59th National Adult and Continuing Education Conference

“LEADING and LEARNING: Meeting Today's Challenges”

October 24-29, 2010

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Dear Friends:

It is a pleasure to welcome you to the 59th Annual American Association for Adult and Continuing Education Conference in Clearwater Beach, Florida.

The American Association for Adult and Continuing Education's mission is to provide leadership for the field of adult and continuing education by expanding opportunities for adult growth and development. The Association also strives to unify adult educators and to promote identity and standards for the profession.

Best wishes for a successful conference.

Sincerely,

Charlie Crist

American Association for Adult and Continuing Education
Greetings from the AAACE President

October 24, 2010

Greetings AAACE Colleagues and Friends,

Welcome to Clearwater Beach and the 59th Annual American Association for Adult and Continuing Education Conference! Our conference theme, Leading and Learning: Meeting Today’s Challenges, reflects the goal of providing you opportunities to engage in dialogue with other adult educators about the challenges and trends in the field and to learn about the many exciting research and practice projects and accomplishments of adult and continuing education colleagues from around the world.

AAACE is an inclusive association, bringing together all who are dedicated to developing and providing meaningful learning experiences and programs for adult learners in diverse contexts. As a participant in the 2010 conference, you can partake in over 190 concurrent and roundtable sessions, all addressing the many areas of specialized interests within AAACE. Some of these areas include international adult education, higher education, military education, human resource development and training, workplace learning, health education, and literacy and GED programs. You will meet with, talk to, and learn how the leaders in the field perceive the impact of important regional, national, and international initiatives on research and practice topics in adult and continuing education.

AAACE owes a large debt of gratitude to the 2010 Conference Planning Committee, under the very capable leadership of Dr. Clare Klunk, faculty member in Adult Learning and Human Resource Development at Virginia Tech, for the many learning and socializing opportunities they planned for this conference: the general sessions featuring prominent adult educators as keynote speakers; concurrent, roundtable, and workshop sessions that allow sharing of knowledge and research; and the pre- and co-conferences hosted by several AAACE commissions. Along with attending all these events, please make sure to visit the exhibit area for opportunities to connect with other adult education organizations and to learn about new publications. Take the time to network at the Connection Corner, greeting old friends and making new ones. We also look forward to seeing you at the “fun” events this week: the President’s Reception Tuesday evening, the Sunset at the Beach Event Wednesday evening, the Awards Luncheon Thursday at noon, and the 2010 Handbook Reception Thursday evening. Get involved in the business of AAACE through participating in the General Membership meeting and luncheon on Friday.

On behalf of the AAACE Board of Directors, we wish you a week filled with learning, networking, and fun. Have a delightful week in Clearwater at the AAACE conference!

Sincerely,
Catherine Hansman, EdD
President, AAACE

AAACE 59th Annual Adult Education Conference • Clearwater Beach, Florida • October 26-29, 2010
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
Cle Anderson, Association Manager • aaace10@aol.com

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AAACE Past Presidents

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Association Information

2010 Clearwater Beach, Florida

Planning Committee
Clare D. Klunk, Chair, President Elect, AAACE, Virginia Tech, Northern Virginia Center, Virginia
Cle Anderson, AAACE Association Manager, Bowie, Maryland
David Barnes, Pinellas County Schools, Largo, Florida
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Nancy Fire, North Carolina State University, Raleigh, North Carolina
Jean Fleming, Prince Frederick, Maryland
Diane Fogel, The George Washington University, Hampton Roads Center, Virginia
Steve Frye, Tennessee Tech University, Cookeville, Tennessee
Cathy Hansman, Cleveland State University, Cleveland, Ohio
Geri Hura, Buffalo State College Buffalo, NY
Wayne James, University of South Florida, Tampa Florida
M. Joanne Kantner, Joliet Junior College, Joliet, Illinois
Kathleen P. King, University of South Florida, Tampa, Florida
Deborah LeBlanc, National University, Los Angeles, California
Henry Merrill, Indiana University Purdue University, Indianapolis, Indiana
Jonathan E. Messemer, Cleveland State University, Cleveland, Ohio
Linda Morris, Virginia Tech, Northern Virginia Center, Virginia
Mari Jo Pesch, University of Colorado Hospital, Denver, Colorado
Jimmy L. Powell, Chesterfield County Government, Chesterfield, VA
Randy Plunkett, Capella University, Minneapolis, Minnesota
Tonette S. Rocco, Florida International University, Miami, Florida
Elice Rogers, Cleveland State University, Cleveland, Ohio
Zelda Rogers, Florida Department of Education, Tallahassee, Florida
Amy D. Rose, Northern Illinois University, DeKalb, Illinois
Christa G Ruber, Pensacola State College, Pensacola, Florida
Laura Sargent, Pinellas County Schools, Largo, Florida
Steve Schmidt, East Carolina University, Greenville, NC
Douglas H. Smith, Miami, Florida
David Stein, The Ohio State University, Columbus Ohio
Gabriele Strohschen, School for New Learning DePaul University, Chicago, Illinois
Makia Tillman, North Carolina State University & Kaplan University Online, Raleigh, NC
Howard Walters, Ashland University, Ashland, Ohio
Constance Wanstreet, The Ohio State University, Columbus Ohio
William H. Young, University of South Florida, Tampa, Florida

Program Committee
Jean Fleming, Prince Frederick, Maryland
Linda Morris, Virginia Tech, Northern Virginia Center, Virginia
Patricia Brewer, Union Institute & University, Cincinnati, Ohio
Nancy Fire, North Carolina State University, Raleigh, North Carolina
Gabriele Strohschen, School for New Learning DePaul University, Chicago, Illinois
Mari Jo Pesch, University of Colorado Hospital, Denver, Colorado
Diane Fogel, The George Washington University, Newport News, VA
Catherine A. Hansman, Cleveland State University, Cleveland, OH
Clare D. Klunk, Virginia Tech University, Falls Church, VA

AAACE 59th Annual Adult Education Conference • Clearwater Beach, Florida • October 26-29, 2010
Conference at a Glance

Sunday, October 24, 2010
7:00 pm - 9:00 pm  Commission for International Adult Education
Opening Reception and Community Building; Water’s Edge A

Monday, October 25, 2010
9:00 am - 5:00 pm  All-Army Day; Water’s Edge B&C
9:00 am - 5:00 pm  Commission for International Adult Education; Water’s Edge A

Tuesday, October 26, 2010
9:00 am - 1:30 pm  Commission for International Adult Education; Water’s Edge A
8:00 am - 2:30 pm  Commission for Military Education and Training (CMET); Water’s Edge B&C
Co-sponsored by Capella University
12:00 pm - 5:00 pm  Conference Registration open, Grand Ballroom Foyer
11:30 pm - 1:30 pm  AAACE Board of Directors Meeting & Luncheon; Palm
3:30 pm - 5:30 pm  AAACE General Session & Conference Welcome, Salons F&G
Keynote Speaker: Brenda Dann-Messier, Asst. Secretary OVAE,
US Office of Education
5:30 pm - 6:30 pm  Exhibit Hall Opening and President’s Reception; Banquet Foyer D-G
7:30 pm - 8:30 pm  The Next Mission: Documentary screening and town hall discussion on post-traumatic stress disorder (PTSD), featuring a panel of military mental health leaders (dinner and beverages provided with reservation); Salon D
7:00 pm - 10:00 pm  AAACE Board of Directors Meeting; Coral
7:00 pm  Dinner on your own or join a dinner group

Wednesday, October 27, 2010
6:45 am - 8:45 am  Newcomers breakfast (reservations required); Salon F
8:00 am - 5:00 pm  Exhibition; Banquet Foyer D-G
9:00 am - 5:00 pm  Conference Registration area open, Grand Ballroom Foyer
8:00 am - 8:45 am  Concurrent Sessions and Roundtable Discussions (1)
9:00 am - 10:30 am  General Session; Salons D-G

Keynote Speaker: Dr Roger Sublett, President University Institute
Higher and Adult Education 2010: Leadership Challenges & Opportunities
10:30 am - 10:45 am  Refreshment Break; Co-sponsored by Cleveland State University & Columbia Southern University
10:45 am - 11:30 am  Concurrent Sessions and Roundtable Discussions (2)
12:30 pm - 2:00 pm  Lunch (on your own)
Conference at a Glance

12:30 pm - 2:00 pm  AAACE Board of Directors Meeting; Manatee
2:00 pm - 2:45 pm  Concurrent Sessions and Roundtable Discussions (3)
2:45 pm - 3:00 pm  Break
3:00 pm - 4:00 pm  Special Sessions
   Cheryl Keenan, Director, Department of Adult Education and Literacy (DAEL),
   U.S. Office of Education; Water’s Edge
   CMET Panel—From Soldier to Student: Transition Challenges for the Military
   and Veteran; Salons D-F
      John Powers, Director of Operation Vets
      Dr. Kenn Hartman, Academic Director for Drexel University eLearning
      Ileen Rogers, Director, Army Continuing Education System
4:00 pm - 5:15 pm  Annual Meetings
   Commission of Adult Basic Education and Literacy (CABEL) & Commission
   of Affiliate Organizations (CAO); Water’s Edge
   Commission of Community, Minority, and Non-formal Education
   (CCMNFE); Water’s Edge
   Commission of Workplace and Professional Development
   (CWPD); Water’s Edge
   Commission of Program Management (CPM); Mangrove
5:30 pm - 9:00 pm  Sunset Beach Event with Beach Party Food, Networking, Music, and Fun
   ($15 Reservations Required. Cash Bar); Flamingo/Sandpipers Deck
   Co-sponsored by Capella University

Thursday, October 28, 2010

6:45 am - 8:45 am  Breakfast on your own
7:15 am - 9:15 am  Graduate Student Forum & Breakfast (reservations required); Salon F
7:15 am - 9:15 am  Past President’s Breakfast (by invitation); Palm
8:00 am - 5:00 pm  Exhibits open, Banquet Foyer D-G
9:00 am - 5:00 pm  Conference Registration Area open, Grand Ballroom Foyer
8:00 am - 8:45 am  Concurrent Sessions and Roundtable Discussions (5)
9:00 am - 8:45 am  Concurrent Sessions and Roundtable Discussions (6)
9:00 am - 9:45 am  Info session for publishing in the Adult Education Quarterly Journal,
   the Canadian Journal for the Study of Adult Education, Journal of Transformative
   Education, and Adult Learning; Executive Conference
Conference at a Glance

9:45 am - 10:00 am  Break

10:00 am - 10:45 am Concurrent Sessions and Roundtable Discussions (7)

10:00 am - 10:45 am Adult Education Quarterly Consulting Editors meeting; Tarpon

11:00 am - 11:45 am Concurrent Sessions and Roundtable Discussions (8)

11:00 am - 11:45 am Adult Learning Editors Meeting; Marlin

12:00 pm - 2:00 pm Lunch (reservations required-included in conference fee); Salons D-F
Knowles, Okes, and Houle Awards (CPAE) and Military Awards (CMET)

1:45 pm - 3:15 pm Current and Emerging Conversations in Adult Learning

**Adult Education, a Global Field and Profession: Contributions of UNESCO**
Marcie Boucouvalas, Ph.D. and John Henschke, Ed.D.; Salon G

**Ignore Neuroscience at Your Peril: Understanding the Physiological Principles of Memory, Organization, Neural Plasticity and Emotions in Learning**
Jane Fishback, Ph.D.; Salon D

**Unleashing the Power of Technology for Every Adult Educator: Using Digital Media, Social Media and e-Learning for Learning and Voice**
Kathleen (Kathy) King, Ph.D.; Salon F

**Social Justice in Adult Education: Laboring in the Fields of Reality and Hope**
Juanita Johnson-Bailey, Ph.D., Lisa Baumgartner, Ph.D. and Tuere Bowles, Ph.D.; Salons A-C

**Generational Learning Styles**
Julie Coates, V-P Learning Resources Network (LERN); Water’s Edge Ballroom

3:15 pm - 3:30 pm Break

3:35 pm - 4:15 pm Concurrent Sessions and Roundtable Discussions (9)

4:30 pm - 5:15 pm Concurrent Sessions and Roundtable Discussions (10)

3:30 pm - 6:00 pm Commission of Professors of Adult Education (CPAE)
Co-Conference Registration;

3:30 pm - 3:40 pm CPAE Welcome to New Members; Salons A&B

3:40 pm - 5:00 pm CPAE Opening Session; Salon D

**Current Initiatives and Opportunities for the Education of Adults under President Obama’s Administration**
Cheryl Keenan, Division of Adult Education and Literacy, Office of Vocational and Adult Education, Washington, DC
Conference at a Glance

5:00 pm - 7:00 pm  Reception Celebrating 2010 Edition of Handbook on Adult and Continuing Education; Co-sponsored by Sage, CPAE, and AAACE; Water’s Edge Deck and A,B,C after 5:15

6:00 pm - 8:00 pm  CPAE Business Meeting; Salon D

Friday, October 29, 2010

7:00 am - 8:15 am  Continental Breakfast (reservations required, included in conference fee); Banquet Foyer D-G

8:00 am - 11:45 pm  Exhibits open, Banquet Foyer D-G

9:00 am - noon  Conference Registration Area open, Grand Ballroom Foyer

8:15 am - 9:00 am  Concurrent Sessions and Roundtable Discussions (11)

8:15 am - 9:00 am  CPAE Concurrent Session 1; Water’s Edge A,B&C

9:15 am - 11:00 am  AAACE Board of Directors Meeting; Coral

9:15 am - 10:00 am  Concurrent Sessions and Roundtable Discussions (12)

9:40 am - 10:00 am  CPAE Break

9:45 am - 10:00 am  General Conference Break

10:00 am - 11:25 am  CPAE Concurrent Session 2; Water’s Edge A,B&C

10:15 am - 11:00 am  Journal of Transformative Education Consulting Editors Meeting; Executive Conference

10:15 am - 11:00 am  Concurrent Sessions and Roundtable Discussions (13)

11:15 am - 12:15 pm  Keynote Speaker: Bill Draves, CEO Learning Resources Network (LERN)

Nine Shift: Work, life and adult education in the 21st century; Salons D&E

12:30 pm - 2:00 pm  AAACE Annual Meeting and Lunch; Salons D,E,F

2:00 pm - 3:00 pm  Conference Planning Committee - debrief; Mangrove

2:00 pm - 3:30 pm  CPAE Concurrent Session 3; Water’s Edge A,B&C

3:45 pm - 4:30 pm  CPAE Closing Session: New Directions for CPAE: Howard Walters

Open discussion of future directions for the Commission of Professors of Adult Education; Water’s Edge B
Dr. Brenda Dann-Messier began her official duties as Assistant Secretary for Vocational and Adult Education on October 13, 2009. As a veteran in adult education and family-literacy issues, Dann-Messier works closely with Education Secretary Arne Duncan and Under Secretary Martha Kanter to promote community colleges, adult education and career and technical education.

Before joining the United States Department of Education Dr. Dann-Messier served for a decade as the president of Dorcas Place a community-based adult education agency based in Providence, Rhode Island. Under her leadership, Dorcas Place Adult & Family Learning Center built its capacity to address the persistent demand for adult education in Rhode Island. Since opening nearly 30 years ago in Providence, Dorcas Place has expanded from helping four single mothers earn their GEDs to, for example, providing instruction in day and evening classes for 1,085 adult learners statewide in FY 2009.

Dr. Dann-Messier has been a tireless advocate for the adult learner, serving on numerous state and local boards. She was a member of the Rhode Island Board of Governors for Higher Education and chaired its Academic and Student Affairs Subcommittee. She frequently presents at national and international conferences and forums, including the National Commission on Adult Basic Education, Council for Opportunity in Education, National Center for Family Literacy, and the European Access Network.

Dr. Roger H. Sublett has served as the president of Union Institute & University since 2003, having also served as provost and chief operating officer, as well as interim vice president for national undergraduate programs. He previously was director of the W. K. Kellogg Foundation’s National Fellowship and Leadership Program, and also program director in Higher Education and Leadership at the Kellogg Foundation. Throughout his career, he has devoted his time and expertise to numerous committees and boards, including the International Leadership Association, the American Association for Higher Education; the Association for Continuing Higher Education (ACHE) Ethics Committee; and American Council on Education (ACE), where he is past chair of the Commission on Lifelong Learning. He also serves on ACE’s Presidents’ Forum, to encourage understanding across agencies and institutions on online learning initiatives. He is a founding member of Transparency by Design, a coalition of university presidents organized to promote new standards of accountability in higher education. He serves on the boards of OmniMed and was a senior fellow in the James MacGregor Burns Academy of Leadership and a senior scholar at the Center for Ethical Leadership, Seattle. He is a frequent speaker, convener, and leader in areas of adult and continuing education. He has authored, co-authored, or edited four books on the operation and lessons learned through the Kellogg Foundation, including, Leading from the Heart. He earned his B.S.E. and M.A. degrees from the University of Arkansas, and his Ph.D. in American History from Tulane University in New Orleans. He resides in Cincinnati, Ohio with his wife, Dr. Cynthia Sublett, who teaches nursing at Xavier University.
William A. Draves is an internationally known adult educator and co-author with Julie Coates of *Nine Shift: Work, Life and Education in the 21st Century*. The BBC calls the book “Fascinating.” This ‘wow’ keynote has been delivered to audiences around the world. Adult educator Phil Houseal of Kerrville, Texas, says, “I’d trample my grandma to hear Draves speak.”

Some 75% of life is changing right now, between 2000 and 2020. We know this because it happened once before. Between 1900 and 1920 life changed. Discover the nine shifts taking place in work, life and education that are changing the way we learn, teach and administer adult education programs. You will leave seeing the world in a whole new way.

Cheryl Keenan is 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 national director, she oversees the office, which funds almost $600 million in state and local grant programs to enable adults to become literate and to 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. Before 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.
Panel Discussion

From Soldier to Student: Transition Challenges for the Military and Veteran

As a result of the popularity of the Post 9/11 GI Bill, there are now over 300,000 veterans of the Iraq and Afghanistan era enrolled in higher education. Many of these veterans struggled with the transition to higher education from military service, particularly those who served in combat. This discussion examines some of the issues and challenges facing these students, as well as some of the best practices of colleges and universities.

Dr. Kenneth E. Hartman is an internationally renowned educator, having served the past 26 years as a university professor, academic administrator, and consultant at several leading universities, including the University of Pennsylvania, the University of Delaware, New York Institute of Technology, and Drexel University. He is the author of numerous publications related to educational technology (books, articles, CD-ROMs), and formerly a syndicated newspaper columnist, television talk show host, and commissioned military officer. He can also be seen regularly on NBC10 (Philadelphia), as the station’s on-air technology contributor.

Currently, Dr. Hartman serves as academic director for Drexel University Online and adjunct associate professor in Drexel University’s School of Education. Dr. Hartman is also the founder of “Our Community Salutes,” a nonprofit organization that provides guidance and support to communities seeking to recognize and honor high school seniors (and their parents) who enlist in the military after graduation. (More information can be found at http://www.ourcommunitesalutes.com)

Recent awards and honors include: the 2006 Partners in Education Award from the Pennsylvania Association for College Admission Counseling, the 2006 Drexel School of Education’s Faculty Fellow and Associate Award, the 2007 Penn Educator of the Year Award from the University of Pennsylvania, and the 2008 Leadership in Distance Learning Program Administration Award from the United States Distance Learning Association.

Dr. Hartman holds an undergraduate degree from the State University of New York at Geneseo, a master’s degree from Michigan State University, and a doctorate degree from the University of Pennsylvania.

Ileen Rogers is the director, Army Continuing Education System, Human Resources Command, Department of the Army, Fort Knox, KY. Within the Department of the Army, the Army Continuing Education System (ACES) through its many programs and services promotes lifelong learning opportunities. It also supports the Army Campaign Plan that states, “Support for Soldiers, civilians and their families is a critical part of the Army's ability to defend our Nation.” In her position, Ms. Rogers brings together the ACES organization which consists of three Army components (Active Component, Army Reserve and Army National Guard) consisting of 85 active Army education centers and satellite sites and 102 active Army Multi-use Army Learning centers, 16 reserve education offices at regional readiness commands, and 54 national guard state and Commands, Army-wide. She is ultimately responsible for the development, justification and execution of a $343 million budget for the Total Army (active and reserve components). Ms. Rogers, a native of Orangeburg, S.C, holds an undergraduate degree from the University of South Carolina at Columbia, a Master of Education from South Carolina State University, Orangeburg, and a Certificate of Advanced Graduate Studies in Human Resource Education and Development from Boston University, Mass. She is a graduate of the American University Institute for the Study of Public Policy Implementation, Washington, D.C. Ms. Rogers has received several awards throughout the years including the Superior Civilian Services Award, distinguished graduate of the Army Management Staff College and the Internal Revenue Service Commissioner’s Award.
Wednesday, October 27, 2010

Panel Discussion

From Soldier to Student: Transition Challenges for the Military and Veteran (Continued)

John Powers graduated from the University of Rhode Island and is currently finishing a Master's Program at Rhode Island College. In 2005, after seeing a close childhood friend struggle to fit back into civilian society after a deployment to Afghanistan, Powers began his journey as a veteran's advocate.

During his last year at the University of Rhode Island, Powers formed Operation Vets (OV), which was created to provide a support network for veterans in New England transitioning out of the military and into higher education. Powers’ work with student veterans in New England led him to co-found and serve as executive director of Student Veterans of America, a national coalition of student veteran organizations from college campuses across the country.

Thursday, October 28, 2010

Special Session

Current & Emerging Conversations in Adult Learning

Adult Education, a Global Field and Profession: Contributions of UNESCO

Think of a country, any country, and you will find adult educators busily working, and adult education often recognized as a field of both study and practice. UNESCO (United Nations Educational, Scientific, and Cultural Organization) since its inception has recognized the value of the field and its function, as well, in developing not just individuals but also groups, organizations, nations and international understanding. Approximately every 12 years (1949, 1960, 1972, 1985, 1997, 2009) UNESCO has sponsored an Adult Education/Adult Learning Inter-governmental Assembly bringing together heads of state from all member countries and involving non-governmental organizations (NGOs). Major consensually agreed upon documents result. These guide policy and action for the field in all countries until the next Assembly. Come learn what resulted from the most recent Assembly in December 2009 and dialogue about its meaning for you. Imagine, a document translated into all country languages that serves as a common binding force for our profession!

Marcie Boucouvalas is Professor and Program Director of Adult Learning & Human Resource Development at Virginia Tech's Graduate Center/National Capital Region, Falls Church, VA USA. She is also Director of the Commission of International Adult Education for AAACE, and President-Elect of the Coalition of Lifelong Learning Organizations. International involvement has been central to her four decades of experience in adult education as a field of both study and practice. She served as an NGO delegate (with the International Council on Adult Education) to the most recent 2009 UNESCO Assembly and was part of the USA team that went as observers to the 1997 Assembly when the USA had temporarily withdrawn its membership in UNESCO.
John A. Henschke studied with Malcolm S. Knowles at Boston University (BU) and wrote his doctoral dissertation on Malcolm’s contribution to the theory and practice of adult education up through 1972. He currently serves as a member of the Board of Directors of the International Adult and Continuing Education Hall of Fame. He has worked internationally in Adult and Continuing Education in 19 countries around the world. John was a member of the Official USA Delegation to the 2009 UNESCO CONFITEA VI Adult Education Assembly held in Brazil and was part of the USA team who went as observers to the 1997 UNESCO CONFITEA V Adult Education Assembly held in Germany. John recently retired after 39 years with University of Missouri, St. Louis and is now a Faculty Member of the Doctoral Program in Andragogy and Graduate Research, School of Education, Lindenwood University, St. Charles, MO.

Unleashing the Power of Technology for Every Adult Educator: Using Digital Media, Social Media and e-Learning for Learning and Voice

Blogs, wikis, podcasts, learning communities and Nings, oh my! In this session Dr. Kathleen P. King professor at USF in Tampa, FL, will demonstrate and demystify digital media, social media and e-learning technologies and strategies which can be used to facilitate learning and student voice. This session is a custom presentation based on her extensive research, experience and publication regarding adult and higher education faculty development for learning and implementing effective, content relevant strategies and models in instructional technology. Technology users who are novices, intermediate and advanced will all find valuable resources and strategies in this interactive session. True to her values of access and equity, Dr. King highlights free, inexpensive and community building resources for educators to scaffold their unique expertise. Take advantage of this opportunity to dialogue together about the important issues of creating engaging learning experiences which address 21st century learning needs and incorporate significant learning. Our colleague, Kathy King, has been using digital media, social media and distance learning successfully for over 17 years, she has published 10 books in the area and has reached well over 7 million learners through her digital endeavors.

Kathleen P. King, Ed.D., is professor of higher education at University of South Florida’s College of Education in Tampa, FL. Kathy’s major areas of research and expertise include distance learning, transformative learning, faculty development, instructional technology, and diversity. She has designed and built several online learning portals, programs, and courses since 1999, and for the last 5 years she and co-host Mark Gura have served over 6.5 million educators worldwide with their Teacher’s Podcast series. As an award winning author who has published 17 books, a popular keynote and conference speaker, mentor, and professor, she is widely recognized for her research, service, and contribution to education by such groups as AERA, POD, NYACCE and UCEA. Most recently she was elected to her second term as member-at-large on the executive committee of the Commission of Professors of Adult Education (CPAE) (2009-2011).
Social Justice in Adult Education: Laboring in the Fields of Reality and Hope

This session brings together three areas of focus. First, participants will explore the commonly accepted code of beliefs connected with several types of liberatory education: social justice, multicultural, racial equity, feminist pedagogy, and queer pedagogy. Questions include: Is social justice education what the fore parents of adult education had in mind? Does education for social justice undermine or displace the idea of equity for disenfranchised groups? Further discussion will focus on how education for “Social Justice” differs from Multicultural Education. A second segment traces the esteemed record of social justice in the social movements that changed our society and to which adult education has been connected: Worker’s Rights, Civil Rights, and Environmental Justice. Participants will consider if such a political approach is suitable for the classroom. If so, how should social justice operate in the classroom? Who determines what is right and proper? Finally, participants will examine how the term “Social justice” has been used and how it has been manifested in the adult education literature, particularly Adult Education Quarterly. What kinds of articles have been published? What subjects remain under-represented? Participants will also explore the idea of “Social Justice Education” in the broader educational context.

Juanita Johnson-Bailey who holds the Josiah Meigs Distinguished Teaching Professorship, is the Director for the Institute for Women’s Studies and a Professor of Adult Education at the University of Georgia. Her book, Sistas in College: Making a Way Out of No Way received the 2002 Phillip E. Frandson Award for Literature in Continuing Higher Education. She co-edited Flat-Footed Truths: Telling Black Women’s Lives (Henry Holt, 1998), which is a collection of constructed narratives. She also co-edited the recently published Handbook of Race in Adult Education: A Resource for Dialogue on Racism (Wiley 2010) (with V. Sheared, S. Brookfield, S. Colin III, and E. Peterson).

Dr. Johnson-Bailey specializes in researching race and gender in educational and workplace settings. Johnson-Bailey’s 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 a member of the University of Georgia Teaching Academy and a 2007 graduate of the Higher Education Resource Services Management Institute for Women at Wellesley College.

Lisa M. Baumgartner, Ph.D. is an associate professor of adult education at Northern Illinois University, DeKalb, IL. In 2007, she received the Cyril O. Houle Award for Outstanding Literature in Adult Education for her book Learning in Adulthood: A Comprehensive Guide (3rd edition) co-authored with Sharan B. Merriam and Rosemary S. Caffarella. Baumgartner was awarded the Cyril O. Houle Scholars Research Grant for Emerging Scholars in Adult Education and completed a study on Septima Clark’s lifelong contributions to social justice adult education. Lisa Baumgartner’s research and writing focus on adult learning and development. Her chapter concerning White privilege in adult education appears in the Handbook on Race in Adult Education co-edited by V. Sheared, J. Johnson-Bailey, S. A. J. Colin III, E. Peterson and S. Brookfield.
Tuere A. Bowles, Ph.D., is an Assistant Professor in the Department of Adult & Higher Education at North Carolina State University in Raleigh, N.C. Complex analyses of social justice and equity issues in education unify Dr. Bowles’ research agenda. Theoretically, she employs critical, feminist and ecological frameworks to ground her interdisciplinary endeavors; and, although she employs mixed-methods in both research and evaluation, qualitative inquiry is her greatest strength. Two specific themes persist in her scholarship. In the first theme, she explores the socialization and educational experiences of people of color across the lifespan in both formal (i.e., secondary and postsecondary) and non-formal (e.g., community, religious, social movement) settings. With the second recurring theme of her scholarship, gender and diversity in the environmental sciences and engineering, she identifies the underrepresentation of minority women in STEM disciplines and careers as a social justice issue. She currently serves as co-principal investigator on a number of funded research projects: Sustainability, Energy, and Environment: Creating an ARK of Excellence on the “SEE” (NSF), ITEST - Photonics Leaders II (NSF), ADVANCE-ENG Girls to Women (Mitchell Kapoor Foundation & Hilfinger), and ADVANCE-ENG Boyz to Men.

Generational Learning Styles

There are now four different generations in the classroom and adult education today. Discover the generational characteristics of each that making teaching and working with each generation different and special. Then take home practical, how-to tips for teaching and working with colleagues from different generations. You’ll also be surprised to learn something more about yourself and your own generation.

Julie Coates Julie Coates is a pioneer adult educator who authored the first book on Generational Learning Styles. She is Vice President for Information Services for the Learning Resources Network (LERN), the largest continuing education association in the world. Coates did her graduate work in adult education from Kansas State University and currently is teaching in the graduate program at the University of South Dakota.
Ignore Neuroscience at Your Peril: Understanding the Physiological Principles of Memory, Organization, Neural Plasticity and Emotions in Learning

One of the great strengths of adult education has been its ability to remain responsive to both the changing needs of society and to new research that illuminates how adult learn. Neuroscience research validates much of adult education foundational beliefs and offers a biological explanation for those beliefs. Plasticity, the fact that the brain is constantly rewiring itself, reinforces why experience is vital to learning and explains why our culture has such a powerful impact on our learning. An awareness of why, how and where the adult brain continues to grow new neurons offers resounding support for the power of lifelong learning. Being able to distinguish credible claims from pseudoscience has the potential to enhance our ability to use these current findings in neuroscience to improve our practice in functional ways.

Jane Fishback, Ph.D. has been affiliated with Kansas State University for more than 19 years. Dr. Fishback’s dissertation received the ACPA Commission on Commuter and Adult Learner Research Award. She was selected as the Outstanding Graduate Student in the College of Education in 1997. She is a member of Phi Kappa Phi and Phi Delta Kappa.

Her research interests are in the areas of cognitive development, adult learning and development, neuroscience, gender issues, and college teaching. The author of articles on learning and the brain and tips for teaching women, she co-authored Responding to Adult Learners in Higher Education. She was selected as Graduate Teacher of the Year in the College of Education in 2008.

She has presented workshops on topics relating to college teaching and neuroscience across the country. She was recently selected by K-State as a Wakanse Teaching Fellow, an organization that promotes excellence in college teaching. She currently serves as the Chair on Neuroscience for the Commission of Professors in Adult Education, Consultant to the American Association of Counseling Pastors, and Consultant on Faculty Development at Kansas State University’s Veterinary School.

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### Pre-Conference Schedule

**Sunday, October 24, 2010**

- **7:00 pm - 9:00 pm**
  - Commission for International Adult Education; Water’s Edge A
  - Opening Reception and Community Building

**Monday, October 25, 2010**

- **8:00 am - 5:00 pm**
  - All-Army Day; Water’s Edge B&C
  - Commission for International Adult Education; Water’s Edge A

<table>
<thead>
<tr>
<th>Title</th>
<th>Presenter(s)</th>
<th>Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenges for Community Workers’ Training and Professional Development: The Nigerian Case</td>
<td>Joshua Olusola Akande</td>
<td>This paper assesses the impact of training programmes on professional development of community workers in Oyo State, Nigeria. Participants in the study consist of trainees, trainers, sponsors and community leaders.</td>
</tr>
<tr>
<td>Adult Education and Moral Powers of Women in Indigenous Africa</td>
<td>Mejai Aroseh</td>
<td>This paper explores the adult educational, moral, religious, and related powers of women in indigenous Africa with a special focus on the Ogu and Yoruba traditional communities of West Africa.</td>
</tr>
<tr>
<td>World Affairs Outreach Education: One Piece of the Knowledge Construction Process</td>
<td>Susan Yelich Biniecki</td>
<td>Qualitative study exploring how learners perceived they constructed knowledge as participants in world affairs outreach programs. Learning spaces, past regional experiences, and roles found central to learners’ knowledge construction process.</td>
</tr>
<tr>
<td>Development of the Motivation for Internationalizing Curriculum Scale (MICS)</td>
<td>Jean Francois, Emmanuel</td>
<td>Faculty perception of global education initiatives influences their engagement to internationalizing the curriculum. The Motivation for Internationalizing Curriculum Scale (MISC) aims to assess college professor motivation toward global education initiatives.</td>
</tr>
<tr>
<td>Planning Programs for the Elderly: Examples from the Active Aging Centers</td>
<td>Guan Liang Chen, Peggy Hui-Chuan Wei, Chin-Yun Huang</td>
<td>The study analyzed the curriculum of Active Aging Learning Resources Centers. Results show that the courses have a lack of theory, poor connection be-</td>
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<tr>
<td>Title</td>
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<tr>
<td>Reflexive Design for International Cross-cultural Adult and Higher Education: The Case of Short-term Study Abroad</td>
<td>Joellen E. Coryell</td>
<td>This study investigated the design and learning reflections of a short-term study abroad program that was developed using adult learning theory and practice.</td>
</tr>
<tr>
<td>A Capsule of the History and Philosophy of Andragogy to 2010</td>
<td>John Henschke</td>
<td>This capsule focuses on a chronological history and the accompanying philosophy of andragogy in its 177 years of existence in line with when these English language documents were published.</td>
</tr>
<tr>
<td>Toward an Active Aging Society: Value Reconstruction and Performance Evaluation of Professional Workers</td>
<td>Meng-Ching Hu, Chia-Ming Yen, Chun-Huang Chan</td>
<td>Presents an examination and discussion of the life stories of elder participants in Taiwan, and the extent to which the term “successful” ageing can apply to these elder participants.</td>
</tr>
<tr>
<td>Korean Lifelong Education Research: A Content and Authorship Analysis</td>
<td>Jihyun Kim</td>
<td>This paper provides a content analysis of &quot;The [Korean] Journal of Lifelong Education&quot; in terms of authorship, research topics, and research methodology.</td>
</tr>
<tr>
<td>Factors that Promote Transformative Learning Experiences among International Adult Learners</td>
<td>Alex Kumi-Yeboah</td>
<td>Factors promoting transformative learning experiences of international adult learners from Sub-Saharan Africa, who pass through different phases of learning experiences on their journey to achieve academic success in American universities.</td>
</tr>
<tr>
<td>A Leadership Development Program for Emerging Social Innovators</td>
<td>Penina M. Lam</td>
<td>This paper describes a leadership development program designed to engage multicultural young adults in social innovations that address social and economic needs.</td>
</tr>
<tr>
<td>The Middle and Old-Aged People’s Learning Participation in Taiwan: The Results of a National Household Survey</td>
<td>Iris Ai-Tzu Li, Ming-Lieh Wu, Horng-Ji Lai</td>
<td>This study applied the 2008 database of adult education investigation in Taiwan and Fukien areas to analyze the learning participation of adults, age...</td>
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<tr>
<td>Title</td>
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<tr>
<td>Transcending the Local: Identifying Executive Leadership Perspectives and Behaviors for the Global Knowledge Era</td>
<td>Linda Morris</td>
<td>Identified in a NASA study, but applicable to other industries and countries, six sets of behaviors and attributes of highly successful technical executives in dealing with complex workplace problems.</td>
</tr>
<tr>
<td>The Brown Concrete Ceiling: The Underrepresentation of Latina Leadership in U.S. Universities and Community Colleges</td>
<td>Tammy Rivera</td>
<td>A literature review on the status of Latina leadership in adult education (U.S. universities and community colleges). Latinas’ experiences and possible factors contributing to the underrepresentation of Latina leadership.</td>
</tr>
<tr>
<td>Jamaica’s Bleaching Story: Learning to Negotiate Social Capital as an Adult</td>
<td>Petra Robinson, Mary Alfred</td>
<td>Skin bleaching in Jamaica is a disturbing yet popular trend; this presentation highlights the role of skin color in the former British colony and how adults learn to participate in the practice.</td>
</tr>
<tr>
<td>Who Can Help Us? Challenges of Rural Women Non-Farm Entrepreneurs in Nigeria</td>
<td>Fayomi Abimbola Olugbenga</td>
<td>Nigerian rural women entrepreneurial activities are being increasingly appreciated especially regarding its consequences on employment and poverty reduction. This paper highlights the major challenges militating against them and made recommendations.</td>
</tr>
<tr>
<td>Socio-cultural Practices and Non-formal Training of Young Women Towards Entrepreneurship among the Yoruba of Southwest Nigeria</td>
<td>Clara Bolanle Simeon-Fayomi</td>
<td>The paper focuses on socio-cultural value and non-formal practices of involvement and mentoring of girl-child and young women in business. The paper recommends these practices for employment and job creation.</td>
</tr>
<tr>
<td>What They Worried About? Voices from Adults at Their Later Life</td>
<td>Peggy Hui-Chuan Wei, Chin-Yun Huang</td>
<td>The paper reports on a study of seniors' needs based on problems they perceived. The major troubles of the 550 randomly selected seniors were health, psychology, and social adjustment.</td>
</tr>
</tbody>
</table>
Tuesday, October 26, 2010

9:00 am - 1:30 pm  Commission for International Adult Education (CIAE); Water's Edge A
8:00 am - 2:30 pm  Commission for Military Education and Training (CMET); Water's Edge B&C
                Co-sponsored by Capella University
12:00 pm - 5:00 pm  Conference Registration open, Grand Ballroom Foyer
11:30 am - 5:00 pm  AAACE Board of Directors Meeting and Luncheon, Coral
3:30 pm - 5:30 pm  AAACE General Session & Conference Welcome; Salons F&G
                Keynote Speaker: Brenda Dann-Messier, Assistant Secretary, OVAE, U.S.
                Office of Education
                Title: Welcome and News for the Future
5:30 pm - 6:30 pm  Exhibit Hall Opening and President's Reception; Banquet Foyer D-G
                Co-sponsored by Hilton Clearwater Beach Hotel and Capella University
7:30 pm - 8:30 pm  The Next Mission: Documenting screening and town hall discussion on
                post-traumatic stress disorder (PTSD), featuring a panel of military mental
                health leaders (dinner and beverages provided with reservation); Salon D
7:00 pm
7:00 pm  AAACE Board of Directors Meeting; Coral
7:00 pm  Dinner on your own or join a dinner group

Wednesday, October 27, 2010

6:45 am - 8:45 am  Newcomers breakfast (reservations required); Salon F
8:00 am - 6:30 pm  Exhibits open; Banquet Foyer D-G
9:00 am - 5:00 pm  Conference Registration open, Grand Ballroom Foyer
8:00 am - 8:45 am  Concurrent Sessions and Roundtable Discussions (1)
                Concurrent Sessions:

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<thead>
<tr>
<th>Name</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
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<tbody>
<tr>
<td>Melanie Wicinski,</td>
<td>International</td>
<td>Workplace and Research Uses for Instruments Designed to Measure Intercultural Competencies: A Comparative View</td>
<td>Presentation will compare instruments used to measure various aspects of intercultural competence including research, uses of the various instruments within the workplace and practical applications in our global society.</td>
<td>Coral</td>
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<tr>
<td>Alexis M. McLaughlin,</td>
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<td>William Young</td>
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<tr>
<td>Fran Kamin, Valerie</td>
<td>College and</td>
<td>Graduate Education: The Promise and the Practice</td>
<td>Session will address the current state of graduate education in America and how the lens of gender, age, ethnicity, may alter the view of the promise that is suggested.</td>
<td>Citrus</td>
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<td>Bryan, Jo Ann Bamdas,</td>
<td>Universities</td>
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<td>Mya Eaton, Kim-Le</td>
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<td>Arvary, Jodie Koerner</td>
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<tr>
<td>Mejai Avoseh</td>
<td>Adult Learning</td>
<td>Some Fundamental Questions on Global Learning and Global Transformation</td>
<td>This paper combines practical examples, diverse philosophies, views and perspectives on globaliza- tion and the author’s experiences to construct and conclude the arguments on equitable global learning and transformation.</td>
<td>Executive Conference</td>
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<tr>
<td>Conference Schedule</td>
<td>Wednesday, October 27, 2010</td>
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<tr>
<td>Margaret Eggleston</td>
<td>I'm Willing To Be a Leader, but Not If I Have To Go To School!</td>
<td>An interesting research study of mid-level employees in a large government organization, where over half failed to complete its executive leadership development program because of a 15 college credit requirement.</td>
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<tr>
<td>Ladislaus Semali, Tumaleni Asino</td>
<td>Explorations of Learning among Diverse Stakeholders: The Case of Tanzania and Namibia</td>
<td>This study illustrates an emerging phenomenon that is radically changing the nature of business and literacy practices among diverse adult populations in both urban and rural settings in Tanzania and Namibia.</td>
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<tr>
<td>Kristi Archuleta Frush, Christopher T. Jennings, Lee W. Nabb</td>
<td>The Intersection of Diversity and Technology: Bridging Difference through Technology Integration</td>
<td>The goal of this interactive session is to share specific technologies that can be used to create an enhanced understanding of differences in race, class, and gender.</td>
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<tr>
<td>Ileen Rogers</td>
<td>Army One-Portal Integration</td>
<td>To provide information on the progress made with the AR and the ARNG integration toward the One Education Portal Initiative. This process will provide seamless education services to the Army's total force.</td>
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<tr>
<td>Jihyun Kim, Lorilee R. Sandmann, Anthony Omerikwa</td>
<td>Doctoral Students' Motivation and Practice of Community-engaged Scholarship: The Why, How, and So What!</td>
<td>This session examines motivations and practices of doctoral students who are conducting community-engaged research and reports institutional supports and challenges of community-engaged scholarship, with particular attention to researchers as learners.</td>
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<tr>
<td>David S. Stein, Constance Wanstree, Michelle Lutz, Paula Slagle, Lynn Trinko</td>
<td>Coaching as an Online Learning Tool</td>
<td>Teaching presence is the responsibility of all learners, not only the instructor. Current research using the Community of Inquiry model investigates coaching and teaching presence in an online classroom.</td>
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<tr>
<td>Gary Conti, Perry R. Sanders, Rita Kolody</td>
<td>AID: A Tool for Addressing Individual Differences</td>
<td>What are the cues that can immediately tell you how your students approach learning? Get and practice using a research-based tool for identifying cognitive styles.</td>
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<td>Brian W. Donavant</td>
<td>Narrated Digital Presentations: Tools for Integrating and Enhancing Online Education</td>
<td>This session explores how narrated presentations enhance online or face-to-face courses and bridge the gap between motivated learners and the static methodologies that separate them from truly meaningful education.</td>
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<tr>
<td>Karin Sprow</td>
<td>Financial Literacy Education for Latino Populations</td>
<td>Financial literacy education that focuses on the specific needs of Latino groups is studied from a sociocultural perspective in this qualitative case study research.</td>
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### Wednesday, October 27, 2010

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<tbody>
<tr>
<td>Federico Salas-Isnardi</td>
<td>Adult Basic Education</td>
<td>Literacy and Skills for Successful Transitions: Adult Basic Education in the 21st Century</td>
<td>How can we support successful transitions beyond ABE? Focus instruction on 21st Century Skills reflecting new literacies and technologies in the global economy. Let's define the future of adult basic education.</td>
<td>White</td>
</tr>
<tr>
<td>Michael Fire, Nancy Fire</td>
<td>Minority and Human Rights</td>
<td>Voices of Traditional Native American Adult Learners: Implications for Adult Education</td>
<td>This presentation includes voices of traditional Native American adult learners from a qualitative study. Discussion will center upon how NWOK provides access to learning for often marginalized Native learners.</td>
<td>Tarpon</td>
</tr>
<tr>
<td>Laura J. Kern, Kathy Gregg</td>
<td>Professional Development</td>
<td>The Role of 'Coaching' in Adult Education: Effective Strategies for Eliciting Optimal Student Performance</td>
<td>This session will explore key concepts in effective 'coaching' of adult learners. Participants will learn strategies and techniques for obtaining above average performance from below average performers in the classroom.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Erastus Ndinguri</td>
<td>Distance Learning and Technology</td>
<td>Adult Learning in Virtual Contexts: A Review</td>
<td>This session will discuss the current state of literature and knowledge on the application of virtual learning in adult learning environments, to identify what is known and where gaps are.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Tennille Lasker Scott, Carrie Boden, Kathleen Slamp, Connie Corbett-Whittier</td>
<td>Adult Learning</td>
<td>Leading and Learning: The Mentoring Experiences of First-Generation African American Female Graduate Students</td>
<td>Mentoring can be an important part of the graduate education experience. Results from recent research will be discussed, and participants will examine current theory, practices, and personal experiences of mentoring.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Tammy Rivera</td>
<td>Minority and Human Rights</td>
<td>The Brown Brick Road: Examining the Experiences of US Latinas on Their Pathway to Leadership</td>
<td>An overall theme of education and a total of 13 common concepts surfaced among US Latinas on their pathway to leadership during a preliminary/practice qualitative grounded theory research project.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Guan-Liang Chen, Peggy Hui-Chuan Wei</td>
<td>Program Management and Administration</td>
<td>Planning Programs for the Elderly: Example from the Active Aging Consulting Committee</td>
<td>The purpose of the presentation is to report results of a training of trainers program based on the perspective of active aging. Action research method was applied.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Steven W. Schmidt</td>
<td>Adult Learning</td>
<td>Using Case Studies as Teaching Tools</td>
<td>The use of case studies as teaching tools in education is relatively new. This session will provide an overview of how to successfully use case studies in adult learning situations.</td>
<td>Salon G</td>
</tr>
</tbody>
</table>
Conferences Schedule

Wednesday, October 27, 2010

9:00 am - 10:30 am

**General Session; Salons D-G**

**Keynote Speaker:** Dr Roger Sublett, President, Union Institute
Higher and Adult Education 2010: Leadership Challenges and Opportunities
Refreshment Break; Co-sponsored by Cleveland State University & Columbia Southern University

10:30 am - 10:45 am

Concurrent Sessions and Roundtable Discussions (2)

Concurrent Sessions:

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<tbody>
<tr>
<td>Kiung Ryu</td>
<td>International</td>
<td>The Role of Confucian Cultural Values in Planning Educational Programs for Adults in Korea</td>
<td>This study was to examine how Confucian cultural values play out in educational planning in terms of negotiating power and interests.</td>
<td>Citrus</td>
</tr>
<tr>
<td>Carrie Bailey, Amelia</td>
<td>Health Education</td>
<td>We're There To Care for Them as a Whole: Implementation of an Arts-based Clinical Nursing Curriculum</td>
<td>Nursing instructors as adult educators discuss how the implementation of an arts-based clinical curriculum impacted student perceptions of holistic care and helped them better understand comprehensive patient care.</td>
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<td>Carrie Bailey, Amelia</td>
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</tr>
<tr>
<td>Thelma Woodard</td>
<td>Professors of Adult Education</td>
<td>Four Proficiencies Model for Teaching and Learning Reflective Practice</td>
<td>This session provides the theoretical framework and application of the four proficiencies useful for teaching and learning to reflect in action and to enhance one's reflective practice.</td>
<td>Executive Conference</td>
</tr>
<tr>
<td>Bo Chang</td>
<td>Adult Learning</td>
<td>Contextualization: Exploring Knowledge Locally</td>
<td>This study discusses how learners in a learning community context explored knowledge locally.</td>
<td>Manatee</td>
</tr>
<tr>
<td>Rosary-Joyce Kennedy</td>
<td>Adult Learning</td>
<td>Room For Improvement: The Impact of Professional Development and Continuing Education for ABLE Educators</td>
<td>Participants will learn the significance of professional development and continuing education, as a cauldron to foster ABLE educators' self-reflection and lifelong learning, ultimately having a positive impact on teacher-student learning.</td>
<td>Mandalay</td>
</tr>
<tr>
<td>Jon Moilanen, Betty</td>
<td>Professors of Adult Education</td>
<td>Triumphs and Trials of Doctoral Cohorts: A Charter for Professional Success</td>
<td>This session describes experiences in the efficacy of doctoral student cohorts in adult education. Experimental vignettes highlight cohort strategies for mutual support and collective completion of a doctoral program.</td>
<td>Mangrove</td>
</tr>
<tr>
<td>Barnett, Nozella Brown,</td>
<td>Adult Basic Education</td>
<td>Find the Potholes</td>
<td>Sharpen your ability to confidently obtain the diagnostics you need to help your adult learners fill the potholes in their skill gaps and measure program effectiveness.</td>
<td>Marlin</td>
</tr>
<tr>
<td>Jane Fishback, Cheryl</td>
<td>Adult Basic Education</td>
<td>Find the Potholes</td>
<td>Sharpen your ability to confidently obtain the diagnostics you need to help your adult learners fill the potholes in their skill gaps and measure program effectiveness.</td>
<td>Marlin</td>
</tr>
<tr>
<td>Grice, Harold Laurence,</td>
<td>Adult Basic Education</td>
<td>Find the Potholes</td>
<td>Sharpen your ability to confidently obtain the diagnostics you need to help your adult learners fill the potholes in their skill gaps and measure program effectiveness.</td>
<td>Marlin</td>
</tr>
<tr>
<td>Barry Leslie, DeEtte</td>
<td>Adult Basic Education</td>
<td>Find the Potholes</td>
<td>Sharpen your ability to confidently obtain the diagnostics you need to help your adult learners fill the potholes in their skill gaps and measure program effectiveness.</td>
<td>Marlin</td>
</tr>
<tr>
<td>Lombard, Bill Page, Laura</td>
<td>Adult Basic Education</td>
<td>Find the Potholes</td>
<td>Sharpen your ability to confidently obtain the diagnostics you need to help your adult learners fill the potholes in their skill gaps and measure program effectiveness.</td>
<td>Marlin</td>
</tr>
<tr>
<td>Peck, John Persyn, Kim Smith</td>
<td>Adult Basic Education</td>
<td>Find the Potholes</td>
<td>Sharpen your ability to confidently obtain the diagnostics you need to help your adult learners fill the potholes in their skill gaps and measure program effectiveness.</td>
<td>Marlin</td>
</tr>
<tr>
<td>Bradley Olufs</td>
<td>Adult Basic Education</td>
<td>Find the Potholes</td>
<td>Sharpen your ability to confidently obtain the diagnostics you need to help your adult learners fill the potholes in their skill gaps and measure program effectiveness.</td>
<td>Marlin</td>
</tr>
<tr>
<td>Wednesday, October 27, 2010</td>
<td>Conference Schedule</td>
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<tr>
<td>Lenn Millbower</td>
<td>Adult Learning</td>
<td>Walt Disney was an amazing teacher who educated people through entertainment. In this insightful, engaging presentation, Lenn Millbower shares ways Walt's entertainment principles can be applied to your learning challenges.</td>
<td>Salon A</td>
<td></td>
</tr>
<tr>
<td>Jo Ann Bamdas, Kim-Le Arvary, Mya A. Eaton, Fran Kamin</td>
<td>Women's Issues, Status and Education</td>
<td>Epistemological Inquiries: Healthy Minds, Bodies, and Spirits for Whole Women's Ways of Knowing</td>
<td>Salon B</td>
<td></td>
</tr>
<tr>
<td>Pamela Kerouac</td>
<td>College and Universities</td>
<td>Assessing Adult's Prior Learning: The College Level Examination Program and PLA</td>
<td>Salon C</td>
<td></td>
</tr>
<tr>
<td>Nicolle Hensel-Bennett, Matt Ramirez, Trevor Bernard</td>
<td>Adult Learning</td>
<td>Let the Games Begin</td>
<td>Tarpon</td>
<td></td>
</tr>
<tr>
<td>Rosemary Crosson, Christy Rhodes</td>
<td>Adult Learning</td>
<td>Critical Race Theory: A Dialogue on the Relevance of Its Premise to Adult Education</td>
<td>Water's Edge A</td>
<td></td>
</tr>
<tr>
<td>Deborah LeBlanc</td>
<td>Community and Non-Formal Education</td>
<td>African American College Trustees: Ensuring Academic Quality thru Public Service in Underserved Communities</td>
<td>Water's Edge B</td>
<td></td>
</tr>
<tr>
<td>Errol Alexander, Jr.</td>
<td>Human Resource Development</td>
<td>An Examination of Emotional Intelligence in a Hospitality Environment: Its Relationship with Leadership, Change and Organizational Performance</td>
<td>Water's Edge C</td>
<td></td>
</tr>
</tbody>
</table>

AAACE 59th Annual Adult Education Conference • Clearwater Beach, Florida • October 26-29, 2010
### Conference Schedule

**Wednesday, October 27, 2010**

#### 10:45 am -11:30 am

Concurrent Sessions and Roundtable Discussions (2) Continued

<table>
<thead>
<tr>
<th>Name</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irma Hunt</td>
<td>Women's Issues, Status and Education</td>
<td>Women and Financial Planning</td>
<td>Four themes resulted from an analysis of articles in a literature review regarding women and money management: 1) Gender differences in money management; 2) Women's investment insecurity; 3) Women's longevity and retirement issues; and 4) Women's need for increased financial literacy.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Meng-Ching Hu</td>
<td>Affiliate and Association Leadership</td>
<td>Toward the Active Aging Society: Role Transformation and Recognition Reconstruction of Leaders</td>
<td>The purpose of this article is to analyze the changing role and recognition of leadership in terms of active aging vision. Interview method and Delphi technique were used.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Sandra Toner</td>
<td>Distance Learning and Technology</td>
<td>Open Source Toolbox for Teachers and Trainers</td>
<td>This workshop will provide a review of open-source technology that enhances learning. It will cover definitions, considerations, and exciting applications that are easy and effective.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Vicki Root</td>
<td>Professors of Adult Education</td>
<td>Teaching Students through Culturally Responsive Education: An Action Research Study Drawing on Culture and Spirituality</td>
<td>Results presented from a study examining pedagogical strategies to increase culturally responsive education and understanding of white privilege and spirituality worldviews. Participants discuss constructing a learning environment that creates space.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Linda Morris</td>
<td>Workforce Development</td>
<td>NASA’s Hands-On Project Experience (HOPE) Program</td>
<td>This session describes the HOPE program’s first project, program elements, learning methods and gains, and lessons learned. Launched in May 2009, HOPE’s purpose is to provide competitively selected project teams Earth or space science flight project experience and to enhance participants’ technical, leadership, and project skills.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Jill White</td>
<td>Health Education</td>
<td>Utilizing Critical Race Theory as a Conceptual Framework for Analyzing Racism in Healthcare Education</td>
<td>Is the lack of diverse healthcare professionals by accident or by design? Utilizing Critical Race Theory, this discussion will examine African American nutrition educators’ perceptions of racism within healthcare education.</td>
<td>Salon G</td>
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</tbody>
</table>

#### 11:45 am -12:30 pm

Concurrent Sessions and Roundtable Discussions (3)

Concurrent Sessions:

<table>
<thead>
<tr>
<th>Name</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teresa J. (Terry) Carter, Jeffrey S. Nugent</td>
<td>Adult Learning</td>
<td>Enhancing Self-Directed Learning through a Personal Learning Network</td>
<td>This session explores how self-directed learning can be enhanced through a Personal Learning Network (PLN), an individual's connections to others in multiple virtual communities through communication technologies and digital media.</td>
<td>Citrus</td>
</tr>
<tr>
<td>Speaker(s)</td>
<td>Location</td>
<td>Title</td>
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<tr>
<td>Diane Word</td>
<td>Coral</td>
<td>Transformation Learning</td>
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</tr>
<tr>
<td>Dionne Rosser-Mims</td>
<td>Manatee</td>
<td>Back to our Roots: The Parent Degree Program Educational Model</td>
<td></td>
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</tr>
<tr>
<td>Arthur Conroy</td>
<td>Mandalay</td>
<td>Triangles, Circles, and Squares - Elicitation of Mental Models in Adult Learner Populations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becky Smeltzer, Jonathan E. Taylor,</td>
<td>Mangrove</td>
<td>Ethical Considerations of Mitigating Learning Resistance in Adult Learners</td>
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<tr>
<td>Ralph G. Brockett</td>
<td></td>
<td>The Ethical Decision Making Model (EDM) will be used to address implications of attempting to mitigate learning resistance in a variety of learning contexts.</td>
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<tr>
<td>Kathy Peno</td>
<td>Marlin</td>
<td>Practice What You Preach: Using Problem-based Professional Development with Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chia-Chi Tsai, Ai-Tzu Li</td>
<td>Salon B</td>
<td>The Effectiveness of a Professional Training Program for Health Professionals: The Perspective of Training Transfer</td>
<td></td>
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</tr>
<tr>
<td>Ed Cunliff, John Barthell</td>
<td>Salon C</td>
<td>The University of Central Oklahoma has developed a model of Transformative Learning that is a collaborative effort between divisions designed to improve student learning. This innovative model is allowing for synergies that impact students, faculty and staff.</td>
<td></td>
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<tr>
<td>Fred Prasuhn</td>
<td>Water's Edge A</td>
<td>Virtual Seat Time: Translating Online Education Class Time Into Credit Hours</td>
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</tr>
<tr>
<td>Sung Ran Cho, Clifford P. Harbour</td>
<td>Water's Edge C</td>
<td>Opportunities and Challenges of Middle-Aged Korean Wild-Geese Student Mothers in U.S. Adult and Continuing Education</td>
<td></td>
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</tbody>
</table>
### Conference Schedule

#### Wednesday, October 27, 2010

**Concurrent Sessions and Roundtable Discussions (3) Continued**

#### Concurrent Sessions:

<table>
<thead>
<tr>
<th>Name</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Sandra Seay</td>
<td>Professors of Adult Education</td>
<td>Using Social-Cognitive Career Theory to Explore Student Career Goals</td>
<td>Findings from the testing of a career decision-making model based upon Social-Cognitive Theory will be presented and tied to the benefits of educator involvement in adult student career planning.</td>
<td>Water's Edge B</td>
</tr>
<tr>
<td>Amy Rose, Linda Sayre</td>
<td>Special Interest Groups (SIGS)</td>
<td>Getting Started: Creating and Running Special Interest Groups</td>
<td>This session will explore the state of SIGs within AAACE. We will begin re-establishing SIGs, starting new ones, and finding ways to re-invigorate old ones. Get involved in the Association!</td>
<td>Salon A</td>
</tr>
</tbody>
</table>

#### Roundtables:

<table>
<thead>
<tr>
<th>Name</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pao-Feng Lo</td>
<td>College and Universities</td>
<td>Facilitating Teaching and Learning in Higher Education: The Effect of Learning Style and Teaching Style</td>
<td>This study aims to understand the cross-discipline differences of learning style and teaching style, to explore the relation between learning style and academic performance and to provide practical suggestions in higher education.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Susan Warren, Agnes E. Conway</td>
<td>Workforce Development</td>
<td>Will Adult Learning Survive or Thrive during Recessory Times?</td>
<td>The authors investigated the recession's challenges to adult learning, using an informal, qualitative approach. Examples drawn from conversations with displaced and with replaced workers, practitioners responsible for employee training are discussed.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Peggy Hui-Chuan Wei, Chin-Yun Huang</td>
<td>Aging</td>
<td>Development of the Active Aging Learning Program: Current Policy and Future Challenges</td>
<td>The presentation is to report opportunities and to identify challenges faced by Taiwan Society. Opportunities include the increasing aging population, the promoted school Character Education Programs and the creative cultural industry.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Kit Kacirez, Kenda Grover, David Deggs</td>
<td>Human Resource Development</td>
<td>Herding Change: The Impact of a Corporate Dairy on a Rural Agricultural Community</td>
<td>Organizational and community change associated with integrating a corporate dairy into a rural agricultural community is examined. The financial and cultural ramifications for the enterprise and the community are explored.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Darcia L. Simpson, Elise E. Rogers</td>
<td>Professors of Adult Education</td>
<td>Epistemological Beliefs of African American Third Agers: Exploring Values, Voice, and Implications for Adult Education</td>
<td>More American adults are living longer, and entering the Third Age. This presentation explores the epistemological beliefs of African American Adults experiencing third age, and the implications for Adult Education.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Henry Merrill</td>
<td>Adult Psychology</td>
<td>From Then to Now and What’s Next: A Facilitation &amp; Learning Journey Career Portfolio</td>
<td>Interweaving adult development &amp; learning theory with career/life transitions and milestones, this session uses portfolio artifacts from a career in post-secondary education to discuss the scholarship of teaching &amp; learning.</td>
<td>Salon G</td>
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</tbody>
</table>
### Wednesday, October 27, 2010

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>12:30 am - 2:00 pm</td>
<td>Lunch (on your own)</td>
</tr>
<tr>
<td>12:30 pm - 2:00 pm</td>
<td>AAACE Board of Directors Meeting; Coral</td>
</tr>
<tr>
<td>2:00 pm - 2:45 pm</td>
<td>Concurrent Sessions and Roundtable Discussions (4)</td>
</tr>
</tbody>
</table>

#### Concurrent Sessions:

<table>
<thead>
<tr>
<th>Name</th>
<th>Strand</th>
<th>Title</th>
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<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Lucy Guglielmino, Mary Bailey, Gisela</td>
<td>Adult Learning</td>
<td>Helping Learners Find Their DRIVE: Fostering Self-Directed Learning in Classroom Settings</td>
<td>Discuss passages from Daniel Pink's current best-seller, <em>Drive</em>, other arguments and data on the pros and cons of self-directed learning, and specific strategies for fostering SDL in a spirited interchange.</td>
<td>Mangrove</td>
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<tr>
<td>Diaz, Nancy Levin, Nancy McDonald,</td>
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<td>Idell McLaughlin, Jessica Miles, Barbara</td>
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<tr>
<td>Scheffer, Wawise Schmidt, Sean Smith,</td>
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<tr>
<td>Deborah Snowberger</td>
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<tr>
<td>Neil Mathur</td>
<td>Program Management and Administration</td>
<td>NOW Program: Nights or Weekend Degree Completion</td>
<td>The NOW program offers courses on evenings and weekends at times that accommodate the working schedules and specific needs of non-traditional and mature students to facilitate degree completion. Its unique funding model is a win-win situation for universities.</td>
<td>Coral</td>
</tr>
<tr>
<td>Anna Hultquist</td>
<td>Distance Learning and Technology</td>
<td>Meeting Students Where They're At: Strategies for Connecting and Correcting in the Online Course Room</td>
<td>This presentation will provide adult educators with tools to connect with online students more effectively while providing guidance, correction and feedback by meeting students where they’re at.</td>
<td>Executive Conference</td>
</tr>
<tr>
<td>Petra Robinson, Mary Alfred</td>
<td>Community and Non-Formal Education</td>
<td>Learning within a Postcolonial Context: Learning How to Bleach Your Skin</td>
<td>The presentation focuses on how Jamaican adults learn to participate in the skin bleaching phenomenon. It presents preliminary findings from the dissertation <em>Skin Bleaching in Jamaica: A Colonial Legacy</em>.</td>
<td>Manatee</td>
</tr>
<tr>
<td>Michael Galbraith, Melanie S. Jones</td>
<td>Program Management and Administration</td>
<td>Selecting Staff for Your Adult Education Organization</td>
<td>The selection process will be detailed including the importance of the job analysis function. In addition, other components of an effective selection process will be examined: recruiting, applying, interviewing, checking references, and negotiating.</td>
<td>Mandalay</td>
</tr>
<tr>
<td>Donald Finn</td>
<td>Adult Learners with Disabilities</td>
<td>Increasing Understanding for ALL Learners in Face-to-Face and Online settings with Universal Design</td>
<td>This session will introduce Universal Design concepts to help maximize learning experiences for adults in online and face-to-face environments, regardless of subject area and student diversity.</td>
<td>Citrus</td>
</tr>
<tr>
<td>Terry Shearer</td>
<td>Correctional Education</td>
<td>Providing and Coordinating Adult Literacy Services to Probationers and Parolees</td>
<td>Service to probationers and parolees present unique challenges to providers and greater coordination is needed to deal with program entry and tracking to be successful.</td>
<td>Marlin</td>
</tr>
</tbody>
</table>
### Conference Schedule

**Wednesday, October 27, 2010**

**2:00 pm - 2:45 pm**

**Concurrent Sessions and Roundtable Discussions (4) Continued**

<table>
<thead>
<tr>
<th>Name</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valerie Bryan, Elizabeth Gray, Kim-Le Arvary, Fran Kamin</td>
<td>College and Universities</td>
<td>Doctoral Attrition: A Best Practices Tourniquet</td>
<td>Engaging and interactive techniques will showcase tried-and-true practices, appropriate in a variety of adult educational settings to lessen attrition. Examples from doctoral research will be applied to other learning settings.</td>
<td>Salon A</td>
</tr>
<tr>
<td>Susan Yelich Biniecki</td>
<td>Adult Learning</td>
<td>Outreach Education: A Dynamic Learning Process</td>
<td>This session will include a presentation and discussion of a qualitative research study that explored how learners perceived they constructed knowledge as participants in outreach education programs.</td>
<td>Salon B</td>
</tr>
<tr>
<td>Penina Lam, Denise Stockely, Tim Bryant, Leone Ploeg</td>
<td>Professional Development</td>
<td>Professional Development for Biomedical Engineers: Designing a Multi-disciplinary, Competency-based Program</td>
<td>This session highlights a competency-based framework for a Biomedical Engineering program. It features the process, tools, strategies, and outcomes of a multi-disciplinary professional development program.</td>
<td>Salon C</td>
</tr>
<tr>
<td>Aline Harrison</td>
<td>Adult Learning</td>
<td>Metaphorically Speaking: A Tool for Teaching Adult Learners</td>
<td>This interactive session focuses on the use of metaphorical language as a teaching tool for the returning nontraditional adult student. Strategies and steps from an ongoing study will be presented.</td>
<td>Tarpon</td>
</tr>
<tr>
<td>Jean Fleming, Clare Klunk</td>
<td>Affiliate and Association Leadership</td>
<td>Conference Leadership for Associations</td>
<td>Session focuses on leadership for volunteer conference planning committees in professional associations. The AAACE Conference Handbook will be reviewed. Session provides direct access to becoming part of the planning for AAACE's 60th Annual Conference in 2011 in Indianapolis.</td>
<td>Water's Edge B</td>
</tr>
<tr>
<td>Kathleen Rager</td>
<td>Workforce Development</td>
<td>Keeping Current: The Process of Updating A Workforce Learning and Performance Curriculum</td>
<td>This session will cover the approach taken at the University of Oklahoma in updating the emphasis in Workforce Learning and Performance that is an option in our Adult and Higher Education Masters' Degree. The assessment process that was undertaken will be shared as well as the resulting curricular changes.</td>
<td>Water's Edge C</td>
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<tr>
<th>Name</th>
<th>Strand</th>
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<th>Abstract</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Christy Rhodes</td>
<td>College and Universities</td>
<td>Are You a Culturally Relevant Adult Educator?</td>
<td>Culturally relevant pedagogy (CRP) offers an effective and powerful framework to address the needs of diverse learners. This presentation will explore CRP and its relevance to all adult learning environments.</td>
<td>Salon G</td>
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</table>
### Conference Schedule

**Wednesday, October 27, 2010**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>9:00 am - 10:00 am</td>
<td>Scott Townsend: Prepare Now for Economic Recovery: Continuing Ed Marketing Strategies in a Rebounding Labor Market</td>
</tr>
<tr>
<td>10:00 am - 11:00 am</td>
<td>Joanne Caye: Narrative Research in Non-Formal Education: A Journey in Five Voices</td>
</tr>
<tr>
<td>11:00 am - 12:00 pm</td>
<td>Pooneh Lari: A Distance Education Model for STEM Faculty Professional Development</td>
</tr>
<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Kathleen P. King: Evolution of a Transformative Learning Research Model: The Intersections of Learning and Experience Across Contexts</td>
</tr>
<tr>
<td>1:00 pm - 2:00 pm</td>
<td>Wen-Bing Gau: Senior Citizens’ Learning within Toy Clinic Shops: A Communities of Practice Perspective</td>
</tr>
<tr>
<td>2:00 pm - 3:00 pm</td>
<td>Chia-Ming Yen: Toward a Successful Ageing Society: Perspectives and Stories from Taiwan</td>
</tr>
<tr>
<td>2:45 pm - 3:00 pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:00 pm - 4:00 pm</td>
<td>Special Sessions</td>
</tr>
</tbody>
</table>

### Directions for OVAE and DAEL; Water’s Edge Ballroom

Cheryl Keenan, Director, Department of Adult Education and Literacy (DAEL), U.S. Office of Education

**CMET Panel - From Soldier to Student: Transition Challenges for the Military and Veteran; Salons D, E, and F**

John Powers, Director of Operation Vets

Dr. Kenn Hartman, Academic Director for Drexel University eLearning

Ileen Rogers, Director, Army Continuing Education System

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The economic downturn has increased lead volume as people head back to school. However, when recovery hits, are you prepared for changes in student recruitment and the emergence of new marketing channels?

This workshop presents narrative research focused on a citizenship class using an interactive reading in five voices: the researcher, the student, adult learners and the administration of the sponsoring agency.

This session will discuss the components that are involved in moving an academic department towards distance education. It will include tips on motivating faculty to gravitate towards distance education.

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.

Although the concept of communities of practice has been applied to many fields, the application within the context of the senior citizen’s interaction should be different from those in the vocational background. The researcher tries to explore keys to establishing communities of practice for senior citizens.

In this study, I am interested in finding out how far the term of successful ageing has applied on the group of elder participants from the Active Learning Resources Centre and Active Classes.
Conference Schedule

Wednesday, October 27, 2010

4:00 pm - 5:15 pm
Annual Meetings
Commission of Adult Basic Education and Literacy (CABEL) & Commission of Affiliate Organizations (CAO); Water's Edge A
Commission of Community, Minority, and Non-formal Education (CCMNFE)
Water's Edge B
Commission of Workplace and Professional Development (CWPD); Water's Edge C
Commission of Program Management (CPM); Mangrove

5:30 pm - 9:00 pm
Sunset Beach Event with Beach Party Food, Networking, Music, and Fun ($15 Reservations Required. Cash Bar); Flamingo/Sandpipers Deck; Co-sponsored by Capella University

Conference Schedule

Thursday, October 28, 2010

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

7:15 am - 9:15 am
Graduate Student Forum & Breakfast (reservations required); Salon F

7:15 am - 9:15 am
Past President's Breakfast Breakfast (by invitation); Palm

8:00 am - 5:00 pm
Exhibits open; Banquet Foyer D-G

8:00 am - 5:00 pm
Conference Registration open, Grand Ballroom Foyer

8:00 am - 8:45 am
Concurrent Sessions and Roundtable Discussions (5)

Concurrent Sessions:

<table>
<thead>
<tr>
<th>Name</th>
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<th>Abstract</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Rosemary M. Lehman, Simone Conceicao</td>
<td>Distance Learning and Technology</td>
<td>Creating Presence - How to Be There for Online Learners</td>
<td>Creating online presence doesn't just happen. It results from awareness, understanding, intentional planning, design, and involvement by all participants. Our framework is a useful guide for incorporating presence into courses/programs.</td>
<td>Citrus</td>
</tr>
<tr>
<td>Pi-Chi Han</td>
<td>Human Resource Development</td>
<td>Intercultural Effectiveness Competencies for European Expatriates in Taiwan</td>
<td>The study was to investigate intercultural effectiveness (ICE) competencies for European expatriates in Taiwan. The affecting variables are (1) gender, (2) managerial ranking, (3) cross-cultural trainings, and (4) English proficiency.</td>
<td>Coral</td>
</tr>
<tr>
<td>Jonathan Taylor</td>
<td>Workforce Development</td>
<td>Learning Resistance in a Mandatory Workplace Context: Validation of a Resistance Inventory</td>
<td>Presenter will discuss a research study in which a psychometric inventory was designed to measure learning resistance and related factors in the workplace. Results will be presented and implications discussed.</td>
<td>Executive Conference</td>
</tr>
<tr>
<td>Paulette Isaac-Savage, Wilma Calvert</td>
<td>Health Education</td>
<td>Health Education Motivations among African American Non-custodial Fathers</td>
<td>Volumes of literature exist on adult education participation. Relative to non-custodial fathers' (NCF) participation in adult educational activities, it is non-existent. When it comes to health education, NCF have their reasons for engaging in learning.</td>
<td>Manatee</td>
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<tr>
<td>Name</td>
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<tr>
<td>Katherine Safford-Ramus</td>
<td>Adult Numeracy</td>
<td>Multiple Realities: Transformation of Instructors' Mathematics Belief Systems</td>
<td>Mandalay</td>
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<tr>
<td>M. Joanne Kantner</td>
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<tr>
<td>Jean Francois Emmanuel</td>
<td>Adult Learning</td>
<td>Exploring Transformational Learning Experience of Haitian Americans after the Earthquake in Haiti</td>
<td>Marlin</td>
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<tr>
<td>William H. Young, III</td>
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<tr>
<td>David Deggs</td>
<td>Adult Basic Education</td>
<td>How Do Adults Who Are Most in Need Persist in ABE and GED Programs?</td>
<td>Salon A</td>
<td></td>
</tr>
<tr>
<td>Jeff Adams</td>
<td>Continuing Education Administration</td>
<td>Rethinking Marketing: New Strategic Recruiting Practices to Increase Your School's Competitive Advantage</td>
<td>Salon B</td>
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</tr>
<tr>
<td>Mervin Chisholm</td>
<td>College and Universities</td>
<td>Surviving and Thriving: Experiences of Undergraduate African Americans in Predominantly White Universities</td>
<td>Salon C</td>
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</tr>
<tr>
<td>Carol McQuiggan</td>
<td>Professional Development</td>
<td>Recognizing Faculty as Adult Learners: Professional Development's New Possibilities</td>
<td>Tarpon</td>
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<tr>
<td>Jerry Ross</td>
<td>History and Philosophy of Adult Education</td>
<td>Frederick Douglass: Adult Educator?</td>
<td>Water's Edge A</td>
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</tr>
<tr>
<td>Don Stumpf, Patricia</td>
<td>Adult Learning</td>
<td>Lifelong Learning for Generation NeXt: Ubiquitous Computing, Technology Mediated Mobile Education, and Workforce Development</td>
<td>Water's Edge B</td>
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<tr>
<td>Coberly, Kathleen Fabrikant</td>
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## Conference Schedule

### Thursday, October 28, 2010

<table>
<thead>
<tr>
<th>Name</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
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<tbody>
<tr>
<td>Carrie Boden, Connie Corbett-Whittier, Kathleen Slemen, Tennille Lasker-Scott</td>
<td>Adult Learning</td>
<td>The Effects of an 8 Week Mindfulness Based Stress Reduction Program on Personal Epistemological Beliefs</td>
<td>Mindfulness practices can have an impact on several dimensions of epistemological beliefs. Study results and research success will be shared. Participants will learn how to use the secular mindfulness techniques of the body scan, gentle yoga, and sitting meditation to improve focus and calm adult learners.</td>
<td>Water's Edge C</td>
</tr>
<tr>
<td>Elizabeth Tisdell, Karin Sprow, Edward Taylor</td>
<td>Literacy</td>
<td>&quot;The Dollars Are Not the Legacy, the Attitudes Are&quot;: A Survey of Financial Literacy Educators</td>
<td>This presentation will discuss the findings of a National Endowment for Financial Education mixed-method study of pedagogical techniques and strategies of financial literacy educators in community-based settings.</td>
<td>Mangrove</td>
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### Roundtables:

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<tr>
<th>Name</th>
<th>Strand</th>
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<tbody>
<tr>
<td>Lilian H. Hill</td>
<td>International</td>
<td>The Long and Winding Road to Citizenship: Adult Learning Required to Negotiate Difficult, Complex Terrain</td>
<td>To illustrate adult learning needed by international students to negotiate residence and citizenship requirements, pathways to citizenship are discussed to assist adult educators in varied settings to provide constructive assistance.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Barbara Mullins Nelson, Amanda Williams, Valerie Herron</td>
<td>Community and Non-Formal Education</td>
<td>Going Green: Transforming How We Live and Learn</td>
<td>Eleven women employed action research and active leadership roles to help make our community more sustainable. The research transformed the women's beliefs and behavior related to sustainability and going green.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Chin-Yun Huang</td>
<td>Adult Learning</td>
<td>Effects of Cooperative Learning on Outcome and Self-confidence of Adult Learners</td>
<td>The purpose of this study was to investigate the effect of cooperative learning and motivation on adult learners. The results indicated that cooperative learning is superior to individual conditions.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Robert L. Smith</td>
<td>Workforce Development</td>
<td>Negotiating Adventurous Learning within Workplace Programs</td>
<td>Many Americans favor book learning; others prefer romantic, Sawyer-like learning by adventurous experience. When workplace facilitators teach as Dewey advised, they honor both traditions and help adults transcend this tension.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Laura Bierema, Lorilee R. Sandmann, Wendy Ruona</td>
<td>College and Universities</td>
<td>Educating the Scholar Practitioner: UGA's New Approach to Doctoral Education in Adult Education</td>
<td>UGA has launched a new doctorate to develop education leaders who connect scholarship and practice to address organizational issues. Content and format will be featured, particularly the action research dissertation.</td>
<td>Salon G</td>
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<tr>
<td>Name</td>
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<tr>
<td>Marcia Gail Derrick</td>
<td>Adult Psychology</td>
<td>Development of Autonomous Learners in an Online Ed.D. Program</td>
<td>This session will explore the development of autonomous learning behaviors (desire, resourcefulness, initiative and persistence) in an online doctoral program. Conceptual model and research findings will also be discussed.</td>
<td>Citrus</td>
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<tr>
<td>Shoko Nishioka</td>
<td>College and Universities</td>
<td>Running a University Lifelong Learning Center: tactics, management and role in an aging society</td>
<td>Longevity and a burgeoning adult population increases universities’ responsibilities towards provision for mature learners. This paper presents the strategies, policies and roles developed by Japan’s most successful lifelong learning center.</td>
<td>Manatee</td>
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<tr>
<td>Mary Gatua</td>
<td>Women’s Issues, Status and Education</td>
<td>Kenyan Women’s Learning Journey in American Universities: Narratives of their Educational and Socio-Cultural Experiences</td>
<td>Kenyan women studying in the U.S. experience a shift in familial environment, disconnection from networks, unfamiliar educational system and new cultural values. The narrative inquiry of Kenyan women learners at one American university provides a framework for understanding their lived experiences and offers guidance to adult educators and women facing similar transformations.</td>
<td>Martin</td>
</tr>
<tr>
<td>W. Alvin Chai,</td>
<td>Continuing Professional Education</td>
<td>Fill the Gap - The OpenCourse-Ware (OCW) Wrapper project</td>
<td>The OCW wrapper project is attempting to fill the gap between existing Open Courseware (OCW) and its effective use by online adult learners for credits or certifications.</td>
<td>Salon C</td>
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<tr>
<td>Margaret A. Maloney</td>
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<tr>
<td>Robert Reardon</td>
<td>Workforce Development</td>
<td>Conceptualizing and measuring safety culture in chemical plants</td>
<td>In the chemical industry, safety culture is seen as a critical part of all safety programs. This empirical research looks at safety culture as a part of the overarching organizational culture.</td>
<td>Coral</td>
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<tr>
<td>Dodie Meier, Diane</td>
<td>Professors of Adult Education</td>
<td>The Navigator: Transforming the Adult Learner’s Educational Journey</td>
<td>This presentation will explore the concept of the navigator professor in the field of adult education, those professors who see their role, not only as leaders but also as servants.</td>
<td>Salon B</td>
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<td>Rosser-Mims</td>
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<tr>
<td>Catherine A.</td>
<td>Distance Learning and Technology</td>
<td>5 Powerful Skype hybrid learning strategies to include distance learners in F2F classes</td>
<td>Based on ten Skype hosted courses, a graduate student and professor reveal 5 strategies to develop and facilitate successful learning experiences and communities. New distance and hybrid learning possibilities in interactive session.</td>
<td>Mangrove</td>
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<tr>
<td>Cherrstrom, Kathleen</td>
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<td>P. King</td>
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<tr>
<td>Martin Klinglmeyer</td>
<td>Program Management and Administration</td>
<td>Cheating never pays, or does it? Understanding and deterring cheating through behavioral economics</td>
<td>Students decide to cheat after performing a simple risk analysis; for the cheater, the act has a high benefit and low cost. Deterrence can be obtained through changing the equation.</td>
<td>Water’s</td>
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<td>Edge A</td>
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### Conference Schedule

**Thursday, October 28, 2010**

**9:00 am - 9:45 am**

**Concurrent Sessions and Roundtable Discussions (6) Continued**

#### Concurrent Sessions:

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<tr>
<th>Name</th>
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<th>Abstract</th>
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<tbody>
<tr>
<td>Alex Kumi-Yeboah, Wayne James</td>
<td>International</td>
<td>Comparing the Trends of Adult Education Programs in Universities: North America and Sub-Saharan Africa.</td>
<td>The goals and philosophies of adult education programs in North American universities vary from that of the Sub-Saharan Africa. The purpose of this paper is to compare and contrast adult education programs in North American universities and Sub-Saharan Africa.</td>
<td>Water's Edge B</td>
</tr>
<tr>
<td>Jaclyn Dowd, Christopher Guidry</td>
<td>Adult Basic Education</td>
<td>Transforming Adult Education: occupationally Focused Developmental Education</td>
<td>Indiana has undertaken a comprehensive approach to developmental education of adult learners. Special emphasis is placed on accelerated, occupation ally based development education supported by intensive academic and career counseling.</td>
<td>Water's Edge C</td>
</tr>
<tr>
<td>Merideth L. Dee, Gerri Penney, Ana Porro, Valerie Bryan, Krista Allison</td>
<td>College and Universities</td>
<td>Technology's Expanding Role In Adult Education Work and Research</td>
<td>Technology is becoming more prevalent in both qualitative and quantitative research. Session will explore a few of these new roles using recent doctoral studies as illustrations.</td>
<td>Salon A</td>
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#### Roundtables:

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<th>Name</th>
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<tbody>
<tr>
<td>Melissa Lubin, Carla Pacalo</td>
<td>Human Resource Development</td>
<td>Point Counter Point: A Coaching Dialogue</td>
<td>This interactive session will explore the advantages and disadvantages of internal and external coaching. Internal Coach Pacalo and External Coach Lubin will converse on the coaching practice from their polar perspectives based on research, field observations and experiences. Audience participation is encouraged!</td>
<td>Salon G</td>
</tr>
<tr>
<td>Dale Larson</td>
<td>Cooperative Extension</td>
<td>Scared of Technology? Not Me, I Lead Discussions and Conduct Meetings Online!</td>
<td>This extension educator has adopted WIKI and Adobe Connect as tools of their trade. In addition to hearing of their trials and triumphs you’ll be invited to share your own.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Liz Clark</td>
<td>College and Universities</td>
<td>Transformative Learning and the Online Environment</td>
<td>How does learning in the online environment invite/dis-invite transformation? This session reviews research in progress where adult learners and their teachers engaged in asynchronous conversations in an undergraduate degree program.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Nick Palmieri</td>
<td>Adult Psychology</td>
<td>Cognitive Renaissance: Learning through Strength-based Positive Psychology</td>
<td>Positive Psychology is the scientific study of what makes individuals and communities thrive. We will consider how the broaden and build effect and flow enhance leading and learning.</td>
<td>Salon G</td>
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### Conference Schedule

**Thursday, October 28, 2010**

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Susan Spear</td>
<td>Adult Learners with Disabilities</td>
<td>Teaching Adults with Learning Challenges: ABE Teachers' Perspectives on Practice</td>
<td>Findings from presenter's pilot research study with ABE teachers will be reviewed, along with discussion of recent literature on the topic.</td>
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<tr>
<td>Jovita Ross-Gordon, Beverly Woodson, Day, Stella Lovato, Candace M. Tull</td>
<td>College and Universities</td>
<td>Faculty Perceptions of Adult Learners in College Classrooms</td>
<td>Findings will be shared from interviews with faculty at a community college and a public university. Themes center on perceptions of adult students as well as preparation and strategies for teaching adults.</td>
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<td><strong>9:00 am - 9:45 am</strong> Info session for publishing in the <em>Adult Education Quarterly Journal, the Canadian Journal for the Study of Adult Education, Journal of Transformative Education, and Adult Learning; Executive Conference</em></td>
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<td><strong>9:45 am - 10:00 am</strong> Break</td>
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<td><strong>10:00 am-10:45 am</strong> Concurrent Sessions and Roundtable Discussions (7)</td>
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<tr>
<td><strong>Concurrent Sessions:</strong></td>
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<td><strong>Abstract</strong></td>
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<tr>
<td>John Peters, Jonathan Taylor</td>
<td>Adult Learning</td>
<td><strong>Action Research on Collaborative Learning: A Metathesis of Findings</strong></td>
<td>Method and results of a qualitative metasynthesis of 14 action research projects on collaborative learning in three areas of adult education practice: higher education, business, and community education.</td>
</tr>
<tr>
<td>Joe Bradley</td>
<td>Distance Learning and Technology</td>
<td><strong>May the Learners and Data Speak: Is Andragogy Relevant to Modern Online Education for Adults?</strong></td>
<td>Most studies comparing the efficacy of andragogical and pedagogical instruction in traditional settings resulted in no significant differences. The results of an online professional development course will be explored via case studies and quantitatively.</td>
</tr>
<tr>
<td>Larry Martin</td>
<td>GED</td>
<td><strong>Concept Mapping: An Alternative Instructional Approach for Young Urban Adult Students of Color</strong></td>
<td>Young students of color are least likely to take, complete, and pass GED tests. Concept mapping can assist learners to make meaningful, fully integrated, and supervised connections of their experiences.</td>
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<tr>
<td>Earle Reybold, Arvinder K. Johri</td>
<td>College and Universities</td>
<td><strong>Vulnerable Knowledge, Vulnerable Researchers: The Institutional Review Board and Research Epistemology in Adult Education</strong></td>
<td>We examine the historical structuring of knowledge in social justice arenas through institutional control of alternative methodologies. Discussion juxtaposes academic freedom with the Institutional Review Board as an oversight mechanism.</td>
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<tr>
<td>Patricia Coberly, Don Stumpf, Kathleen Fabrikant</td>
<td>Adult Learning</td>
<td><strong>Preparing for the Next Generation of Adult Learners</strong></td>
<td>This session will provide attendees with an enhanced understanding of the development, expectations and predictable issues of Generation NexT, and discussion of what educators, organizations and managers can do to help them successfully transition into the workplace.</td>
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**Room**

- Citrus
- Coral
- Executive Conference
- Mandalay
- Mangrove
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<th>Name</th>
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<tbody>
<tr>
<td>Maria Martinez Witte,</td>
<td>Adult Learning</td>
<td>Leading the Learning: Removing Barriers for Online Adult Learners</td>
<td>Online learning environments are different for teachers and students. Teacher leaders must remove barriers to adult learning relating to cost, accessibility, and interest if one is to have lifelong learners.</td>
<td>Martin</td>
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<tr>
<td>James E. Witte, Iris Saltiel</td>
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<tr>
<td>Marianne Reiff, Amy Ballin</td>
<td>Adult Learning</td>
<td>What Do Adult Graduate Students Say About Student Self, Instructors, and Course Content/Process?</td>
<td>This session blends research with participant interaction to explore what adult graduate students say. Come hear adult student input about themselves, instructors, and courses.</td>
<td>Salon A</td>
</tr>
<tr>
<td>Delores Rice</td>
<td>Human Resource Development</td>
<td>Black Women's Career Development: Dialogue in the Field</td>
<td>This study examined the research and literature applicable to the career development for Black women including empirical research, conceptual research, and topical literature. Common themes and models are presented.</td>
<td>Salon B</td>
</tr>
<tr>
<td>Carole Pearce</td>
<td>History and Philosophy of Adult Education</td>
<td>Lessons from the Past: Eleanor Roosevelt as Adult Educator and Adult Learner</td>
<td>Eleanor Roosevelt emerged in the 1930's as a national and international leader. This session will offer poignant examples of her contributions to the field of adult education.</td>
<td>Salon C</td>
</tr>
<tr>
<td>M. Joanne Kantner,</td>
<td>English as a Second Language</td>
<td>Bridge to Somewhere: Transitioning Students from ESL to Academic English</td>
<td>Preliminary results from a community college project designed to develop the academic English proficiency required by ESL students for their success in college-level general education courses.</td>
<td>Water's Edge C</td>
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<tr>
<td>Michael Hainzinger, D. Jack Haines</td>
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<tr>
<td>Simone Conceicao,</td>
<td>Health Education</td>
<td>How Health Literacy Can be Incorporated Into the Design Process Using Adult Teaching and Learning Strategies</td>
<td>Health literacy is often overlooked in curriculum design. This presentation will explain how health literacy was incorporated into the curriculum design process using adult teaching and learning strategies.</td>
<td>Water's Edge A</td>
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<tr>
<td>Holly Colber, Sarah Johaningsmeir, Anne Jublmann</td>
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<tr>
<td>Lisa Merriweather,</td>
<td>Adult Learning</td>
<td>Race and Critical Race Theory: Adult learning beyond cognitive understanding</td>
<td>This presentation highlights the pivotal role that Critical Race Theory, through the use of counter-stories, plays in adult learning about race, racism, and race relations beyond the sphere of cognitions.</td>
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<td>Talmadge Guy</td>
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<tr>
<td>Ralph G. Brockett</td>
<td>Adult Learning</td>
<td>Self-Directed Learning: An Updated Model</td>
<td>A new model of self-directed learning is presented. Building on earlier work, this model emphasizes the connections between understanding the learner, the process, and the context in SDL.</td>
<td>Water's Edge B</td>
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### Conference Schedule

#### Roundtables:

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<tbody>
<tr>
<td>Susan Dawson</td>
<td>Adult Learners with Disabilities</td>
<td>Understanding Learners with Personality Disorders</td>
<td>Personality Disorders are deeply ingrained characteristics that precipitate difficult behaviors. Having students with this type of interaction can be challenging. This session will introduce the types of personality disorders and what behaviors are derived from them. Ways of handling these behaviors will be discussed.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Maureen O'Connor</td>
<td>College and Universities</td>
<td>Strategies for Success: Raising Bachelor's Degree Attainment Rates Among Adult Learners</td>
<td>Based on my completed research about degree attainment among adult learners, I discuss what attaining a bachelor's degree as an adult entails and strategies for fostering success among non-traditional students.</td>
<td>Salon G</td>
</tr>
<tr>
<td>John Harrison</td>
<td>Professional Development</td>
<td>Plugging-In: Technology and the Learning Projects of Small Business Owners</td>
<td>This exploratory study focused on the self-directed learning projects of small business owners. Findings highlight the influence of technology as a major resource for learning projects.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Lori Peterson</td>
<td>College and Universities</td>
<td>Academic Leadership and the Future of Higher Education</td>
<td>Robert Bentley said that having a dog teaches a child perseverance, fidelity, and to turn around three times before lying down. Without experience in the 'new frontier' of higher education, how do we craft a way forward? This session will present trends and a framework for moving forward in the face of these trends.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Michelle Glowacki-Dudka, Vivian Bogue</td>
<td>College and Universities</td>
<td>Sustainable Learning Communities and the Council on the Environment</td>
<td>Universities are working to become more sustainable. This case study examines COTE, an advisory committee, that shares information and promotes issues of sustainability through a learning community model.</td>
<td>Salon G</td>
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<th>Time</th>
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<tr>
<td>10:00 am-10:45 am</td>
<td>Adult Education Quarterly Consulting Editors Meeting; Tarpon</td>
<td>Coral</td>
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<tr>
<td>11:00 am-11:45 am</td>
<td>Concurrent Sessions and Roundtable Discussions (8)</td>
<td>Coral</td>
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#### Concurrent Sessions:

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<tbody>
<tr>
<td>Edmund Ferszt, Jill Holloway</td>
<td>Professional Development</td>
<td>Professional Development Interventions: Anticipating, Acting and Assessing</td>
<td>Assessing and addressing anticipated as well as actual system wide learning needs of ABE and Literacy practitioners with a thematic approach can be an effective strategy for professional development initiatives.</td>
<td>Coral</td>
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AAACE 59th Annual Adult Education Conference • Clearwater Beach, Florida • October 26-29, 2010
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<tbody>
<tr>
<td>Jimmy Powell</td>
<td>Human Resource Development</td>
<td>A Multidimensional Perspective of Training Transfer: The Differences between Hard and Soft Skills</td>
<td>A look at training transfer from a multidimensional perspective, ten inherent differences are hypothesized to exist between hard and soft skill training that impact the degree of training transfer.</td>
<td>Executive</td>
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<tr>
<td>Eileen Amy</td>
<td>Program Management and Administration</td>
<td>Monitoring in Florida, a Risk-based Collaborative System</td>
<td>The presentation will address the development process, the policies and protocols used during monitoring, and the critical components of the system.</td>
<td>Mandalay</td>
</tr>
<tr>
<td>Mervyn J. Wighting, Marcia Gail Derrick</td>
<td>Adult Learning</td>
<td>Measuring perceived learning and learning assessed by grades</td>
<td>This presentation will describe an instrument that measures perceived learning and will present research that investigates relationships between perceived learning and actual grades among a sample of adult learners.</td>
<td>Mangrove</td>
</tr>
<tr>
<td>Kim Lee, Tom Valentine</td>
<td>GED</td>
<td>Key Strategies that lead to successful transition to postsecondary education for GED graduates: findings from a meta analysis of existing literature</td>
<td>This session will provide an overview of the key strategies identified in the literature that lead to successful transition of nontraditional students (GED graduates) to postsecondary education.</td>
<td>Salon A</td>
</tr>
<tr>
<td>Jeral Kirwan, Jeffrey L. Beard</td>
<td>Adult Learning</td>
<td>The Processual Instructor Development Model: A Dynamic Model of Teaching and Learning.</td>
<td>The theoretical framework and application of a four-stage model of teaching and learning is presented in the context of a sequential undergraduate course. Applications to other disciplines are considered.</td>
<td>Salon B</td>
</tr>
<tr>
<td>D. Michelle Janys, Mary Lorenz</td>
<td>Professional Development</td>
<td>Improving Instructional and Programmatic Outcomes Through the Use of Professional Development and Critical Self-Reflection</td>
<td>Successful adult education programs require skilled administrators and teachers who can facilitate adult learning. This presentation addresses the administration, evaluation and outcomes of the Texas Teacher and Administrator Credentials.</td>
<td>Tarpon</td>
</tr>
<tr>
<td>Alexandra Bell, Christos Anagnostos</td>
<td>Adult Learning</td>
<td>Recent advances in neuroscience and implications for best practices to support adult learning</td>
<td>Recent neuroscience advances have important implications for understanding how adults learn. We explore new knowledge highlights and applications for best practices to support adult learning in a variety of contexts.</td>
<td>Water's Edge A</td>
</tr>
<tr>
<td>Cricket Bonnetaud</td>
<td>Counseling and Adult Learner Services</td>
<td>Navigating the Journey Through Adult Student Support Services</td>
<td>This informative session is presented to explain the variety of academic, administrative, financial, and social support services that are available to adult and non-traditional students through the Office of Adult Students and Evening Services (OASES) at UNC Charlotte.</td>
<td>Water's Edge B</td>
</tr>
<tr>
<td>Name</td>
<td>Strand</td>
<td>Title</td>
<td>Abstract</td>
<td>Room</td>
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<tr>
<td>Jeremy Schwehm</td>
<td>Community College</td>
<td>Vertical Transfer and the Adult Student: A Conceptual Model of the Transfer Process</td>
<td>A sizable portion of vertical transfer students are adults, yet little is known about their student experience. This roundtable presents a model of adult community college transfer to address elements of the transition process, to stimulate research on adult transfer experiences, and to inform institutional policies and practice.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Patsy Medina</td>
<td>Community and Non-Formal Education</td>
<td>Designing Family Literacy Activities for Literate Parents and Their Children</td>
<td>Parents with post high school credentials requested that family literacy activities take place at community-based organization in their neighborhood. The design of this family program will be discussed.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Debra Lee</td>
<td>Distance Learning and Technology</td>
<td>Moving Online: Assessing the Compatibility of Adult Education Theories with the Community of Inquiry Framework</td>
<td>Participants will discuss connections between adult education and distance education theories so that we can meet the needs of adult learners online. An online discussion will follow the conference.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Rachel Wlodarsky, Howard Waters</td>
<td>Professors of Adult Education</td>
<td>Challenging Simplistic Assumptions about Life Events as They Lead to Reflection</td>
<td>The importance of an authentic event as the stimulus for reflection cannot be overstated. This is the conceptual bedrock that allows a discussion of learning in or through practice. This paper is a nuanced and careful description of the event as it relates to reflection and change.</td>
<td>Salon G</td>
</tr>
</tbody>
</table>
Concurrent Sessions and Roundtable Discussions (8) Continued

Roundtables:

**Name**  
Sashelle T. Alexander  
LaShonda Coulbertson

**Strand**  
College and Universities  
Health Education

**Title**  
Engaging in Transformative Teaching Practices to Promote Intern's Success in Urban Settings  
Factors related to the conceptualization of self-efficacy and empowerment: An analysis for research and practice

**Abstract**  
Teacher educators reflect on the challenges and advances of promoting culturally relevant teaching.  
This session presents research findings of factors that describe the theories relative to self-efficacy and empowerment and offers discourse for operationalizing these concepts in health disparities research and practice.

**Room**  
Salon G  
Salon G

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11:00 am-11:45 am  
**Adult Learning Editors Meeting; Marlin**

12:00 pm-1:30 pm  
**Lunch (reservations required--included in conference fee); Salons D&E Knowles, Okes, and Houle Awards (CPAE) and Military Awards (CMET)**

1:45 pm - 3:15 pm  
**Current and Emerging Conversations in Adult Learning**

**Adult Education, a Global Field and Profession: Contributions of UNESCO; Salon G**  
Marcie Boucouveralas, Ph.D. and John Henschke, Ed.D.

**Ignore Neuroscience at Your Peril: Understanding the Physiological Principles of Memory, Organization, Neural Plasticity and Emotions in Learning; Salon D**  
Jane Fishback, Ph.D.

**Unleashing the Power of Technology for Every Adult Educator: Using Digital Media, Social Media and e-Learning for Learning and Voice; Salon F**  
Kathleen (Kathy) King, Ph.D.

**Social Justice in Adult Education: Laboring in the Fields of Reality and Hope; Salon A-C**  
Juanita Johnson-Bailey, Ph.D., Lisa Baumgartner, Ph.D. and Tuere Bowles, Ph.D.

**Generational Learning Styles; Water’s Edge Ballroom**  
Julie Coates, V-P Learning Resources Network (LERN)

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3:15 pm - 3:30 pm  
**Break**

3:30 pm - 4:15 pm  
**Concurrent Sessions and Roundtable Discussions (9)**

**Name**  
Michael W. Massey

**Strand**  
Program Management and Administration

**Title**  
New Management Paradigm and Processes for Global Lifelong Learning to Foster Postcolonial Social Justice

**Abstract**  
Global lifelong learning management should shift structurally. Scalable learning, pull knowledge flows, OpenCourseWare, and social enterprise can catalyze institutional transformation in postcolonial nations to achieve broad-based learning and social justice.

**Room**  
Citrus
<table>
<thead>
<tr>
<th>Thursday, October 28, 2010</th>
<th>Conference Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Joellen E. Coryell</strong></td>
<td><strong>Collective Inquiry and Transformational Cross-Cultural Adult Learning and Teaching</strong></td>
</tr>
<tr>
<td>Professors of Adult Education</td>
<td>This study offers insight into the critical transformational power of using a collective inquiry framework in cross-cultural adult and higher education. The instructional methods and findings are presented.</td>
</tr>
<tr>
<td><strong>Wendy Jean Sonstrom, John R. Rachal</strong></td>
<td><strong>The Varieties of Curricular Experience: A Gallery of North American Adult Education Doctorates</strong></td>
</tr>
<tr>
<td>Professors of Adult Education</td>
<td>Following a tradition of periodic examination of graduate adult education curricula, we survey the state of the field’s doctoral curriculum as seen through North American programs’ websites.</td>
</tr>
<tr>
<td><strong>Jim Berger</strong></td>
<td><strong>Using Experiential Learning Principles, Bloom’s Taxonomy, and Gardner Multiple Intelligences to Teach Adults</strong></td>
</tr>
<tr>
<td>Adult Basic Education</td>
<td>This session will cover how to use Kolb’s model of Experiential Learning, Gardner’s Multiple Intelligences, and Bloom’s Taxonomy as a basis for developing learning activities that are engaging and meaningful to your adult learners.</td>
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<tr>
<td><strong>Makia Tillman</strong></td>
<td><strong>Assistive Technologies: An Introduction to the Various Technology Software Accessible for Individuals with Disabilities</strong></td>
</tr>
<tr>
<td>Distance Learning and Technology</td>
<td>Online instructors often face diverse learners; however, many do not plan to instruct individuals with disabilities. This session will provide information on the various technologies used by individuals with disabilities, educate online instructors concerning these assistive technologies, and provide awareness of types of instruction.</td>
</tr>
<tr>
<td><strong>April Reed, LiFong Shih</strong></td>
<td><strong>Facilitating Discussions with Adult Learners in Online Courses</strong></td>
</tr>
<tr>
<td>Professors of Adult Education</td>
<td>This session will provide concrete techniques for facilitating online discussions with adult learners. It offers strategies for increasing learner engagement, managing increased post volume and concerns unique to adult learners.</td>
</tr>
<tr>
<td><strong>Deborah Sterner, Ezzard Bryant, Jr.</strong></td>
<td><strong>Learning Efforts and Experiences of Adult Students with Disabilities in a University Setting</strong></td>
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<tr>
<td>Adult Learners with Disabilities</td>
<td>This research is an investigation of learning efforts by disabled adults. It involved structured in-depth interviews with disabled adults in relation to their attempts to learn.</td>
</tr>
<tr>
<td><strong>Vivian Mott</strong></td>
<td><strong>Re-Examining the Classic Texts in Adult, Continuing, and Higher Education</strong></td>
</tr>
<tr>
<td>Professors of Adult Education</td>
<td>This session will explore the value of classic, seminal texts in the field of Adult, Continuing, and Higher Education.</td>
</tr>
<tr>
<td><strong>Li-Ching Lin</strong></td>
<td><strong>The Exploration of Learning Styles for Adults Studying Chinese as a Second Language</strong></td>
</tr>
<tr>
<td>Adult Learning</td>
<td>This study is grounded in a qualitative approach called phenomenology. The purpose of this paper tries to explore how learning styles influence Chinese second language adult learners’ learning outcomes.</td>
</tr>
<tr>
<td><strong>Cynthia Davis, Darlene Smucny, Katherine Humber, Jay Liebowitz</strong></td>
<td><strong>Leading and E-learning in Today’s Multigenerational Classroom</strong></td>
</tr>
<tr>
<td>Distance Learning and Technology</td>
<td>This participatory session proposes a conceptual, andragogical framework (MEET) adapted from the multigenerational workplace, that creates a welcoming, collaborative e-learning environment for adults.</td>
</tr>
</tbody>
</table>
## Conference Schedule

### Thursday, October 28, 2010

#### 3:30 pm - 4:15 pm

**Concurrent Sessions and Roundtable (9) Discussions Continued**

### Concurrent Sessions:

<table>
<thead>
<tr>
<th>Name</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Catherine Hansman, Jonathan Messmer, Elice Rogers, Catherine Monaghan</td>
<td>Professors of Adult Education</td>
<td>Assessing Adult Education Graduate Programs: Opportunities for Growth &amp; Development</td>
<td>This session provides those involved in Adult Education Graduate Programs to share their experiences with program assessment as well as their opportunities for growth and development in difficult economic times.</td>
<td>Water's Edge C</td>
</tr>
<tr>
<td>Juanita Johnson-Bailey, Jamie Lynn Caudill, Thomas Valentine</td>
<td>Women's Issues, Status and Education</td>
<td>Spouse Support and Sabotage for Adult Women in Higher Education</td>
<td>Both research and practical experience clearly and persistently demonstrate the profound impact spousal behavior can have on adult women students at all educational levels. This session will describe a multi-method research program underway at the University of Georgia.</td>
<td>Water's Edge B</td>
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### Roundtables:

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<tr>
<th>Name</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
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<tbody>
<tr>
<td>Sheng-yun Yang</td>
<td>Continuing Education Administration</td>
<td>Asymmetrical Negotiation Strategies in Continuing Education Program Planning</td>
<td>The purpose of this study is to explore negotiation strategies based on the experiences from experienced planners who have conducted educational programs for adults for at least eight years.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Donna Mancuso</td>
<td>Adult Learning</td>
<td>Parental Grief: The Ultimate Transformational Learning Process</td>
<td>The death of a child is one of the most traumatic events that a parent can endure. However, one can find purpose in life again through a dynamic transformational learning process.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Jeffrey Beard, Lila Holt, Debra S. Lee</td>
<td>Distance Learning and Technology</td>
<td>Participatory Learning for the Digital Workforce</td>
<td>The session demonstrates how technology with participatory learning can be used to train the Net Generation, those who grew up in a digital world and are now in the workforce.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Steven Frye, Shannon Collins</td>
<td>Adult Learning</td>
<td>Challenging Beliefs: A Study of Writing Institute Participants and Their Learning Experiences</td>
<td>This phenomenological study investigates the experiences of reading teachers whose beliefs have been challenged or questioned while participating in a National Writing Project summer institute.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Maria Julia Baldor</td>
<td>College and Universities</td>
<td>Latino Students' Attrition in Online Classes at a Midwest University</td>
<td>The literature reports Latino online students as non-completers and underachievers. Why is this the case? This session will present results of interviews with undergraduate Latinos identifying barriers to complete online courses.</td>
<td>Salon G</td>
</tr>
</tbody>
</table>

#### 4:30 pm - 5:15 pm

**Concurrent Sessions and Roundtable Discussions (10)**

### Concurrent Sessions:

<table>
<thead>
<tr>
<th>Name</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keara Sodano</td>
<td>Community and Non-Formal Education</td>
<td>Exploring Critical Environmental Adult Learning: A Case Study</td>
<td>Using oral history methodology, this case study presents the ecological learning of an environmental activist-educator and spiritualist. Her narrative illustrates the political and spiritual dimensions of women learning in environmental struggle.</td>
<td>Citrus</td>
</tr>
<tr>
<td>Name</td>
<td>Session</td>
<td>Title</td>
<td>Description</td>
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<tr>
<td>Monica Fedeli</td>
<td>Adult Learning</td>
<td>Generating Values in a Complex Society: New Perspectives for Adult Learning - An Italian Research</td>
<td>This research focuses upon the learning values addressed to adults immersed in working processes and to the tricky role of the educator that practices his/her own profession with adults involved in lifelong learning. This contribution is part of the literature tradition dealing with generative learning and the value of learning to investigate and listen to the trainer’s opinion, but also of privileged witnesses, front line exponents in managerial training concerned with innovation of adult education in Italy.</td>
<td></td>
</tr>
<tr>
<td>Lila Holt, Jeffrey Beard</td>
<td>Adult Learning</td>
<td>Computational Thinking? Not just for Computer Scientists: Implications for problem solving in Adult Education</td>
<td>Computational thinking/literacy is currently being studied for problem solving, primarily in mathematics and science. This session explores computational thinking and problem solving in the adult education field.</td>
<td></td>
</tr>
<tr>
<td>Randall Pinder</td>
<td>Adult Basic Education</td>
<td>They Say/ We Say: What Adult Learners and Sponsors Expect from Literacy and Each Other</td>
<td>This presentation explores the understandings and expectations of literacy held by learners and sponsors in adult literacy programs to determine how they might affect participation/persistence within programs.</td>
<td></td>
</tr>
<tr>
<td>Lorna Rivera, Marcia Hohn, Winslow Holman, Maria Dixon</td>
<td>Health Education</td>
<td>Impact and Outcomes from Teaching Health Literacy to Adults with Limited Literacy</td>
<td>Presenters will discuss findings from an NIH study that investigates the impact and outcomes of health literacy education on minority adults who participate in ABE programs in Boston’s poorest neighborhood.</td>
<td></td>
</tr>
<tr>
<td>Aiga von Hippel</td>
<td>Program Management and Administration</td>
<td>Adult-pedagogical Action Caught between Heterogeneous Expectations: Dilemmas, Antinomies &amp; Paradoxes in the Context of Program Planning</td>
<td>Program planning is characterized by incorporating heterogeneous expectations (von Hippel/Fuchs/Tippelt 2008; Cervero/Wilson 1994). Adult educators find themselves having to balance these expectations to organize their own actions. The proposed contribution analyzes the heterogeneity of expectations from the perspective of adult educators.</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Erichsen</td>
<td>Adult Learning</td>
<td>Political Polarization: Fox News and the Daily Show are Killing America’s Social Imagination</td>
<td>Based on recent political events and some firsthand experiences, the presenter will argue that the bifurcation and polarization of US political opinion via the media is stifling our social imagination and ability to address major generational political decisions facing our country.</td>
<td></td>
</tr>
<tr>
<td>Yvonne Hunter-Johnson, Waynne James</td>
<td>Adult Learning</td>
<td>Andragogical-Pedagogical Orientation and its Implication for Continuing Professional Education: Law Enforcement Training.</td>
<td>The study analyzed the andragogical-pedagogical orientation of law enforcement officers and its relationship to rank, years of service, academic background, age, gender and its implication for training.</td>
<td></td>
</tr>
<tr>
<td>Michael Miller, David Deggs</td>
<td>Community and Non-Formal Education</td>
<td>How Does Community Expectancy Affect Educational Attainment?</td>
<td>Cultural norms within communities affect the value placed on education. The community expectancy model will be presented along with discussion about how community components affect the value placed on education by citizens.</td>
<td></td>
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</table>
## Conference Schedule

### Thursday, October 28, 2010

### Concurrent Sessions and Roundtable Discussions (10) Continued

#### Concurrent Sessions:

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<tr>
<th>Name</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vicki Dieffenderfer,</td>
<td>Adult Learning</td>
<td>What does adult training have in common with sports training?</td>
<td>The ADVISER model is a dynamic, systematic approach to improving human and organizational performance that bridges information gaps (BIG) across different fields and organizational levels.</td>
<td>Salon B</td>
</tr>
<tr>
<td>Denise Wood</td>
<td></td>
<td>Introducing the ADVISER model.</td>
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</tbody>
</table>

#### Roundtables:

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<thead>
<tr>
<th>Name</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Lee W. Nabb, Kristi</td>
<td>Minority and Human Rights</td>
<td>The Successful Implementation of Diversity Training</td>
<td>The goal of this session is two-fold: 1) to discuss important aspects of diversity training and 2) to overcome barriers to the successful implementation of diversity training.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Archuleta Frush</td>
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</tr>
<tr>
<td>Melinda Wilson</td>
<td>Adult Basic Education</td>
<td>Authentic Learning and Adult Literacy</td>
<td>How &quot;real&quot; can we make the classroom experience? Current approaches to understanding learning imply that authentic learning experiences assist students to develop appropriate and effective understandings.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Heather Brown</td>
<td>Health Education</td>
<td>Losing Pedagogies: Using Weight Loss Competitions to Educate Workers about Health and Wellness</td>
<td>Weight loss competitions based on &quot;The Biggest Loser&quot; are becoming popular tools used to educate workers about health and wellness. This roundtable will discuss the appropriateness of this pedagogy.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Kristi Hughes</td>
<td>Workforce Development</td>
<td>Star Search to American Idol: Which Generations are Staring in Your Show?</td>
<td>With a workplace potentially having four generations of employees, how can they work together instead of one generation trying to vote off another?</td>
<td>Salon G</td>
</tr>
<tr>
<td>Jody Figuerido</td>
<td>Adult Learning</td>
<td>Researching the Elements of Culturally Responsive Training for Latina Early Childhood Educators</td>
<td>The number of Latina educators in early education and care is increasing. This session will present the results of a qualitative pilot study on the elements of a culturally responsive training.</td>
<td>Salon G</td>
</tr>
</tbody>
</table>

### 3:30 pm - 6:00 pm

Commission of Professors of Adult Education (CPAE) Co-Conference Registration; Salon D

### 3:30 pm - 3:40 pm

CPAE Welcome to New Members; Salon D

### 3:40 pm - 5:00 pm

CPAE Opening Session; Salons D&E

### Current Initiatives and Opportunities for the Education of Adults under President Obama’s Administration

Cheryl Keenan, Division of Adult Education and Literacy, Office of Vocational and Adult Education, Washington, DC

### 5:00 pm - 7:00 pm

Reception Celebrating 2010 Edition of Handbook on Adult and Continuing Education; Co-sponsored by Sage, CPAE, and AAACE; Water's Edge Deck and ABC after 5:15

### 6:00 pm - 8:00 pm

CPAE Business Meeting; Salon D
Friday, October 29, 2010

7:00 am - 8:15 am  Continental Breakfast (reservations required, included in conference fee); Banquet Foyer D-G

8:00 am - 11:45 am Exhibits open; Banquet Foyer D-G

9:00 am - noon  Conference Registration open, Grand Ballroom Foyer

8:15 am - 9:00 am  Concurrent Sessions and Roundtable Discussions (11)

Concurrent Sessions:

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<tr>
<th>Name</th>
<th>Strand</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Jack Wolf</td>
<td>Professional Development</td>
<td>The Shift from Training to Performance</td>
<td>The session will demonstrate various tools and techniques to engage employees and clients in shifting the focus towards a partnership in performance and results at every interaction.</td>
<td>Executive</td>
</tr>
<tr>
<td>Carol Weaver</td>
<td>Adult Learning</td>
<td>The Course Syllabus and Student Learning: Incorporating Universal Design for Learning</td>
<td>Universal Design (UD) principles foster syllabus design (print and electronic) to meet needs of divergent learners. Using multiple means of representation can facilitate student access and use of syllabus.</td>
<td>Citrus</td>
</tr>
<tr>
<td>Janet Hart</td>
<td>Military Education and Training</td>
<td>Appreciative Inquiry: Is There Applicability in Rehabilitation of Combat Veterans?</td>
<td>Success of Appreciative Inquiry in settings of hospice and palliative care; women in despair; women veterans; and alcohol and drug addiction, suggests potential applicability in rehabilitation of combat veterans.</td>
<td>Mangrove</td>
</tr>
<tr>
<td>Rose Santos, Mary V.</td>
<td>Adult Learning</td>
<td>Adult Education Students: Exploring the Role of Single Hispanic Fathers</td>
<td>This session will explore the role of single Hispanic fathers to elementary and middle school age children and provide case stories on their personal and adult educational experiences that seek to provide topics of discussion for current educational practices.</td>
<td>Marlin</td>
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</table>

Roundtables:

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<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>William H. Young, III, Alex Kumi-Yeboah</td>
<td>Distance Learning and Technology</td>
<td>Online Distance Learning and Transformative Learning Experiences of Adult Learners in American Universities.</td>
<td>The trend of distance learning has changed in the past two decades resulting from the emergence of technology in online distance learning in America. This paper will look at the relationships between online course and transformative learning experiences of adult learners.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Lisa Baumgartner</td>
<td>Adult Development</td>
<td>&quot;I'm an Outcast in My Own Community&quot;: Context and HIV/AIDS Identity Incorporation</td>
<td>The purpose of this session is to explore the influence of sociocultural, interpersonal, temporal and situational contexts on the incorporation of HIV/AIDS into one's identity.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Rochell McWhorter, Elisabeth E. Bennett, Donna Mancuso</td>
<td>Human Resource Development</td>
<td>Virtual Human Resource Development</td>
<td>This session will critique recent research into the impact of emerging technologies on Adult Learning and Human Resource Development professionals.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Suzanne E. Hiller, Earle Reybold</td>
<td>Community and Non-Formal Education</td>
<td>Casting the Perfect Net: Participant Selection and the Myth of Representation</td>
<td>How do researchers balance responsibility to both diversity and research method? Our study of naturalist educators reveals a sampling dilemma: how to advocate for diversity when studying a mostly-white profession.</td>
<td>Salon G</td>
</tr>
</tbody>
</table>

AAACE 59th Annual Adult Education Conference • Clearwater Beach, Florida • October 26-29, 2010
## Conference Schedule

**Friday, October 29, 2010**

### 8:15 am - 9:00 am

#### Concurrent Sessions and Roundtable Discussions (11) Continued

<table>
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</thead>
<tbody>
<tr>
<td>Cecelia Wagner,</td>
<td>Workforce</td>
<td><strong>It's Not Easy Going Green: Bridging the Skill Gap into Green Jobs Training</strong></td>
<td>Participants will examine skills needed for Green Industry certifications, discuss challenges facing workers seeking Green jobs and suggest strategies to prepare learners to succeed in training.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Stephanie Stalmah</td>
<td>Development</td>
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</tr>
<tr>
<td>Ron Mottern</td>
<td>Adult Learning</td>
<td><strong>Adult Education in the Shadows: Self-Direction and Lifelong Learning in Freemasonry</strong></td>
<td>This study examines the role of self-direction in motivation to join Freemasonry, how Freemasonry acts as a vehicle for lifelong learning and similarities between Freemasonry and other stigmatized groups.</td>
<td>Salon G</td>
</tr>
</tbody>
</table>

### 8:15 am - 9:40 am

#### CPAE Concurrent Session 1

<table>
<thead>
<tr>
<th>NASA International/Inter-cultural SIG, Part 1: The Quest for Developing Global Talents with a Five-Competence Model of Intercultural Effectiveness</th>
<th>Pi-Chi Han</th>
<th>The development of global organizations requires people who can think, lead, and act from a global perspective. This session describes a Five-Competence Model of Intercultural Effectiveness for developing global talent.</th>
<th>Water's Edge A</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPAE International/Inter-cultural SIG, Part 2: Developing Literacy Education Programs: A Report from Afghanistan</td>
<td>Gabriele Strohschen and Kenneth Elazier</td>
<td>This session shares the experiences and insights gained during an UNESCO assignment to evaluate/improve the literacy efforts for youth and adults, particularly women, in the Islamic Republic of Afghanistan.</td>
<td>Water's Edge A</td>
</tr>
<tr>
<td>CPAE International/Inter-cultural SIG, Part 3: A West African Perspective on Transformational Learning in Adult Literacy</td>
<td>Daphne Nitiri</td>
<td>This presentation is an application of transformational learning theory to my experiences as an adult literacy scholar and West African immigrant in the United States.</td>
<td>Water's Edge A</td>
</tr>
<tr>
<td>CPAE Dialogues in Andragogy, Part 1: Refreshing Ourselves with the Concept of What it Means to Dialogue</td>
<td>Marcie Boucouveras and John Henschke</td>
<td>This presentation will focus on the give and take exchange of discussion in seeking understanding on different points of view on andragogy and its place within the adult education field.</td>
<td>Water's Edge B</td>
</tr>
<tr>
<td>CPAE Dialogues in Andragogy, Part 2: Reflecting on the Group/Community/Societal Emphasis in Knowles’ Treatment of Andragogy</td>
<td>Marcie Boucouveras</td>
<td>Critics of Knowles’ approach to andragogy often take a position that he neglected the social context. Dialogue about his group/community/societal approach during the 1940s-1960s, employed thereafter as a mental framework.</td>
<td>Water's Edge B</td>
</tr>
<tr>
<td>CPAE Dialogues in Andragogy, Part 3: Prototypes of Adult Educators, or of Andragogues?</td>
<td>Jost Reichsmann</td>
<td>This presentation will focus on an analysis of the extent to which an andragogical focus is represented in each of the autobiographies in the North American Quintessential Adult Educators book.</td>
<td>Water's Edge B</td>
</tr>
<tr>
<td>CPAE Dialogues in Andragogy, Part 4: Enhancement of Social Capital through Using the Theories and Practice of Andragogy in Adult Education Programs</td>
<td>Linda Sayre</td>
<td>This presentation will focus on the many kinds of adult education programs and organizations where the core principles of andragogy have been used, discussed and have appropriately enhanced social capital.</td>
<td>Water's Edge B</td>
</tr>
<tr>
<td>CPAE Dialogues in Andragogy, Part 5: Bringing the History and Philosophy of Andragogy</td>
<td>John Henschke</td>
<td>This presentation will focus on the continuation of this investigation into andragogy and the yearly update that includes</td>
<td>Water's Edge B</td>
</tr>
</tbody>
</table>
### Conference Schedule

**Friday, October 29, 2010**

gogy into a More Comprehensive Understanding World-Wide: A 2010 Update

**CPAE Human Resource Development SIG: Informal Learning and Other Evolutions in Training and Development: Bridges to Personal and Organizational Change**

Valerie Bryan, Patrick Walden, Jo Ann Bamdas, and Gerri Penney

Case examples will be used to demonstrate how informal learning and organizational learning are used by professionals in varied disciplines to make decisions, provide better service, and transform organizational culture.

Water's Edge C

9:15 am - 10:00 am

Concurrent Sessions and Roundtable Discussions (12)

#### Concurrent Sessions:

<table>
<thead>
<tr>
<th>Name</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Tara Narcross</td>
<td>English as a Second Language</td>
<td>Improving Academic Success for Refugee and Immigrant Students</td>
<td>Through a series of structured courses and multi-department collaboration, the Columbus State Community College Language Institute is making college a reality for a growing number of refugee and immigrant students.</td>
<td>Citrus</td>
</tr>
<tr>
<td>Orlando Pizanno</td>
<td>Adult Learning</td>
<td>Collaborative Community Engagement and Service Learning as Agent for Learning Change</td>
<td>This paper will address how service learning and collaborative community engagement offers opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context and community challenges, rather than only to draw upon generalized or abstract knowledge.</td>
<td>Executive Conference</td>
</tr>
<tr>
<td>Catherine H. Monaghan</td>
<td>Human Resource Development</td>
<td>Bridging Leadership and Learning: Kolb's Experiential Model and Learning Styles in Action</td>
<td>Kolb’s experiential model and learning styles are useful for both learning and leadership. This session uses Kolb’s experiential model as a tool for adult educators to develop their leadership IQ.</td>
<td>Mandalay</td>
</tr>
<tr>
<td>Devarati Syam</td>
<td>Adult Learning</td>
<td>Learning Spaces in Community Based Partnership Project: A Case Study</td>
<td>This session will present findings from a dissertation study on informal learning patterns occurring within a partnership that was explicitly charged with developing a model of collaboration.</td>
<td>Mangrove</td>
</tr>
<tr>
<td>Nancy Levin, Mary Bailey, Gisela Diaz, Nancy D. McDonald, Idell McLaughlin, Jessica Miles, Waweise Schmidt, Sean Smith</td>
<td>Adult Learning</td>
<td>Community Learning: The Making of a Ph.D. Cohort</td>
<td>This is an informative session on how a college faculty personally organized and is participating in a cohort to pursue a Ph.D. in educational leadership.</td>
<td>Salon C</td>
</tr>
</tbody>
</table>

#### Roundtables:

<table>
<thead>
<tr>
<th>Name</th>
<th>Strand</th>
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<th>Abstract</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia B. &quot;Ginger&quot; Phillips, Chris Fontaine</td>
<td>Continuing Professional Education</td>
<td>Continuing Professional Education Conferences: How Do We Know What Works to Make a Good One? Where is the Research?</td>
<td>There are many recommendations in the literature, but virtually no researched-based data on what program planning elements contribute to the most effective CPE conferences.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Kathleen Bible</td>
<td>Adult Learning</td>
<td>Making the Connection: Facilitating with the Brain in Mind</td>
<td>This roundtable discussion highlights strategies and techniques to enrich adult learners' learning experiences by connecting basic, fundamental knowledge of the brain, along with the latest brain research.</td>
<td>Salon G</td>
</tr>
</tbody>
</table>
# Conference Schedule

**Friday, October 29, 2010**

### 9:15 am - 10:00 am

**Concurrent Sessions and Roundtable Discussions (12) Continued**

<table>
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</thead>
<tbody>
<tr>
<td>Leonid Khazanov</td>
<td>Community College</td>
<td>Peer Mentoring for At-Risk Students in a Developmental Mathematics Course</td>
<td>This session will present the background and outcomes of an intervention conducted at an urban community college. Peer mentors were employed to help at risk students pass a developmental mathematics course.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Natalie Manbeck, Christopher Slater</td>
<td>College and Universities</td>
<td>The Inquisitive Mind: Exploring the Role of Curiosity in Adult Learning</td>
<td>This session explains an exploratory study of the amount and type of curiosity found in adult learners in an accelerated degree-completion program and its implications for instructional design.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Mary Alice Wolf</td>
<td>Aging</td>
<td>The Older Learner: A Developmental Perspective</td>
<td>This presentation overviews the unique developmental work that can be a part of the experience of older adults. The processes of understanding, meaning-making and development of older learners is examined.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Joerg Dinkelaker, Matthias Herrle, Kathrin Berdelmann</td>
<td>Professors of Adult Education</td>
<td>Management of Attention in Adult Classrooms</td>
<td>In adult classrooms both teachers and learners are managing attention. They are directing their own attention and the attention of others. Video-based analysis allows us to learn more about how the management of attention is organised in adult classrooms.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Priya Darshini Kurup, Mary V. Alfred</td>
<td>Workforce Development</td>
<td>Boundary-spanning of Adult Education: Faced the Challenges by Reaching across the Dividing Lines between Stakeholders</td>
<td>In this session, researchers will discuss how collaboration between stakeholders can help overcome the challenges of adult education in current times. The key elements for successful partnerships between learners, adult educators, employers, government, and community will be presented.</td>
<td>Salon G</td>
</tr>
</tbody>
</table>

### 9:40 am - 10:00 am

**CPAE Break**

### 10:00 am - 10:15 am

**General Conference Break**

### 10:00 am - 11:25 am

**CPAE Concurrent Session 2**

## CPAE Instructional Improvement

### SIG, Part 1: Graduate Students' Perspectives on Teaching Effectiveness

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Lilian Hill</td>
<td>Graduate students have amassed considerable experience with teaching, both negative and positive. This session presents graduate students' opinions of effective teaching collected over a five-year period.</td>
<td>Water's Edge B</td>
<td></td>
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</tbody>
</table>

### SIG, Part 2: Faculty Observation and Coaching Skills: A Key to Continuous Instructional Improvement

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<thead>
<tr>
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<tbody>
<tr>
<td>Laura Treanor and David Hultgren</td>
<td>This session considers how to evaluate instruction from the perspectives of department chairs and deans.</td>
<td>Water's Edge B</td>
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</table>

### SIG, Part 3: Engaged Dialogue and Exchange of Resources

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<tbody>
<tr>
<td>Tuere Bowles and Patsy Medina</td>
<td>The Instructional Improvement SIG Co-chairs, Tuere Bowles and Patsy Medina, will lead an open dialogue on best practices, collectively problem-solve scenarios, and share helpful resources for colleagues.</td>
<td>Water's Edge B</td>
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### CPAE Womens' Research SIG, Part 1: The Narrative Tells it All: Perceived Differences in

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Jo Ann Bamdas &amp; Valerie Bryan</td>
<td>This interactive session begins with an overview of a qualitative study on the political, socio-economic, and socio-histori-</td>
<td>Waters's Edge C</td>
<td></td>
</tr>
</tbody>
</table>
**Friday, October 29, 2010**

the Early Childhood Education Classroom and Mainstream Society of Women of Color in Middle Adulthood Influencing Doctorate Holders

**CPAE Womens' Research SIG, Part 2:** Lifelong Learning for Women: Competing Discourses About What Counts in the Nonprofit Sector

Leona English

**Conference Schedule**

- Water's Edge C

- Water's Edge C

- Water's Edge C

- Water's Edge A

10:15 am - 11:00 am

10:15 am - 11:00 am

**Name**

Martha Baker, William H. Young, III

Skyler Barry, Kevin Rose, David Deggs, Kit Kacirek

Ted McCadden

Joseph Ilfaut, Alex Kumi-Yeboah

Mattyna Stephens, Mary V. Alfred

**Strand**

- Continuing Professional Education

- Aging

- Adult Development

- Professional Development

- Adult Development

**Title**

- A View from the Top: Perspectives of Experts in Continuing Medical Education

- What Do Lifelong Learners Value?

- All the World's a Stage: Using Theatre Improvisation for Values Clarification in Adult Development

- Professional Development and Transformative Teaching Experience of Novice Teachers

- The Role of Adult Educators: Addressing the Economic Crisis of the Urban Poor

**Abstract**

- This study describes and explains the perspectives of selected experts in continuing medical education. The major elements, influences, and significant issues are identified and the future explored.

- The learning needs of lifelong learners vary from other adults. This session will examine learning needs among University of Arkansas’ Osher Lifelong Learning Institute members that were discovered through a recent evaluation of institute activities.

- This workshop applies theatre improvisation and character development strategies to explore values, applying an extrarational transformative learning lens. Participants will develop a menu of activities to apply in their educational context.

- The purpose of this presentation is to highlight the relationships between professional development and transformative teaching among novice teachers. Explain a narrative story of three novice teachers about their transformations and professional development trainings.

- The purpose of this paper is to understand the economic constraints of poor African Americans concentrated in urban communities and to identify a realistic approach to economic self-sufficiency.

**Room**

- Citrus

- Mandalay

- Mangrove

- Martin

- Salon G

Journal of Transformative Education Consulting Editors Meeting; Executive Conference Concurrent Sessions and Roundtable Discussions (13)

Concurrent Sessions:

- Water's Edge C

- Water's Edge C

- Water's Edge A
Concurrent Sessions and Roundtable Discussions (13) Continued

Roundtables:

<table>
<thead>
<tr>
<th>Name</th>
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<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Lizah Ismail</td>
<td>Distance Learning and Technology</td>
<td>Getting Personal: Reaching out to adult learners through a Course Management System (CMS)</td>
<td>Marywood University initiated a personal librarian service using CMS (Course Management System) for distance graduate social work students. Survey findings helped determine if these adult learners favored CMS technology.</td>
<td>Salon G</td>
</tr>
<tr>
<td>Theresa Liddell</td>
<td>Women's Issues, Status and Education</td>
<td>Executive Women's Learning and Leading</td>
<td>Participants will review the learning strategies and characteristics of women executives. Participants will explore the role of conversation; the ambiguous conditions; and the implications for leadership development programs.</td>
<td>Salon G</td>
</tr>
</tbody>
</table>

11:15 am - 12:15 pm

Keynote Speaker: Bill Draves, CEO Learning Resources Network (LERN)

Nine Shift: Work, life and adult education in the 21st century

12:30 pm - 2:00 pm

AAACE Annual Meeting and Lunch; Salons D&E

2:00 pm - 3:00 pm

Conference Planning Committee - debrief; Mangrove

2:00 pm - 3:30 pm

CPAE Faculty Development SIG: Assessment Matters, Reflection Outcomes
Jonathan Messemer, Elice Rogers, Kate Monaghan, Catherine Hunsman
This participatory session will share ways that faculty demonstrate program quality, and find ways to enhance our current programs and then demonstrate that excellence to all stakeholders.
Water’s Edge A

CPAE Research and Theory SIG, Part 1: Capturing an Educational Phenomenon through Promoting Narrative Inquiry for Illuminating Buried Past Childhood Experiences thus Creating Influential Future Educators
Jo Ann Bamdas & Valerie Bryan
This session involves a discussion of the relevance of narrative inquiry for the renewed interest in graduate education specifically focusing on the doctorate in the field of education.
Water’s Edge B

CPAE Research and Theory SIG, Part 2: Rediscovering the Learning in Adult Learning: A Discussion of Paradigm Shifts in Adult Education Research and Programming
Lilian Hill & Ralph Brockett
Most discussion in journal articles and conferences is on EDUCATION and not LEARNING/COGNITION. We will discuss perceptions of the evolution within the field that form the impetus for a changing focus from adult education to adult learning, the implications, and the need/role/potential areas of research within this shifting focus.
Water’s Edge B

CPAE Neuroscience SIG: Current Resources in Neuroscience: How to Evaluate Quality and Create Applications for Practice
Jane Fishback
The SIG Chair, Jane Fishback, will lead an open forum regarding evaluating neuroscientific knowledge and how applications to education can be created.
Water’s Edge C

3:45 pm - 4:30 pm

CPAE Closing Session: New Directions for CPAE; Water’s Edge B
Howard Walters
Open Discussion of future directions for the Commission of Professors of Adult Education
Presenters

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