work, sexual). The salience of various identities changed. HIV/AIDS educators must recognize how HIV affects other identities.

Conference Schedule

Ambassador Workforce Development

Ambassador Human Resource Development

Ambassador College and Universities

Ambassador Adult Learning

Ambassador Adult Learning

Ambassador Adult Learning

Ambassador Adult Learning

Ambassador Adult Learning

Ambassador Adult Learning

Ambassador Adult Learning

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Conference Schedule

Social Roles and Robert Havighurst: What Does This Have to Do with Adult Education?
Waynie B. James, James Witte, & Michael Gobran
Presents the findings of a long-term research project on the identification of contemporary social roles, their reported performance, and the implications for practice for all adult educators

Implementing a Retention Funnel to Improve the Effectiveness of the Graduate Student Services Office
Kristi Kirnizline & Annette Staunton
Learn how universities can improve graduate student retention and graduation rates by utilizing a retention funnel. The presenters will take a strategic look at how your operations and processes can answer the key question: What can we do to improve student success?

Biographical Research: The Need, the Method, the Results
Kathleen Rager
The case for biographical studies and their contribution to Adult Education will be made. Using my experience in conducting research on the life of a female athlete from the 1940’s, this research approach will be explored and discussed.

Have I Got a Story for You! The Evolution of Storytelling as Business Narrative in Organizations
Carla Pulino
The ability to articulate story is central to most phases of enterprise management. This interactive session will explore storytelling origins and storytelling in organizations and includes activities to engage participants.

Alternatives to Violence Project (AVP): Peer Education by Inmates and Community Volunteers
Claudette Peterson
Learn about the Alternatives to Violence Project (AVP) which for more than 30 years has paired inmates and community volunteers in a peer-led program to facilitate nonviolent resolution of conflicts.

An Update on Lifelong Learning and Learning Society: A Perspective from China
Qi Sun
This study identifies and illustrates the new development of lifelong learning and learning society in China. It informs our understanding and facilitates our practice of lifelong learning in an international context.


5:00 pm – 9:00 pm
Rock & Roll Hall of Fame Tour (Shuttle Bus will leave every 15 minutes from hotel lobby starting at 4:45 PM)
Dinner on your own
Wednesday, November 4, 2009

Conference Schedule

4:15 pm - 5:00 pm

Concurrent Session #4 and Roundtables

The Still Delicate Balance of Advising Adult Students
Jean Fleming

Multiple Generations in Adult and Higher Education: Who are They?
Kathryn McAtee & Catherine A. Hansman

The Impact of Adult Learning in a Down Economy
Susan Warren & Cathy Worlow

The Kids are Alright, but What about Mom and Dad? 21st Century Digital Literacies
Elizabeth King

Benefits of Blended Learning for Freshmen Orientation Courses
Richard M. Smith

What an Experienced Exploring Gender Imbalance in the Classroom
Natalie Manbeck & Carrie Johnson

Teaching with Love and Commitment: A Case for Nonformal Community-Based Educators
Tracy Anderson

Who is the Adult Online Learner in Higher Education?
VanAken

Review of the Adult Degree Program, Mary Baldwin College, with 30 years addressing barriers to adult learner participation in undergraduate programs. Includes classic theories, current contexts and strategies, ethical challenges.

Participants will discuss the impact on Adult Learning Internationally, beginning from the perspective lens of a Midwestern metropolitan area. Opportunities/challenges will be explored in this multi-faceted adult learning presentation.

Research suggests that the participation in online learning in higher education is on the rise. Blended learning strategies are proposed as a solution to ease tension associated with online learning.

Community-based facilitators of varied backgrounds implemented a preventive intervention program for rural African American families. These nontraditional educators used life experiences and cultural understandings to create a reciprocal learning community.
Nurturing Social Relationships in College and University Settings: The Role of Faculty and Students in Promoting a Healthy Campus Environment

Wednesday, November 4, 2009
Wednesday, November 4, 2009

Conference Schedule

3:00 pm - 3:15 am  
Break; Ambassador Room

3:15 pm - 4:00 pm  
 Concurrent Session #3 and Roundtables

Ideas from Indigenous African Education for Adult Education and Community Development in the 21st Century
Majid Avoseh

The paper argues that adult education for effective community development in the age of globalization may learn useful lessons from traditional African educational approaches to community development.

Exploring Learning Community Factors that Shape the Knowledge Construction Practice
Bo Chang

The purpose of this study is to explore the learning community factors that shape the knowledge construction practice, based on a social constructionism framework.

Elevating Civic Science Literacy Among American Adults
David Cronin & Jonathan Messerez

The presentation explores how adult civic science literacy contributes to personal, familial, and communal failures related to science content and how an innovative approach to science literacy empowers adults.

Two Peas in a Pod: Family Care Responsibilities of First-Generation and Other Women Administrators
Sandra Sevy

A result of a study that investigated the financial care women administrators employed in North Carolina academic institutions were providing both to children and parents will be presented.

Boomers and Millennials in the Workplace: Conflict or Collaboration?
Marilyn Wesner

Five characteristics of today's younger and older workers support that they have much in common. Those commonalities may be the basis for workplace collaboration rather than conflict.

In Times Like These: Making Liberal Adult Education Relevant in the 21st Century?
Steven Frye & Ralph G. Brockett

A liberal education has played an important role throughout the history of adult education. This session will explore its history and potential in today's world of change and economic uncertainty.

Ethical Dilemmas in the Workplace: A Qualitative Study of HR Managers with Implications for Adult Educators
Ramona LeMonaghe

This presentation focuses on the results of a qualitative study of HR managers who encountered ethical dilemmas in the workplace and highlights findings with implications for training and development.

Creating Lifelong Learners: Self-direction and Information Literacy Instruction
Tiffany Connell

Information literacy standards and self-directed learning overlap around the goal of lifelong learning. Explore the development of an online course using self-directed learning to help college students become lifelong learners.

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Wednesday, November 4, 2009

Virtual Learning Experiences of Traditional Native American Learners: Incorporation of Native Ways of Knowing
Nancy Fire & Michael K Fire
This presentation describes online learning experiences of traditional Native American adult learners using Native Ways of Knowing and issues involved in preparing, facilitating, and supporting learning for these remote learners.

The Development of Lifelong Learning and Learning Society: Opportunities and Challenges of Korean Middle-aged Women
Sun Ran Cho & Dina Sun
This paper explores Korean lifelong learning environments, examines educational opportunities and boundaries for middle-aged women, and argues that building a learning society should provide more learning opportunities for women.

Using Web 2.0 in the Adult ESL Learning Environment
Melissa Wright
Interactive activities for ESL learning environments using Web 2.0 tools will be presented. Participants will create podcasts, blogs, or wikis and develop ways to incorporate them into the learning environment.

Strengthening Our Teaching through a Faculty Community of Practice
Sharon Herbers, Dorothy Etting, Abigail Amole, & Alison Buck
Four faculty members committed to a pedagogy of engagement and the creation of intercultural environments come together in a community of practice to deepen understanding of the praxis of teaching.

Classroom Accommodations for Adults with Low Incidence Disabilities
Daryll Whitenarsh
This session presents the characteristics and needs of adults with low-incidence disabilities including autism, moderate, severe, and multiple disabilities, sensory impairments, and physical, medical, and health disabilities.

Confronting Incivility in Online Teaching and Learning
Michael Gobratth & Melanie S. Jones
Incivility has emerged as an issue in the online teaching and learning process. This session will explore online acts of incivility, how to respond to them, as well as prevention methods.

The Experience of Using Reflective Journals on an Outward Bound Course
David Eichler
The qualitative dissertation study sought to investigate the journaling experience of Outward Bound participants. The study involved six adult participants who were educators by profession.

Collaboration and Participatory Teaching and Learning: Meeting Special Needs of Adult Learners
Gabriele Strohschen & Kenneth Hazen
Accommodations when disabilities or chronic illness exist pose challenges to the adult learner, teacher, and team. This interactive workshop examines essential principles and practices specific how to’s to meet the special needs of adult learners.

At Risk Population
Garfield George Bush
International English as a Second Language
Holden Professional Development
Humphrey Professors of Adult Education
Van Allen Adult Learners with Disabilities
Severance Adult Development

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1:00 pm – 2:00 pm

Supportive Education for the Returning Veteran (Project SERV)
Dr. John Schupp, Project SERV Director, Cleveland State University
Gold Room
sponsored by CMET

2:15 pm – 3:00 pm

Concurrent Session #2 and Roundtables

Issues Affecting the Education of Wounded Warriors and Finding Effective Ways to Assist this Population
Simisola Arumolaran

This session will discuss major issues affecting the education of Wounded Warriors and discuss strategies educators can use to help this population achieve their education goals.

Using Collaborative Learning Principles in a Community College Setting
Joseph Armstrong & Kevin Nolley

The principles of collaborative learning dovetail well with the unique learning needs of community college students. This presentation will examine these principles and their application to this population.

Literacy By Any Means Necessary: Using an Integrated Arts Approach
Lydia S. Brown & Kathy Paro

Utilizing multiple learning styles via an integrated arts curriculum, adult learners could be enabled to demonstrate literacy skills that would aid with prose, document and quantitative tasks.

Transformative Learning Research Discussion: Evolving Models Across Contexts
Kathleen P. King

Join discussion with professor of 14 transformative learning studies. Share research topics and questions, network and scaffold your learning. 10 min. introduction, then discussion specifics guided by group interests.

Re-Conceptualizing Community Education in the 21st Century Context of Community Colleges
Wei-Hsi Wang

This empirical study provided data leading to a systematic understanding of how community education programs in American community colleges are conceptualized now and how such programs are administrated.

Why Testing Matters
Bradley Olufs

Assessment is the cornerstone of objective measurement and performance success.

Planning Conference for Associates: The Behind the Scenes Story
Clare Klute & Jenn Fleming

Presenters introduce the AAACE Conference Planning Handbook, with planning guidelines and timelines for professional membership associations. Streamline your systems, technology, and consistent personnel make the difference. The session is practical and realistic in focus.

The Impact of Citizen Leadership Innovation Programs: Partnership between University and Local Government in Korea
Dae Joong Kang, Seonjoo Choi & Minsoo Kim

Seoul National University has been running the Citizen Leadership Innovation Program with local Kwanak-district government to enhance resident involvement in local issues. A qualitative research study on the program will be presented.

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**Conference Schedule**

- **Opening Session:**
  - 8:45 am - 10:00 am: Break; Ambassador Ballroom

- Concurrent Sessions:
  - 9:00 am - 10:45 am:
    - Information Session for Publishing in *Adult Learning Journal*; Blossom Room
    - CCMNFE Meeting; Severance Room
    - CWPD Meeting; Van Aken Room
  - 10:00 am - 10:45 am: Concurrent Session #7 and Roundtables

- **Spiritual Discipline Group in a Maximum Security Prison: Issues of Time, Respect, Trust, and Story**
  - Judith Adrian & Chad Branch

- **QuickStart — Recruiting Low Wage Workers into College**
  - Kate Carey, Martina Harmon, Marice Hawkins, & Lauren Ferguson

- **Rethinking adult learning issues of time, respect, trust and story with inmates serving life-long terms in a maximum security prison. This spiritual discipline group has met for three years.**
  - Ambassadors: Correctional Education

- **Une-Told: Examing Life Events Through Self-Reflection**
  - James Etta Goodlove

- **Using the constructivist's theory of self-reflection to analyze how the practice of self-examination can enable an adult to positively influence his/her development.**
  - Ambassadors: Adult Development

- **Beyond the CPAE Standards — Graduate Programs in Adult Education: Developing a New for Program Evaluation**
  - Steven L. Carter

- **Explores the utility of CPAE Standards (2008) for academic program evaluation, detailing development of and brainstorming improvements to the Adult Education Program Evaluation Tool, a two-part standards-based survey.**
  - Cescs: Professors of Adult Education

- **Measuring the Satisfaction of Graduate Students Participating in a Adult Learning and Development Program**
  - Jonathan E. Messmer, Catherine A. Hansman, & Elke E. Rogers

- **This session will discuss the findings of a study at recent graduates of an adult learning and development master's degree program regarding the satisfaction of their adult learning experience.**
  - Garfield College and Universities

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**Concurrent Session Topic:**

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<tr>
<td>E-Mentoring in Higher Education: A Literature Review</td>
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<tr>
<td>Norina L. Columbro</td>
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<td>A team of doctoral students share unexpected lessons learned from</td>
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<td>their experience conducting historical research at the Syracuse</td>
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<td>University Charter School.</td>
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<td>E-mentoring merges electronic communications with</td>
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<td>traditional understandings of mentoring and has</td>
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<td>become commonplace in today's academic world.</td>
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<td>This presentation examines the literature surrounding</td>
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<td>e-mentoring to better understand its application</td>
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<td>in higher education and with adult students.</td>
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**Concurrent Session Topic:**

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<td>Bridging the Gap Between GED and ESOL</td>
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<td>Charmiece Holmes</td>
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<td>GED and ESOL students bridge the language, political,</td>
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<td>geographical, and cultural gaps by engaging in interview</td>
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<td>to enhance their understanding of similarities and differences in</td>
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<td>pursuit of achieving the American dream.</td>
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**Concurrent Session Topic:**

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<td>Exploring the Relationship Between Teacher Leadership and</td>
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<td>the Correlated Dimensions of Spirituality</td>
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<td>Robert F. Reardon, Mike Boone, Kathy R. &amp; Michel Holmes</td>
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<td>This quantitative survey research explores the relationship between</td>
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<td>teacher leadership and the dimensions of service to others,</td>
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<td>honesty and humility. The research was done with elementary</td>
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<td>ALM: Embedding Instructor Mathematics Philosophy and</td>
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<td>Valorizations into the Larger Debate Between Liberal Education</td>
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<td>M. Joanne Kanme</td>
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<td>This discussion focuses on the implications of the</td>
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<td>valorizations of community college faculty's mathematics</td>
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**Concurrent Session Topic:**

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<td>Gender Sells: The Professional Development of Gender Training</td>
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<td>Sandra Smykalla</td>
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<td>Gender training is booming worldwide. A &quot;gender market&quot; with</td>
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<td>so-called &quot;gender experts&quot; is being constituted. What are the</td>
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<td>results of this professional development? What are the opportunities</td>
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<td>and risks for adult education?</td>
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<td>Are We Speaking Greek? An Analysis of the Concept &quot;Criticality&quot; in</td>
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<td>Bernadine Raiskum</td>
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<td>Through application of philosophical concept analysis, this study</td>
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**Concurrent Session Topic:**

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<td>There is No Back Row: The Transformative Power of Adult</td>
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<td>Online Education</td>
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<td>Anna Hultquist</td>
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<td>Online learning brings adults together in a powerful</td>
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<td>tools to create an effective and transformative learning experience</td>
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Thursday, November 5, 2009

Concurrent Session Schedule

11:00 am - 11:45 am  
**Adult Learning Journal** Editor’s Meeting; Severance Room

Concurrent Session # 8 and Roundtables

Distance Education for Adult Learners: A Matter of Degrees or Accreditation?  
Joe Bradley

Given the proliferation of online degree programs for adults, this interactive session will explore differences and similarities between accreditation reviews conducted by regional and national associations. Degree efficacy from state-approved and non-accredited diploma mills will also be explored.

Leveraging Diverse Social Capital: How Can Global Leaders Learn to Better Use Their Networks?  
Yoshio Nakamura

Global organizations need to better leverage diverse social capital. Based upon current research, this paper offers suggestions whereby leaders can learn to strengthen their social networks.

But Will They Know Vella’s 12 Principles? Service Learning in Theory and Practice  
David Stein & Constance E. Wanshwa

This autoethnographic narrative recounts our experiences as teacher educators while we negotiated the transition of a course on teaching philosophy methods and techniques from in-class delivery to a service-learning experience.

Measuring Sense of Community and Perceived Learning among Adults in an Alternative Teaching Licensure Program  
Mervyn Weighting

This presentation will outline a body of research that has measured the sense of community among adult learners and which is now employing a new instrument to measure perceived learning.

Teaching Old Dogs New Tricks — The Move from Traditional to Problem-Based Instruction  
Kathy Pena

In this project, high school teachers were led from traditional instruction and assessment approaches to a new way of teaching. Issues of self-efficacy, motivation and barriers to change are examined.

Measuring What We Can Count – OR Counting on What We Measure: Critical Reflection on Assessment  
Laurel Jett & Amy DeRose

This session involves critical discussion of the state of assessment in adult education, including an examination of historical antecedents and principal dilemmas and contradictions in current discussions of assessment.

A “Taste” of Accelerated Learning: Experience Tantalizing Traits of This Powerful Approach to Learning Facilitation  
Sarah Spielberg

Looking for fresh ideas for presenting complex content? Do you believe in learner-driven teaching? If Accelerated Learning is new to you, this participative session will model key AL principles.

Inside-Out, A Plan for Successful Re-Entry  
Vicki Marie, Richard M. Smith & Mary Rogers-Hodnett

The high number of formerly incarcerated released every year face difficulty finding housing and employment. Inside-Out, an intervention program, utilizes several reintegration strategies to ease inmates’ release from prison.

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Bridge to Independence: A Collaborative Design Model for Developing Curriculum for Families of Special Needs Children

Simone Concieto & Anne K. Tublin

This presentation will describe a systematic approach for the development and delivery of a competency-based curriculum for families of medically complex and fragile children and the strengths and limitations of the collaborative process.

Making Feedback Work: Feedback Principles That Enhance Learning and Performance in Workplace and Academic Settings

Alexandra Bell & Maria Carolina Ornera

Feedback processes are built upon a provider-receiver relationship. Effective feedback accounts for both perspectives. Hands-on activities demonstrate how both providers and receivers can apply four key principles of feedback.

The Efficacy and Educational Impact of an Andragogical Instructional Methodology in Police Training

Robert F. Vodde

A two-year study compared a traditional, pedagogical, military model of basic police training with that of an andragogical methodology. Data revealed andragogy as a more effective means achieving desired outcomes.

Adult Learners in Urban Communities: Challenges and Opportunities for Economic Independence

Larry Martin

This presentation highlights the challenges to low-income urban residents: economic independence, explores the resources, knowledge, and skills required for financial independence; and presents key principles of financial literacy education and training programs.

Second Life for Adult Learners

Susan Santa

Second Life is a user-created virtual online world with the rich potential for adult and distance learners. You will learn about its capabilities and gain a list of interesting places to explore.

Full-Time Adjuncts: An Emerging Trend in Instructional Delivery

Louise Bedford

This session will focus on recruitment, retention, and partnership strategies related to the growing number of individuals whose primary employment is multiple adjunct positions.

12:00 - 2:00 pm

Awards Lunch; Gold Room

Speaker: Juanita Johnson-Bailey, Professor, University of Georgia

Driving Ms. Sarah: My Life As An Adult Educator

Cyril Houle Award, Malcolm Knowles Award, AAACE Outstanding Service Medallion & AAACE Presidents Award
### Conference Schedule

**Thursday, November 5, 2009**

**2:15 pm - 3:00 pm**

**Concurrent Session # 9 and Roundtables**

<table>
<thead>
<tr>
<th>Roundtable</th>
<th>Title</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>Roundtable</td>
<td>A Phenomenological Study of the Emergence of Coaching as a Practice in the 21st Century</td>
<td>Melissa Libin</td>
</tr>
<tr>
<td>Roundtable</td>
<td>Neoliberalism, Illiteracy, and Poverty: Framing the Rise in Black Women's Incarceration</td>
<td>Vivian Mohr, Dominique Chuiry, Mary Alfred, Jonathan L. Taylor</td>
</tr>
<tr>
<td>Roundtable</td>
<td>Adult E-Learning: Results of Latest Pilot Projects in Kyoto for the Improvement of Adult E-Learning Provision</td>
<td>Don Smith &amp; Brian Cobbert</td>
</tr>
<tr>
<td>Roundtable</td>
<td>Adult Learning: The Choice, Significance, and Merit of Various Admission Criteria for Adult and Higher Education Programs</td>
<td>Abhishek Mita</td>
</tr>
<tr>
<td>Roundtable</td>
<td>This paper examines how neoliberal welfare reform and policies exacerbate the illiteracy and poverty in low-income families and calls for deeper conversations about socio-historical, political, economic, and racial causes of Black women's incarceration.</td>
<td>Abhishek Mita</td>
</tr>
<tr>
<td>Roundtable</td>
<td>This session explores the potential of positive psychology, the study of human strengths, for improving the facilitation of adult learning.</td>
<td>Abhishek Mita</td>
</tr>
<tr>
<td>Roundtable</td>
<td>With the accelerated pace of change in American society, it would seem that ongoing curiosity and interest in learning would be most adaptive to satisfying aging. This presentation shares results of such an impact.</td>
<td>Abhishek Mita</td>
</tr>
<tr>
<td>Roundtable</td>
<td>This session will provide an overview of the upcoming Handbook of Adult and Continuing Education and highlight the issues, themes, and emerging directions found in the upcoming volume.</td>
<td>Abhishek Mita</td>
</tr>
<tr>
<td>Roundtable</td>
<td>A variety of collaborative projects in Kyoto offers new learning opportunities for mature adults. Up-take results and feedback reveal a need for continued provision for these students into old age.</td>
<td>Abhishek Mita</td>
</tr>
<tr>
<td>Roundtable</td>
<td>With continuous global downsizing, remaining employees are becoming accountable for an ever increasing variety of responsibilities. How are companies ensuring that their employees are current in their fields?</td>
<td>Abhishek Mita</td>
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AAACE 58th Annual Adult Education Conference • Cleveland, Ohio • November 1-6, 2009
Conference Schedule

Thursday, November 5, 2009

Who Has the Power? Issues of Power in Community University Partnerships
Anthony Umenkwo, Lorilee Sandmann, Jihyun Kim, & Brandon Klewer
Success of community-university collaborations largely depends on how the entities relate. This relationship is characterized by a power differential which often poses the greatest challenge to the partnership.

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ALM: Professional Development for Middle School Teachers: A Growing Adult Student Audience
Katherine Safford-Ramas
This presentation will summarize the national middle school professional development movement and report on a pilot project at Saint Peter's College that addresses the increased New Jersey licensure requirements for middle school math.

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The Impact of College on the Health of Older Adult Students
Carolyne Palmer, Anne Holaday & Cathy Hilt
Results of a study of older adults taking college classes will be discussed. Effects of learning in later life on physical, cognitive, social, mental, and spiritual health will be emphasized.

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Transformative Learning in Practice: Case Analysis of Community, Workplace, and Higher Education
Edward W. Taylor & Jodi Jarecke
This session offers a comparative analysis of over 20 national and international adult education programs in community, workplace, and higher education that identifies shared practices and challenges faced when engaged in fostering transformative learning.

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Resource for Resources
Jeannette Possmore
Overwhelmed by the abundance of resources? Having difficulty locating resources? Join us for information on locating, evaluating and sharing print, digital, media, and human resources. Including networking and post-session web site.

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3:15 pm - 4:00 pm Concurrent Session # 10 and Roundtables

The Tribal College Movement: From Grass Roots to National Recognition and Beyond
Craig A. Campbell Jr.
The Tribal College Movement began in 1963, and now represents 37 Tribal Colleges and Universities (TCUs). These institutions are reservation based and provide vital links in the community through language, culture, and learning.

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A Metamorphosis of Thought: Transformation through Online Learning
Alaine Harrison
This presentation describes students' learning perspectives in a graduate-level Reading Methods course for the first time, and explores the perspective transformation as a possible explanation for changes that occurred.

Are We Enabling People in Training Programs Who Are Destined to Fail?
Alvin Justellen
Are the students in the right place to learn the topics covered and are there barriers to students performing the task or job we are training them for?

Planning Systems Training for a Global Pharmaceutical Company: The Switzerland Case
Maribeth Leschinsky & Jonathan E. Messmer
Using a case study approach, this session focuses on the impact of globalization and government regulations when planning training programs in a corporate environment.

Empowering Women through Literacy: Views from Experience
Merv Miller, Kathleen P. King & Gabrielle Strohschen
This session explores a comprehensive collection of writings by everyday educators discussing the joys and challenges of integrating innovative solutions to support women's learning needs in ABE and literacy settings.

How I Lost My Voice in an Online Class of Adults and The Soothing Remedy I Found
Thomas Cox
As educators, we can transform the online experience of adult learners from negative into positive by minding what we say and how we say it. One possible consideration for practice is teacher's voice in an online course.

Preliminary Online Training & Accelerated Technical Competency Levels: Online Instructors' Benefit
Makia R. Tillman
Distance Education is our future and competent instructors are essential. The importance of preliminary online training and accelerated levels of technical competencies for faculty teaching online courses will be discussed.

Comparing Adult American and Chinese Student Perceptions of Using Prior Experience in Learning Processes
Fujian Tan & Lee W. Nabb
This presentation discusses results of a comparative study regarding the perceptions of the role prior experiences play in learning processes between adult American and Chinese, male and female students.

LM: Making Math Magical
Dorie Auer & Maureen Thompson
Don't be SQUARE! ADD this to your session list. We ESTIMATE participants will experience the magic as we DIVIDE up for MULTIPLE PROBLEMS, including kitchen MATH. That's only a FRACTION of the fun!
### Conference Schedule

**Thursday, November 5, 2009**

<table>
<thead>
<tr>
<th>Time</th>
<th>Concurrent Session # 11 and Roundtables</th>
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<tbody>
<tr>
<td>4:15 pm</td>
<td>Panel: My Digital Life: Podcasts, Blogs, and Social Media</td>
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<td>Panel: Student Engagement in the Digital Age</td>
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<tr>
<td>4:15 pm</td>
<td>Concurrent Session 1</td>
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<td>4:15 pm</td>
<td>Concurrent Session 4</td>
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<tr>
<td>4:15 pm</td>
<td>Concurrent Session 7</td>
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<tr>
<td>4:15 pm</td>
<td>Concurrent Session 10</td>
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</tbody>
</table>

**PATHS: A Credentialing Program and Career Ladder for Direct Support Professionals**

Amy Gorowitz, Danyetta Naloli & Michael Bankey

An overview of the program and career ladder opportunities open to incumbent and new workers. PATHS trains people for a rewarding career in a field with increased numbers of job opportunities in the future.

**Senior Civic Engagement and Life-Long Learning as Statewide Initiatives**

Anne Holiday, Scott Cohen, Sally Hill & Carolyn Palmer

This session will summarize the missions and accomplishments of Ohio's Senior Civic Engagement Council and its Life-Long Learning Committee. Participants will be encouraged to discuss similar initiatives in other states.

**Conceptualizing College Level Learning: Experiential Learning, and the Art and Science of Prior Learning Assessment**

Linda Stevens & Amy D. Rose

This session will explore the concept of college-level learning as perceived by faculty assessors of prior learning assessment. It will begin a dialogue on broader issues of assessment.

**The Books That Stir Us: The Basbanes Project (A Program Planning Story)**

Kevin Hockinson

The Books that Stir Us: The Basbanes Project was a program delivered at Lorain County Community College in 2008-09. This session examines the program planning phases from start to finish.

**Facilitating the Multi-Generational Learning Experience**

Melanie Chich, Terry Johnson & Michele Stoff

Successful training is dependent on appreciating the differences that multigenerational learners bring to training. Facilitators will discover appropriate learning methods that maximize their ability to interact with learners across generations.

**An Investigation of Culturally Relevant Programs for Science Learning: Transformation of Traditional Knowledge of Taiwan Aborigines**

Ying-Lee Wu

The study is about how culturally relevant programs are planned for science learning at non-formal educational settings in Taiwan, in order to investigate socio-cultural aspects of science learning and transformation of indigenous knowledge.

**Social Networking Environments as Promoters of Informal Learning**

Nicole Weber, M. Julia Baldes, & Simone Condeco

This presentation will explain the characteristics of three social networking environments: the social networking tools preferred by its members, and how social networking environments serve as a space for informal learning.
Thursday, November 5, 2009

**Conference Schedule**

**Power, Conflict and Collaboration: Implementing the Workforce Investment Act**

- John E. Hopkins, Catherine H. Monaghan & Catherine A. Hansman

This qualitative case study applied Martin's ambiguity/conflict framework and McCarthy's theory of perspective to illuminate power, conflict and collaboration dynamics within the WIA System for one specific region in the midwest.

**ALM: Addressing Students' Misconceptions about Probability in the First College Statistics Course**

- Leonid Khazzanov

Narratives of female siblings, both high school dropouts and mothers of three whose commitments to adult basic education are contrasting differently presented to illuminate awareness of gender is issues in practice.

**We Made It to Ninth Grades: A Story of Two Sisters**

- C. Amelia Davis

Creating learning activities that directly involve the learners by utilizing active listening and dialogue will be the focus of this session.

- Frank DiSilvestro

John Hatfield & L. Marie Hatfield

Developing New Neuroplastic ways in Brain through Neurogenesis

The brain can regenerate itself through challenging cognitive activities. The CSI-Teletherapy System has successfully helped individuals develop their cognitive thinking skills after serious brain injuries strokes, and other brain-based anomalies.

**Teaching Adult Learners Using Active Listening and Dialogue**

- Frank DiSilvestro

Humphrey - Adult Numeracy

- VanAken - Adult Learning with Disabilities

- Whitehall - Adult Learners

CPAE Registration

CPAE Welcome (Greeting New Members); Gold Room

CPAE Opening Panel Session; Gold Room

CPAE Reception; Gold Room

CPAE Business Meeting; Gold Room

AACE 58th Annual Adult Education Conference • Cleveland, Ohio • November 1-6, 2009
Conference Schedule

Friday, November 6, 2009

7:00 am - 8:15 am  Continental Breakfast; Ambassador Ballroom
7:30 am - 8:30 am  CPAE Continental Breakfast; Superior Room
8:00 am - 11:45 am  Exhibits Open; Ambassador Ballroom
9:00 am - noon  Conference Registration open; Gold Coat Check Area
8:30 am - 4:30 pm  Army New Education Counselor's Training (closed meeting); Severance Room
8:30 am - 4:30 pm  CPAE Breakouts; Case, Garfield, & Halle Rooms
8:15 am - 9:00 am  Concurrent Session # 12 and Roundtables

Jesse Allen Charters: Pioneer in Ohio Adult Education
Susan Ime
Jesse Allen Charters, the first woman professor of adult education in the United States, helped found the Ohio Association for Adult Education. This session will provide highlights of Dr. Charters' career.

Adult English Literacy and Technology: Learning in the Workplace
Donna Mancuso & Mary Alfred
To improve the quality and extent of workplace education services to ESL learners, technology needs to be incorporated into the instructional program (Parker, 2007). This study explores the role of technology in adult ESL classes at the workplace.

Teacher Professional Development in Post-Soviet Moldova
Victoria Boxan & Aliona Ixan
The paper outlines and discusses current continuing professional development programs in Moldova, one of the former Soviet republics, with particular reference to access, quality and teacher motivation.

Can Online Students in Ukraine Learn Using a Student-Centered Approach to Instruction?
Carol Gravel
Distance learning opportunities in developing countries may provide the knowledge needed for economic expansion. The Franklin Pierce University and Luhansk Taras Shevchenko National Pedagogical University (Ukraine) partnership offers an online student-centered, constructivist-style applied MBA.

Professional Academic Advisors: Implications for Student Retention and Advisor Professional Development
Kristy Tokarczyk & Catherine A. Hrubisz
Professional academic advisors can make significant contributions towards retaining students in higher education. This presentation examines professional academic advisors' perceptions of their role and their preparation to work with students.

Angels, Devils or Other: Television Media and the Nursing Profession
Melissa Snyder & Brandi Tuit
Television media is a form of public pedagogy affecting the image of nursing through implicit and explicit messages. Popular television shows from the 1960's through today will be viewed and discussed.

Ambassador History and Philosophy of Adult Education

English as a Second Language

Blossom, Holden International

Professional Development
### Conference Schedule

**Friday, November 6, 2009**

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<th>Concurrent Session</th>
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<tr>
<td>Show Me the Money: Exploring Financial Literacy Education Programs for Women</td>
<td>The purpose of this research study is to investigate the pedagogy of financial literacy education programs for women and explore how these programs address their educational needs.</td>
<td>Women's Issues, Status and Education</td>
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<tr>
<td>Amy, Taylor, and Millie: An Educational Story of Transformation</td>
<td>Set within the frameworks of feminist pedagogy and Freirean principles, this session examines the journey of three women who discover themselves through their emancipatory learning experiences at an urban university.</td>
<td>Whitehall: Women's Issues, Status and Education</td>
</tr>
<tr>
<td>The Rise of the Student Veterans of America in the Digital Age</td>
<td>This session describes the creation of student veteran groups at &quot;brick &amp; mortar&quot; as well as virtual campus.</td>
<td>Willey: Military Education and Training</td>
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#### Concurrent Session # 13 and Roundtables

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<tr>
<td>Achieving Quality at a D-I-S-T-A-N-C-E in Adult Education: Bridging the Transactional Distance</td>
<td>Designed to stir thinking about transactional distance (Moore, 1972, 1997), the presenter and session participants will create a list of techniques used in bridging transactional distance to achieve learner satisfaction and learning success.</td>
<td>Ambassadors: Distance Learning and Technology</td>
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<tr>
<td>Adult Health Education: Best Practices in Computer-Assisted Learning Via the Internet</td>
<td>Join a dialog of the most effective practices in computer-assisted learning programs for health education among adults including the most often used theory, interactivity and tailoring.</td>
<td>Ambassadors: Health Education</td>
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<tr>
<td>Julius Kambarage Nyerere and How His Vision of Adult Education Can Be Transferred to Other Nations</td>
<td>An overview of Nyerere's unique vision - Education for Self-Reliance - will be presented. Topics include how the community must be geared for adult education and how education is used in the development of a nation.</td>
<td>Ambassadors: Adult Basic Education, International</td>
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<tr>
<td>Even with Iraq Together We Can Enhance Adult Education</td>
<td>Can Americans and Iraqis resolve cultural differences? What relationship developmental steps facilitate the trust, empathy, and mutual mentoring focused on new meaning?</td>
<td>Ambassadors: International</td>
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<tr>
<td>What Determines Student Persistence in ABE and GED Classrooms?</td>
<td>The session will explore the attributes of persistent students enrolled in adult basic education and GED preparation programs.</td>
<td>George: Adult Basic Education</td>
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AAACE 58th Annual Adult Education Conference • Cleveland, Ohio • November 1-6, 2009
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<tr>
<td>10:00 am - 12:00 pm</td>
<td>AAACE Board Meeting; Carnegie Board Room</td>
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<td>10:00 am - 10:15 am</td>
<td>Break; Ambassador Ballroom</td>
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<tr>
<td>10:15 am - 11:00 am</td>
<td>Concurrent Session # 14 and Roundtables</td>
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Knowledge Translation: Filling the Gap between Knowing and Doing
Anne Kame

The results of this study seem to demonstrate that not only can two seemingly opposing models be blended, the blended whole is perhaps greater than the sum of its parts.

Merging Education and Business Models to Create Transformational Change
Susan Isenberg

Qualitative research on Korean YMCA's community learning movement's unique learning-relations and self-expansion structures will be presented. The learning network as a conceptual framework will be discussed in terms of contribution to the development of community movement.

Role of Learning Network in a Community Co-op Movement: Korean YMCA Case
Sohnji Choi & Dae Joong Kang

Initiatives in Adult Education that address communal societal or globally related issues are too narrow. This session advocates a wider scope for a specific outcome awareness of intentionally managing biases for analytical balance toward informed choices.

Barriers to Child Care: Provider Training in the U.S. - Meeting the Challenges Head-On
Deborah Griffin

Feeling a sense of urgency to increase accountability and quality of child care, continuing education and accreditation sources are exploring barriers and solutions for quality training of this diverse workforce.

Intentionally Managing Biases: A Philosophical Foundation for Effective Learning, Communication, Problem Solving
Wilma Robinson

The oldest Millennials (Strauss and Howe, 2003) are nearing 30. How should our common knowledge about adult undergraduates shift, as members of the Millennial generation enroll as non-traditional college students?

Six Degrees of Education: A Synchronistic Journey: Combining Music and Learning for Inspiration and Creativity
Katie O'Kegan

Six Degrees of Education: A Synchronistic Journey will help you look inside yourself as an educator. We all need inspiration, no matter the subject we teach. Come experience this technique!
### Conference Schedule

**Friday, November 6, 2009**

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<th>Concurrent Session</th>
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<tr>
<td><strong>Helpful Tools for the Inclusion of Technology in Education to Achieve Academic Success</strong></td>
<td><strong>Creating a Climate for Ethical Practice: A Panel Discussion</strong></td>
<td><strong>Lifelong Learning as Being: The Heideggerian Perspective</strong></td>
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<td>Vincent Wiggins</td>
<td>Carrie Bailey, C., Amelia Davis, Ronald Mottorn, &amp; Steven L. Carter</td>
<td>Ya-hui Su</td>
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<tr>
<td>The inclusion of technology increasingly becomes integrated in the education experience. Learn about the importance of and how to use technology in the classroom for academic success in today’s learning environment.</td>
<td>A group from the University of Tennessee will discuss ethical issues and considerations for practitioners in their areas of expertise: nursing education, correctional education, adult basic education, and higher education.</td>
<td>This article describes the problems of the adult education literature, which favors pragmatism and, thus, may under-theorize the meaning of developing lifelong learning as Heidegger’s being.</td>
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**12:15 pm - 2:00 pm**
AAACE Annual Meeting and Lunch; Gold Room

**2:00 pm - 5:00 pm**
CPAE Breakouts; Case, Garfield & Halle Rooms

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**Mark Your Calendar Now!**

**AAACE 2010 Conference**
Hilton Clearwater Beach Resort
Clearwater Beach, Florida
**October 24 – 26, 2010 – Pre Conferences,**
**October 26 – 29, 2010 – Conference**
“... and did we mention the beach?”
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<tr>
<td>Imel, Susan</td>
<td>Ohio State University</td>
<td><a href="mailto:susanime11@gmail.com">susanime11@gmail.com</a></td>
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<tr>
<td>Isaac-Savage, E. Paulette</td>
<td>University of MD-St. Louis</td>
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<tr>
<td>Isenberg, Susan</td>
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</tr>
<tr>
<td>Ixari, Aliona</td>
<td>Academy of Economic Studies of Moldova</td>
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<tr>
<td>James, Wayne B.</td>
<td>University of South Florida</td>
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<tr>
<td>Jarecke, Jodi</td>
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<td>Johnson, Carrie</td>
<td>National-Louis University</td>
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<td>Johnson, Terri</td>
<td>Medical Mutual of Ohio</td>
<td><a href="mailto:terri.johnson@mmoh.com">terri.johnson@mmoh.com</a></td>
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<td>Johnson, Vicki</td>
<td>Cleveland State University School of Nursing</td>
<td><a href="mailto:v.d.johnson01@csuohio.edu">v.d.johnson01@csuohio.edu</a></td>
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<tr>
<td>Johnson-Bailey, Juanita</td>
<td>Program in Adult Education - The University of Georgia</td>
<td><a href="mailto:jjb@uga.edu">jjb@uga.edu</a></td>
</tr>
<tr>
<td>Jones, Melanie S.</td>
<td>Morehead State University</td>
<td><a href="mailto:m.jones@moreheadstate.edu">m.jones@moreheadstate.edu</a></td>
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<td>Joo, K. P.</td>
<td>The Pennsylvania State University</td>
<td><a href="mailto:kipoo@psu.edu">kipoo@psu.edu</a></td>
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