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Energize your research with informative and relevant content...

Look out for an exclusive article collection from Routledge in your delegate pack – articles made **FREE** just for you around the conference theme "**Adult Learning in our Complex World**"

Enjoy!

[www.educationarena.com](http://www.educationarena.com)
October 30 – November 4, 2011

Welcome!

On behalf of the City of Indianapolis, it is my pleasure to welcome you to the 60th Annual American Association for Adult and Continuing Education (AAACE) Conference. AAACE’s mission to provide leadership for the field of adult and continuing education and to expand opportunities for adult growth and development is commendable. I applaud AAACE for its commitment to unifying adult educators and promoting identity and standards for the profession.

With a magnificent new airport, ongoing hotel growth, and recently expanded Indiana Convention Center, Indianapolis continues to be a first-tier destination for conventioners, business travelers, and leisure visitors alike. The expansion of the Convention Center, now home to more than 300,000 square feet of expanded exhibit space and additional amenities throughout, has catapulted Indianapolis into the 16th largest convention city in the country. Our downtown is highlighted by remarkable convenience, with dozens of restaurants, cultural attractions, shopping, and nightlife all within walking distance of your host hotel, the Hyatt Regency Indianapolis.

While you are here, I hope you have time to enjoy some of the many attractions Indianapolis has to offer. Places of interest include: the Eiteljorg Museum of American Indians and Western Art, Circle Centre Mall, the NCAA Hall of Champions, the Children’s Museum of Indianapolis, the Indianapolis Zoo and White River Gardens, and the Indianapolis Museum of Art.

I wish you all the best for a successful and enjoyable conference in Indianapolis. Please visit again soon.

Best regards,

Gregory A. Ballard
Mayor
City of Indianapolis
Introducing KNEXT Experience matters. Period. At KNEXT, we help adults leverage their past to shape their future. Existing college credits? We help harness them for tomorrow. Work experience? We help transform it into college credit. At KNEXT, we are advocates for every adult looking for a brighter future.

Earning Credit for Learning Adults learn everywhere — not just at a desk in a classroom. That’s why at KNEXT, our suite of products and services can help adults earn credit for all of their learning — be it on the job, traveling, volunteering, or training.

Preparing for College The transition to college can be daunting for anyone. We don’t just help adults recognize their learning and apply it toward their preferred degree, we also help them transition to college.

For more information, contact Susan Huggins, Business Development Director, KNEXT shuggins@KNEXT.com
October 30, 2011

Greeting AAACE Colleagues and Friends,

Welcome to Indianapolis and the 60th Annual American Association for Adult and Continuing Education Conference! Our conference theme, Adult Learning in our Complex World, reflects the goal of providing opportunities to dialogue about the challenges and trends with adult education colleagues from around the world and to learn about exciting initiatives, research, projects, and accomplishments.

AAACE is an inclusive association, bringing together those dedicated to developing and providing meaningful learning experiences and programs for adult learners in diverse contexts. As a participant in the 2011 conference, you can partake in over 200 concurrent, roundtable, and poster sessions, all addressing the many areas of specialized interests within AAACE such as international adult education, higher education, military education, workplace learning, community programs, literacy, human resource development, and program management. You will interact with leaders in the field and learn how they perceive important regional, national, and international initiatives on research and practice in adult and continuing education.

AAACE owes a large debt of gratitude to the 2011 Conference Planning Committee, under the capable leadership of Dr. Henry Merrill, Associate Professor Emeritus, Indiana University, for the conference’s many learning and socializing opportunities. These include general sessions featuring prominent adult educators as keynote speakers; concurrent, roundtable, and workshop sessions that foster sharing of knowledge and research and the pre- and co-conferences hosted by several AAACE commissions and special interest groups. Along with attending these events, please be sure to visit the exhibit area for opportunities to connect with conference exhibitors and sponsors to learn about new publications, new products, and adult education institutions and associations. Take the time to network at Connection Central, greeting old friends, making new ones, learning more about AAACE, and refreshing your social media skills. We look forward to seeing you at the “fun” events this week: the President’s Reception Tuesday evening, Social Networking Reception at the Indianapolis Artsgarden Wednesday evening, Awards Luncheon Thursday at noon and Triple ACERS Talent Show Thursday evening. Plan to attend the Annual Meeting and luncheon on Friday to learn what AAACE has accomplished this year and how you may take an active role.

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

Sincerely,

Clare Klunk, Ph.D.
President, AAACE
Vision Statement

The American Association for Adult and Continuing Education (AAACE) is dedicated to the belief that lifelong learning contributes to human fulfillment and positive social change. We envision a more humane world made possible by the diverse practice of our members in helping adults acquire the knowledge, skills and values needed to lead productive and satisfying lives.

Mission Statement

The mission of the American Association for Adult and Continuing Education (AAACE) is to provide leadership for the field of adult and continuing education by expanding opportunities for adult growth and development; unifying adult educators; fostering the development and dissemination of theory, research, information, and best practices; promoting identity and standards for the profession; and advocating relevant public policy and social change initiatives.

AAACE Board of Directors

Clare D. Klunk, President
Catherine A. Hansman, Past President
Henry S. Merrill, President-Elect
Joanne Kantner, Treasurer
Steven Schmidt, Secretary
Linda D. Sayre, Director-at-Large
Jean Fleming, Director-at-Large

Directors of Commissions

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Marcie Boucouvalas, Commission for International Adult Education (CIAE)
Gary Eyre, Commission on Adult Basic Education and Literacy (CABEL)
Lisa Kozicki, Commission of Program Management (CPM)
Deborah LeBlanc, Commission of Community, Minority & Non-Formal Education (CCMNFE)
Steve Frye, Commission for Affiliated Organizations (CAO)
Linda E. Morris, Commission of Workforce and Professional Development (CWPD)
Randy Plunkett, Commission of Military Education & Training (CMET)

AAACE Past Presidents

1983-1984 Don Seaman
1984-1985 Alan B. Knox
1985-1986 Wayne B. James
1987-1987 Mary G. Williams
1987-1988 Carroll A. Londoner
1988-1989 Elaine K. Shelton
1989-1990 Jane Evason
1990-1991 William S. Griffith
1991-1992 W. Franklin Spikes
1992-1993 Peyton Hutchison
1993-1994 Ken McCullough
1995-1996 Beverly Grissom
1994-1995 Ellen M. Ironside
1996-1997 John Henschke
1997-1998 Lorilee Sandmann
1998-1999 Tom Kinney
1999-2000 John Boulmetis
2000-2001 Margaret Mims
2001-2002 Linda Stacy
2002-2004 Fran Tracy-Mumford
2004–2006 Marjean Buckner
2007-2008 Amy D. Rose
2008-2009 Douglas H. Smith
2009-2010 Catherine Hansman
AAACE 2011 Indianapolis, Indiana Conference Planning Committee

Henry S. Merrill, Chair, AAACE President Elect, IUPUI, Indianapolis, Indiana
Cheryl Alfred, IUPUI, Indianapolis, Indiana
Cle Anderson, AAACE Association Manager, Bowie, Maryland
Janna M. Bennett, The Childrens Museum, Indianapolis, Indiana
Jim Berger, Western Kentucky University, Bowling Green, Kentucky
Marcie Boucouvalas, Virginia Tech, Northern Virginia Center, Virginia
Patricia Brewer, Union Institute & University, Cincinnati, Ohio
Teresa J. Carter, Virginia Commonwealth University, Richmond, Virginia
Cathy Chengstrom, Texas A & M University,
Thomas Cox, University of Houston-Victoria, Houston, Texas
Frank DiSilvestro, Indiana University, Bloomington, Indiana
Lahey Docque, Community Health Network, Indianapolis, Indiana
Margaret A. Eggleston, Capella University, Minneapolis, MN
Nancy Fire, University of North Texas, Denton, Texas
Steve Frye, Tennessee Tech University, Cookeville, Tennessee
Shelly Glowacki-Dudka, Ball State University, Muncie, Indiana
Cathy Hansman Cleveland State University, Cleveland, Ohio
M. Joanne Kantner, Joliet Junior College, Joliet, Illinois
Kathleen P. King, University of South Florida, Tampa, Florida
Lisa Kozicki, Emory University, Atlanta, Georgia
Dale Lason, Washington State University Extension, Ellensburg, Washington
Deborah LeBlanc, National University, Los Angeles, California
Jonathan E. Messmer, Cleveland State University, Cleveland, Ohio
Linda Morris, Virginia Tech, Northern Virginia Center, Virginia
Mari Jo Pesch, Einstein Bros. Bagels, Denver, Colorado
Randy Plunkett, Capella University, Minneapolis, Minnesota
Christy M. Rhodes, University of South Florida, Tampa, Florida
Amy D. Rose Northern Illinois University, DeKalb, Illinois
Kurt Schoch, Walden University, Greenwood, Indiana
Evelyn Shelton, Fishers, Indiana
Steve Schmidt East Carolina University, Greenville, North Carolina
Colleen Smyth, Indiana State Museum, Indianapolis, Indiana
Robert L. Smith, Smith Educational Associates, Bridgman, Michigan
Stephanie Stalmah, Institute for Career Development, Merrillville, Indiana
Robert Stein, The Ohio State University, Columbus Ohio
Gabriele Strohschen, School for New Learning DePaul University, Chicago, Illinois
Howard Walters, Ashland University, Ashland, Ohio
Constance Wanststreet, The Ohio State University, Columbus Ohio
Jeani Young, IUPUI, Indianapolis, Indiana
William H. Young, University of South Florida, Tampa, Florida

Program Committee

Henry S. Merrill, Chair, IUPUI, Indianapolis, Indiana
Carrie Johnson, Eastern Illinois University, Charleston, Illinois
Linda Morris, Virginia Tech, Northern Virginia Center, Virginia
Nancy Fire, University of North Texas, Denton, Texas
Mari Jo Pesch, Einstein Bros. Bagels, Denver, Colorado
Catherine A. Hansman, Cleveland State University, Cleveland, Ohio
Clare D. Klunk, Virginia Tech University, Falls Church, Virginia

AHEA

Officers & Board Members

Marilyn Lockhart, President, Montana State University, Bozeman, Montana
Tessa McDonnell, President-Elect, Granite State College, Concord, New Hampshire
Carrie Johnson, Past President/Scholarship Chair, Eastern Illinois University, Charleston, Illinois
Cynthia B. Worthen, Secretary, Argosy University, Washington, DC
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Directors

Carrie J. Boden, University of Arkansas at Little Rock, Little Rock, Arkansas
Katherine Jelly, Empire State College, SUNY, Saratoga Springs, New York

AHEA Conference Planning Committee

Carrie Boden-McGill, University of Arkansas, Little Rock, Arkansas
Ross Garmil, University of Illinois, Springfield, Illinois
Marilyn Lockhart, Montana State University, Bozeman, Montana
Elyse Lovell, Montana State University, Bozeman, Montana
Carrie Johnson, Eastern Illinois University, Charleston, Illinois
Conference Schedule at a Glance

Sunday, October 30, 2011
7:00 pm - 9:00 pm  Commission for International Adult Education (CIAE) Location: Discovery

Monday, October 31, 2011
9:00 am - 5:00 pm  All-Army Day Location: Cosmopolitan B
9:00 am - 5:00 pm  Commission for International Adult Education (CIAE) Location: Discovery
7:00 pm - 10:00 pm  Board of Directors Meeting. Location: Vision

Tuesday, November 1, 2011
8:00 am - 2:30 pm  Commission for Military Education & Traing (CMET) Location: Cosmopolitan B
8:30 am - 12:30 pm  Workplace Learning: Training for a Green Economy. This session features perspectives on green jobs from the labor sector, perspectives on sustainability education from higher education, and examples of projects from the field. Hosted at the Ball State University, Indianapolis Center 50 South Meridian (two blocks east on Maryland Street)
9:00 am - 1:30 pm  Commission for International Adult Education Location: Discovery
8:30 am - 3:00 pm  Adult Higher Education Alliance Location: Cosmopolitan CD
12:00 pm - 5:00 pm  Conference Registration Open Location: Cosmopolitan Foyer
12:00 pm - 3:00 pm  You’re invited to a “Commissions” Open House: Network and learn more about the action agendas of these important AAACE groups! Location: Connection Central Studio One Lounge
  12:00 pm - 1:00 pm: Hosted by Linda Sayre and Volunteers featuring:
  • Adult Basic Education and Literacy (CABEL) with Joanne Kantner
  • Program Management (CPM) with Lisa Kozicki
  • Affiliated Organizations (CAO) with Steven Frye
  2:00 pm - 3:00 pm: Hosted by Linda Morris and Volunteers featuring:
  • Program Management (CPM) with Lisa Kozicki
  • Workforce and Professional Development (CWPD) with Linda Morris and Margaret Eggleston
3:30 pm - 5:30 pm  AAACE General Session & Conference Welcome Location: Cosmopolitan AB
  Welcome from Dr. Clare Klunk, President
  Welcome from Mark W. Everson, Commissioner Indiana Department of Workforce Development
  Keynote Speaker: Dr. Alan Tuckett, President, International Council for Adult Education  Sponsored by School of Continuing Studies, Indiana University
5:30 pm - 6:30 pm  Exhibits Open and President’s Reception Location: Cosmopolitan Foyer
6:00 pm - 7:30 pm  Join a group for dinner or meet casually in the Connection Central to discuss issues close to your heart and adult education work. Post your interests on the CC board early in the day and see who will join you or sign up to join other groups. Location: Connection Central - Studio One Lounge

Wednesday, November 2, 2011
6:45 am - 7:50 am  Welcome Breakfast Location: Vision
8:00 am - 5:00 pm  Exhibits Open Location: Cosmopolitan Foyer
9:00 am - 5:00 pm  Conference registration Open Location: Cosmopolitan Foyer
Conference Schedule at a Glance

8:00 am - 9:00 am  Social Networking “Hooking Up” and Social Media Conversations
Stop by, get social media tips, and set up your Smart Phone or computer for the AAACE Ning, Twitter, Facebook, Members helping Members, Linked In and more....
See the Posts for the day Location: Connection Central - Studio One Lounge

8:00 am- 8:45 am  Concurrent Sessions & Roundtable Discussions (1)

9:00 am - 10:30 am  General Session
Keynote Speaker: Jamie Merisotis, President, Lumina Foundation

10:30 am - 10:45 am  Refreshment Break Location: Exhibit Area Cosmopolitan Foyer
Sponsored by Routledge, Taylor & Francis Group

10:45 am - 11:30 am  Concurrent Sessions & Roundtable Discussions (2)

11:45 am - 12:30 pm  You're invited to a “SIGs and Commissions” Open House: Network and learn more about the action agendas of these important AAACE groups!
Location: Connection Central - Studio One Lounge
Hosted by Margaret Eggleston and Volunteers featuring:
• Labor/Workforce Education with Stephanie Stalmah
• Sustainability and Adult Education with Shelly Dudka
• International Adult Education (CIAE) with Marcia Boucouvalas and Mejai Avoseh
• Community, Minority and non-formal Education (CCMNFE) with Deborah LeBlanc

11:45 am - 12:30 pm  Concurrent Sessions & Roundtable Discussions (3)

12:30 pm - 2:00 pm  Lunch (on your own)

2:00 pm - 3:00 pm  Learn about the Commission for Military Education and Training (CMET) with Randy Plunkett Location: Connection Central - Studio One Lounge

2:00 pm - 4:00 pm  Meet new Colleagues and Discuss “Burning Issues”
Meet casually in the Connection Central to discuss issues close to your heart and adult education work. Post your interests on the CC board early in the day and see who will join you or sign up to join other groups. Location: Connection Central - Studio One Lounge

2:00 pm - 2:45 pm  Concurrent Sessions & Roundtable Discussions (4)

2:45 pm - 3:00 pm  Refreshment Break Exhibit Area Location: Cosmopolitan Foyer

3:00 pm - 3:45 pm  Concurrent Sessions & Roundtable Discussions (5)

4:00 pm - 5:15 pm  Open Commission Meetings
• Commission of Adult Basic Education & Literacy (CABEL) and Commission of Affiliate Organizations (CAO) Location: Discovery A
• Commission of Community, Minority and Non-Formal Education (CCMNFE) Location: Discovery B
• Commission of Workplace & Professional Development (CWPD) Location: Studio Five
• Commission of Program Management (CPM) Location: Studio Six

5:30 pm - 7:30 pm  Make Dinner Connections and Discuss “Burning Issues”
Join a group for dinner or meet casually in the Connection Central to discuss issues close to your heart and adult education work. Post your interests on the CC board early in the day and see who will join you or sign up to join other groups.
Location: Connection Central - Studio One Lounge

6:00 pm - 9:00 pm  Social Networking Reception - Food, Music & Fun!
($25 Reservations Required. Cash Bar) Indianapolis Artsgarden

Thursday, November 3, 2011

6:45 am - 8:45 am  Breakfast on Your Own

7:00 am - 8:45 am  Graduate Student Forum & Breakfast (reservations required) Location: Cosmopolitan AB

7:30 am - 9:00 am  Past Presidents' Breakfast (by invitation) Location: 1 South Restaurant, Lobby Level

AAACE 60th Annual Conference • Indianapolis, IN 2011 • 9
## Conference Schedule at a Glance

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00 am - 5:00 pm</td>
<td>Exhibits Open (last day of exhibits)</td>
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<tr>
<td>9:00 am - 5:00 pm</td>
<td>Conference Registration Open</td>
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<tr>
<td>8:00 am - 9:00 am</td>
<td>Social Networking &quot;Hooking Up&quot; and Social Media Conversations</td>
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<td>Stop by, get social media tips, and set up your Smart Phone or computer for the AAACE Ning, Twitter, Facebook, Members helping Members, Linked In and more.... See the Posts for the day! Location: Connection Central - Studio One Lounge</td>
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<tr>
<td>8:00 am - 8:45 am</td>
<td>Concurrent Sessions &amp; Roundtable Discussions (6)</td>
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<tr>
<td>9:15 am - 11:30 am</td>
<td>Special Workshop Session - Open to all &amp; no fee</td>
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<td></td>
<td>Dialoging with Adult Audiences: Lifelong Learning in Museums and Cultural Institutions</td>
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<tr>
<td></td>
<td>Elee Wood, Robin Redmon Wright, Marilyn McKinley Parrish, Ed Taylor, Natasha Flowers, Cathy Burton, Susannah Koerber</td>
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<td></td>
<td>Location: Indiana State Museum - Level 2, Oscar C. McCulloch School No. 5. The Indiana State Museum is located 2 blocks west of the Hyatt at 650 West Washington St.</td>
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<tr>
<td>9:00 am - 9:45 am</td>
<td>Concurrent Sessions &amp; Roundtable Discussions (7)</td>
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<tr>
<td>10:00 am - 10:45 am</td>
<td>Concurrent Sessions &amp; Roundtable Discussions (8)</td>
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<tr>
<td>11:00 am - 11:45 am</td>
<td>Concurrent Sessions &amp; Roundtable Discussions (9)</td>
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<tr>
<td>12:00 p.m.- 1:30 pm</td>
<td>AAACE Awards Lunch (reservations required - included in conference fee)</td>
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<td>Knowles, Oaks, and Houle Awards (CPAE) and Military Awards (CMET)</td>
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<td>Location:</td>
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<tr>
<td>1:45 pm - 3:15 pm</td>
<td>Current and Emerging Conversations in Adult Learning</td>
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<td></td>
<td>• The Reach of Global Civil Society--Organizations, Networks, Movements - and Adult Education. Marcie Boucaualas, Budd Hall, Alan Tuckett: Location: Cosmopolitan A</td>
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<td>• Connecting Adult Education to Sustainability and Issues in Environmental Education. Tuere Bowles, Craig Campbell, John Vann Location: Cosmopolitan B</td>
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<td>• Aligning Workforce Development and Adult Education--Strategies and Practices for Success. Derek Price, Kaye Beall, Barbara Endel, Jackie Dowd Location: Cosmopolitan C</td>
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<td></td>
<td>• Exploring Dimensions of Lifelong Learning in Cultural Institutions. Deborah Leblanc, Marilyn Parrish, Ed Taylor, Robin Redmon Wright Location: Discovery B</td>
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<td>• The Promise of Social Justice Adult Education in the New Millennium. Juanita Johnson Bailey, Lisa Baumgartner, Tuere Bowles Location: Cosmopolitan D</td>
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<tr>
<td>3:15 pm - 3:30 pm</td>
<td>Break</td>
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<tr>
<td>3:30 pm - 4:15 pm</td>
<td>Concurrent Sessions &amp; Roundtable Discussions (10)</td>
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<tr>
<td>3:30 pm - 8:00 pm</td>
<td>Commission of Professors of Adult Education (CPAE) Co-Conference Registration</td>
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<tr>
<td>3:30 pm - 3:45 pm</td>
<td>CPAE Welcome to New Members</td>
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<td>3:45 pm- 5:00 pm</td>
<td>CPAE Opening Session</td>
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<td>5:00 pm - 7:00 pm</td>
<td>CPAE Reception</td>
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<td>6:00 pm - 8:00 pm</td>
<td>CPAE Business Meeting</td>
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<tr>
<td>4:30 pm - 5:15 pm</td>
<td>Concurrent Sessions &amp; Roundtable Discussions (11)</td>
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<tr>
<td>5:30 pm - 7:30 pm</td>
<td>Make Dinner Connections and Discuss &quot;Burning Issues&quot; Join a group for dinner or meet casually in the Connection Central to discuss issues close to your heart and adult education work. Post your interests on the Connection Central board early in the day and see who will join you or sign up to join other groups. Local Central Indiana ASTD Chapter colleagues will join in! Location: Connection Central - Studio One Lounge</td>
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Conference Schedule at a Glance

8:00 pm - 10:00 pm  Triple ACERS Talent Show!
Gabriele Strohschen  Folks, we want your smiles and laughter; your sharing of your
talent; your risk-taking by sharing your lack of talent; and your good humor about it all!
Join in on Thursday evening for a few hours with colleagues in a coffeehouse
atmosphere at the 60th Annual AAACE Conference, and applaud the valiant efforts
of our colleagues! So, bring your instruments, your props, your costumes, your music ...
anything goes, REALLY! We'll have a mic and karaoke equipment!
Location: Connection Central. Everyone welcome - bring your coffee or beverages from
the Starbucks or Level One bar in the Hyatt Lobby.

Friday, November 4, 2011

7:00 am - 8:15 am  Continental Breakfast (reservations required, included in conference fee)
7:00 am - 9:00 am  AAACE Board of Directors Meeting. Location: Vision
9:00 am - 12:00 pm Conference Registration area open Location: Cosmopolitan Foyer
8:00 am - 9:00 am  Social Networking “Hooking Up” and Social Media Conversations
Stop by, get social media tips, and set up your Smart Phone or computer for the AAACE
Ning, Twitter, Facebook, Members helping Members, Linked In and more…. See the
Posts for the day! Location: Connection Central - Studio One Lounge

8:15 am - 9:00 am  Concurrent Sessions & Roundtable Discussions (12)
8:15 am - 9:40 am  CPAE SIG Concurrent Session 1
9:15 am - 9:45 am  You're invited to a “Commissions” Open House: Network/and learn more about the
action agendas of these important AAACE groups!
Location: Connection Central - Studio One Lounge
Host: Margaret Eggleston Featuring: Professors of Adult Education (CPAE)
with Howard Walters

9:00 am - 11:00 am  Connection Central
Meet informally in the Connection Central to discuss issues close to your heart and adult
education work. Post your interests on the CC board early in the day and see who will
join you or sign up to join other groups. Location: Studio One Lounge

9:15 am - 10:45 am  Workshop Session - open to all
Martin Baier, Ansuyah Nalken, Peter Kirkwood
Becoming a Global Citizen International Workshop.
As distances shrink and global relations become a part of our everyday life, a
new way of thinking is needed to understand our role in the changing arena. What does
it mean to be a global citizen? What are the skills, appreciations and knowledge needed
to prepare for a global world in which we live? Location: Regency

9:15 am - 10:00 am  Concurrent Sessions & Roundtable Discussions (13)
9:40 am - 10:00 am  CPAE Co-Conference Break
10:00 am - 11:00 am HCPAE SIG Concurrent Session 2
10:00 am - 10:15 am  Conference Break
10:15 am - 11:00 am  Concurrent Sessions & Roundtable Discussions (14)
11:15 am - 12:15 pm Keynote Speaker: Dr. Lois J. Zachary, President, Leadership Development
Services, LLC
12:30 pm - 2:00 pm  AAACE Annual Meeting and Lunch (reservations required, included in conference fee)
2:00 pm - 3:30 pm  CPAE SIG Concurrent Session 3
2:00 pm - 3:00 pm  Conference Planning Committee - 2011 Debrief & 2012 Planning Begins
3:45 pm - 4:30 pm  CPAE Co-Conference Closing Session
Keynote Speakers

Keynote Speaker: Dr. Alan Tuckett, President International Council for Adult Education

“Adult Learning in a Complex World”
Sponsored by School of Continuing Studies, Indiana University

Alan Tuckett is president of the International Council for Adult Education, a global network that promotes adult learning as a tool for active citizenship and informed participation of people. He has been the chief executive of the National Institute of Adult Continuing Education (NIACE) in the UK since 1988. This year he was elected President of the International Council for Adult Education. He is a visiting professor in the Institute for Lifelong Learning at the University of Leicester, visiting professor in Education at the University of Nottingham, and has taught as a DAAD Guest Professor at the University of Duisburg-Essen over the last 2 years. He held a similar role in 1993 at the University of Warwick, and was a visiting fellow at the University of Technology in Sydney in the same year. Alan has extensive experience in representing the interests of adults on government strategy committees on lifelong learning along with ministers, the head of employers’ and trade union organizations and the key delivery agencies. Before joining NIACE, Alan worked as Principal of the Friends Centre in Brighton from 1973-1981, where he helped to start the UK campaign to teach adults to read and write. He also mounted a successful week long day and night Teach In to save public funding for adult education there. Alan has been awarded honorary doctorates at eight universities, Fellowship of the City and Guilds of London Institute and Fellowship of the College of Teachers. He was inducted into the International Hall of Fame of Adult Educators in 2006, and in 1995 was awarded an O.B.E. in the Queen’s Birthday Honors.

Keynote Speaker: Jamie Merisotis, President, Lumina Foundation

“A Big Goal and a Big Group: Adult Students are Key”

Jamie P. Merisotis is president and CEO of Lumina Foundation for Education, the nation’s largest private foundation committed solely to enrolling and graduating more students from college. Long a champion of the idea that higher education enhances both society and individuals, Merisotis has worked for decades to increase educational opportunity among low-income, minority and other historically underrepresented populations. At Lumina, Merisotis is continuing that effort by employing a strategic, outcomes-based approach in pursuing the Foundation’s mission of expanding college access and success. Under his leadership, Lumina has embraced an ambitious and specific goal: to ensure that, by 2025, 60 percent of Americans have high quality two-year or four-year degrees—up from the current level of 40 percent. It is Merisotis’ aim that all of Lumina’s efforts and activities—grant making, communication, evaluation, policy advocacy and convening—work toward achieving that goal.

Merisotis is an expert on a wide range of higher-education issues. He is well versed in domestic and international issues related to higher-education access and success, including student financial aid, minority-serving colleges and universities, global higher-education policy strategies, learning outcomes, and the social and economic benefits of higher education. Before joining Lumina Foundation in January, 2008, Merisotis was founding president of the Institute for Higher Education Policy. While at IHEP, Merisotis helped establish the Alliance for Equity in Higher Education, an unprecedented coalition of national associations whose members include Historically Black Colleges and Universities, Tribal Colleges and Universities, and Hispanic-Serving Institutions.
2011 AAACE and AHEA Annual Conference

Adult Learning in our Complex World

Program Guide and Exhibitor Directory

October 30 - November 4, 2011

Indianapolis, Indiana

60th Annual Conference
Keynote Speakers

Keynote Speaker: Dr. Lois J. Zachary, President, Leadership Development Services, LLC

"Preparing Leaders for the Future: The Power, Practice and Promise of Mentoring"

Lois J. Zachary is an internationally recognized expert on mentoring excellence and has been cited as “one of the top 100 minds in leadership” today. Since The Mentor's Guide was first published in 2000, it has become the primary resource for organizations interested in promoting mentoring for leadership and learning and for mentors seeking to deepen their mentoring practices. With her best-selling books Creating a Mentoring Culture (2005) and The Mentee's Guide (2009), Zachary has created a comprehensive set of resources for promoting organizational mentoring sustainability. The second edition of The Mentor's Guide is set for publication in October 2012. Dr. Zachary is president of Leadership Development Services, LLC, a Phoenix-based consulting firm that specializes in leadership and mentoring, and director of its Center for Mentoring Excellence. Her innovative mentoring approaches and expertise in coaching leaders and their organizations in designing, implementing, and evaluating learner-centered mentoring programs have been used globally by a wide array of clients, including Fortune 500 companies, government organizations, educational institutions, and other institutions, profit and nonprofit. She received her doctorate in adult and continuing education from Teachers College, Columbia University. She holds a Master of Arts degree from Columbia University and a Master of Science degree in education from Southern Illinois University.
Pre-Conference Schedule

Sunday, October 30, 2011
7:00 pm - 9:00 pm  Commission for International Adult Education (CIAE) Location: Discovery

Monday, October 31, 2011
9:00 am - 5:00 pm  All-Army Day Location: Cosmopolitan B
9:00 am - 5:00 pm  Commission for International Adult Education (CIAE) Location: Discovery

Title: Adult Education as a Panacea to the Menace of Unemployment in Oyo State, Nigeria
Presenter: Samuel Adesola Adegemo
Abstract: The National Universities Commission (2004) reiterated the massive unemployment of Nigerian universities graduates in the Country. This problem is said to be traceable to the disequilibrium between labour market requirements and lack of essential employable skills by the graduates. A discourse on unemployment among youth in Oyo State of Nigeria is of no mean importance as the workforce largely depends on the efforts of the citizens within this age group. The paper has been able to show that as challenging as the problem of unemployment is, adult education as a discipline has what it takes to deal with it and its attendant issues. The paper further confirms that, participants of vocational training and other youth empowerment programmes, which are off shoots of adult and non-formal education, have been able to distinguish themselves from the many unemployed people of the State or wherever they are found.

Title: Proverbs as Foundations of Lifelong Learning in Indigenous African Education
Presenter: Mejai Avoseh
Abstract: Every society and culture has its ways of providing frameworks for the objectives of education and its impact in the community. Within the holistic lifelong learning education of traditional Africa, every aspect of a community’s life and values provides the framework for the educational system with a strong emphasis on Orature. This paper focuses on one such source – proverbs – as an important foundation for indigenous African education, using the Ogu and Yoruba contexts of West Africa. Examples are drawn mainly from Yoruba proverbs to analyze their epistemological significance in indigenous African education. The concepts indigenous and traditional are used as synonyms in this paper.

Title: The African in America and the Challenges of Using Education to Sustain Authentic African Culture and Values
Presenters: Mejai Avoseh, Gbenga Fayomi, Abimbola Simeon-Fayomi,
Abstract: The family is the primary social unit in both traditional and contemporary Africa as it is the case with most peoples of the world. The family was/is an integral institution in every African community. And because of the oral and applied nature of indigenous African education; the family was the most important institution in its process. Even in contemporary times, family values still play indispensable roles in informal education which provides the hidden curriculum for formal education in most African countries. In spite of the westernizing values of education in Africa, the presence of traditional African values still help parents and communities to raise children within the dictates of the traditional African family system with support from the extended family and kinship. The African family in diaspora rarely has the opportunity of raising children within the dictates of the traditional African value system. This paper uses the existential experiences of the presenters to do initial analysis of the challenges of raising an African family in the United States (US) along the ideals of the traditional African family system. The presenters weave the presentation around a typical family in Southwest Nigeria and a typical Nigerian family in the US.

Title: Rethinking Faculty Development in Higher Education: Lessons Learned for Developed Countries.
Presenter: John Dirk
Abstract: The quality of teaching is considered to be a key factor in the learning outcomes students derive from their experiences in higher education. Increasingly, these learning outcomes are linked to workforce development needs. Within developing countries, substantial efforts are being directed to improve instructional quality because what students are learning in higher education is not matching what is needed by business and industry. This paper provides a reflective account of collaborations over more than four years with Vietnamese institutions of higher education to help them build instructional capacity. This work has revealed
several tensions that illuminate key issues the Vietnamese face in seeking to institutionalize change in teaching practices. While the specific nature of these issues differs within similar attempts in the United States, the central tensions around which these issues revolve appear to be similar in both countries. These issues require more study to determine how we may design and implement faculty development initiatives that result in sustained, systematic and institutionalized change in teaching practices.

**Title:** Intercultural and Cross-Disciplinary Perspectives of Returning Adult U.S. Students on Globalisation  
**Presenter:** Emmanuel Jean Francois  
**Abstract:** The purpose of this study was to investigate the perceptions of non-traditional U.S. college students about globalization through an intercultural and interdisciplinary perspective. The study involved non-traditional American and international students at several U.S. colleges and universities, using interviews and focus group techniques. American and international students in the United States acknowledged some positive effects as well as their discontents about globalization. However, the meanings of the discontents about globalization differed based on the students' cultural backgrounds and field of study. American students saw the offshore outsourcing practices of U.S. businesses as a threat for the American economy and hegemony in the world. International students in U.S. perceived globalization as a transnational exploitation of working class in developing countries. Students in business related programs have different views of globalization in comparison to those in human and social sciences. This underscores the implication that discontents about globalization may not be properly understood exclusively in terms of industrialized versus developing countries, but also in the context of a transnational, intercultural, and cross-disciplinary frame.

**Title:** Continuing Professional Development for Teachers in Rural Siberia  
**Presenter:** Wendy Griswold  
**Abstract:** This paper describes the professional development experiences of teachers in the Altai Republic, Russian Federation. Russia is a country in flux, transitioning from a totalitarian state into a democracy reflective of its unique ethnic composition, geographic context and history. The Russian educational system is currently undergoing computerization and teachers are learning to integrate educational technology into classroom practice. Educational technology is the use of computers, software, the Internet and multimedia in teaching and learning. Using the lens of transformative learning as described by Mezirow (1991) and King (2002), the potential for teachers to experience perspective transformation as a result of this process was analyzed. Findings indicated that the methods used to train teachers have a high likelihood of being facilitative of transformative learning. Teachers are beginning to think and act in new ways based on their experiences with educational technology. They are also collaborating in this learning process, which provides an important support mechanism for continued learning and growth.

**Title:** A 2011 International Shortened Version of the History and Philosophy of Andragogy  
**Name:** John Henschke  
**Abstract:** This updated History and Philosophy of Andragogy is mainly limited [with a few exceptions] to a chronological history and the accompanying philosophy of andragogy, in line with when the English language documents were published and personal descriptions of events were recorded. Some of these documents, however, present aspects of the events and ideas which recount the years and contexts prior to the time in which they appeared in published form. To date, nearly 400 documents have been discovered, but space limitations in this paper allowed the inclusion of only a fraction of that number. Each of 14 time periods are articulated with selected works.

**Title:** Transitioning Law Enforcement Professional Development Training from Teacher-Centered to Learner-Centered: A Caribbean context  
**Presenters:** Yvonne Hunter-Johnson, Waynne James  
**Abstract:** This study focused on the learning preference of law enforcement officers in a Caribbean country as either pedagogical (teacher-centered) and/or andragogical (student-centered). Law enforcement personnel in a Caribbean police department were administered the Student Orientation Questionnaire (SOQ) developed by Christian (1982). One hundred and sixty-eight individuals completed the SOQ. Chi Square statistics were calculated on the variables of educational level and gender. The preferred learning orientation was primarily andragogical; those with higher education levels tended to have a higher andragogical orientation. There were no differences by gender. As a result of the findings a three-step approach is proposed to transition the training environment from one that is teacher centered to one that is learner centered.
Pre-Conference Schedule

Monday, October 31, 2011

Presenter: Alex Kumi-Yeboah
Title: Adult Education Programs and HIV/AIDS Awareness in Sub-Saharan Africa
Abstract: HIV/AIDS (Human Immunodeficiency Virus/Acquired immune deficiency syndrome) epidemic has been a global health concern for the past two decades especially in the sub-Saharan Africa where the majority of the productive workforce populations are affected. Many educational programs have been implemented to create an awareness of the disease by the United Nations, various governments in Africa, and Non-Governmental Organizations (NGOs) with the effort to reduce the spread of HIV/AIDS (UNAIDS, 2009/2010). However, there is little information about the role adult education has played in HIV/AIDS awareness in sub-Saharan Africa. This paper will address the impact of adult education programs that are being used to reduce the spread and heighten awareness of HIV/AIDS.

Title: Not So Universal: East Asian Doctoral Students? Perspectives on Critical Reflection at U.S. Universities
Presenter: Hyun Jung Lee
Abstract: Globalization is an emerging trend in the field of education as more and more international students come to America to pursue their education. This paper seeks to understand how Confucius-influenced East Asian international students learn to adapt to and participate in the countervailing Western pedagogy that fosters independent critical thinking and reflection and how these Asian students reconcile these seeming polarities as they engage in their doctoral studies at U.S. universities. The paper outlines a contextual background of East Asian international students, a central concept of Confucius philosophy and education tradition, a theoretical background of critical reflection, perspectives of the researcher, challenges for East Asian international students' learning in the U.S. universities, and a direction for future research.

Title: Girls Follow me: Mentoring of Young Female Academics in a Nigerian University—Issues and Challenges
Presenters: Simeon-Fayomi Bolanie Clara, Fayomi Abimbola Olugbenga
Abstract: The ivory towers were initially not conceived as women’s spaces. But women have now been known to take leadership positions there both professionally and socially. Problems of senior women academics' involvement in informal mentoring of younger female academics posited several issues and challenges. This issue is important for the continuity of academic excellence in Nigerian Universities. Senior women academics in Nigerian Universities are retiring and a vacuum is being created at the level of erudite research and teaching due to issues surrounding mentoring and “passing on of baton.” Those spaces will be reclaimed by males if these problems are not addressed. Using semi-structured interview guides and secondary data sources, the paper examines problems of senior women academics' involvement in the informal mentoring of younger female academics which has posit several issues and challenges. The paper highlighted the factors involved in non-formal mentoring, the dilemmas of senior and younger female academics in Nigerian University, the politics and power plays having effects on mentoring and how the resulting problems can be resolved.

Title: An Analysis of the Literacy Competence and Highest Schooling of Mine Workers in South Africa
Presenters: Antonie Christoffel Smit, Andile Mji
Abstract: The purpose of this study was to analyse the literacy competence and highest schooling of mine workers in South Africa. There were 873 participants of three mines and the data were collected by utilising a standardised academic achievement test to determine the participants’ literacy competence. The achievement test included a questionnaire which collected biographical information regarding the participants’ age, gender and highest schooling. The literacy assessment results revealed that 98% of the mine workers are functionally illiterate although the data from their highest schooling indicated that only 45% are illiterate. The data will be used to place the mine workers in a programme to improve their literacy skills.

Title: Uses of Instruments Designed to Measure Intercultural Competencies: A Comparative View
Presenter: Melanie Wicinski
Abstract: The complexity of defining and measuring intercultural sensitivity competence is discussed. Five instruments including the World mindedness Scale, the Intercultural Sensitivity Inventory (ICSI), the Global-mindedness Scale, the Intercultural Sensitivity Scale (ISS), and the Intercultural Development Instrument (IDI) are evaluated on their theoretical framework, and limitations. Uses for the instruments based on their scoring methods and implications for further research are also discussed.
Conference Schedule

Tuesday, November 1, 2011

8:00 am - 2:30 pm  Commission for Military Education & Traing (CMET) Location: Cosmopolitan B
8:30 am - 12:30 pm  Workplace Learning: Training for a Green Economy. This session features perspectives on green jobs from the labor sector, perspectives on sustainability education from higher education, and examples of projects from the field. Hosted at the Ball State University, Indianapolis Center 50 South Meridian (two blocks east on Maryland Street)
9:00 am - 1:30 pm  Commission for International Adult Education Location: Discovery
8:30 am - 3:00 pm  Adult Higher Education Alliance Location: Cosmopolitan CD
12:00 pm - 5:00 pm  Conference Registration Open Location: Cosmopolitan Foyer
12:00 pm - 3:00 pm  You're invited to an "Commissions" Open House: Network and learn more about the action agendas of these important AAACE groups! Location: Connection Central Studio One Lounge
12:00 pm - 1:00 pm: Hosted by Linda Sayre and Volunteers featuring:
   • Adult Basic Education and Literacy (CABEL) with Joanne Kantner
   • Program Management (CPM) with Lisa Kozicki
   • Affiliated Organizations (CAO) with Steven Frye
2:00 pm - 3:00 pm: Hosted by Linda Morris and Volunteers featuring:
   • Program Management (CPM) with Lisa Kozicki
   • Workforce and Professional Development (CWPD) with Linda Morris and Margaret Eggleston

3:30 pm - 5:30 pm  AAACE General Session & Conference Welcome Location: Cosmopolitan AB
Welcome from Dr. Clare Klunk, President
Welcome from Mark W. Everson, Commissioner Indiana Department of Workforce Development
Keynote Speaker: Dr. Alan Tuckett, President International Council for Adult Education
Title: "Adult Learning in a Complex World"
Sponsored by School of Continuing Studies, Indiana University

5:30 pm - 6:30 pm  Exhibits Open and President's Reception Location: Cosmopolitan Foyer
6:00 pm - 7:30 pm  Join a group for dinner or meet casually in the Connection Central to discuss issues close to your heart and adult education work. Post your interests on the CC board early in the day and see who will join you or sign up to join other groups. Location: Connection Central - Studio One Lounge

Wednesday, November 2, 2011

6:45 am - 7:50 am  Welcome Breakfast Location: Vision
8:00 am - 5:00 pm  Exhibits Open Location: Cosmopolitan Foyer
9:00 am - 5:00 pm  Conference registration Open Location: Cosmopolitan Foyer
8:00 am - 9:00 am  Social Networking "Hooking Up" and Social Media Conversations
Stop by, get social media tips, and set up your Smart Phone or computer for the AAACE Ning, Twitter, Facebook, Members helping Members, Linked In and more.... See the Posts for the day Location: Connection Central - Studio One Lounge!
## Conference Schedule  Wednesday, November 2, 2011

**8:00 am - 8:45 am  Concurrent Sessions & Roundtable Discussions (1)**

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<tr>
<th>Presenter(s)</th>
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<th>Title</th>
<th>Abstract</th>
<th>Room</th>
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<tbody>
<tr>
<td>Thomas D. Cox, Cathy Cherrstrom</td>
<td>Professional Development</td>
<td>Maximizing Your Conference Experience: Strategies for Graduate Students and New Conference Attendees</td>
<td>This session will explore strategies to maximize the experience of attending a professional conference. Participants will create and execute their personal conference plan for success.</td>
<td>Vision</td>
</tr>
<tr>
<td>Kyla Cox</td>
<td>Adult Learning</td>
<td>Reaching Your Audience with Social Media</td>
<td>Social media is not just another advertising tool. Learn how to use some of the most popular social media sites—Facebook, Twitter and LinkedIn—to converse and connect with your audience.</td>
<td>Studio Five</td>
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<tr>
<td>Bob Khouri</td>
<td>Adult Numeracy</td>
<td>Make Math “Add Up” for the Adult Learner</td>
<td>ModuMath Basic Math and Algebra harnesses audio/video tutorials in an interactive, adaptive learning environment. See how ModuMath accommodates adult remedial learners’ wide range of skill levels and learning styles.</td>
<td>Studio Six</td>
</tr>
<tr>
<td>Justin Mc Morrow</td>
<td>At-Risk Population</td>
<td>Using Student Profiles to Drive Recruitment, Retention and Student Success</td>
<td>Learn seven steps to creating and leveraging student profiles in order to better understand your students’ needs and risk factors, enabling you to drive stronger enrollment and graduation rates.</td>
<td>Theory A</td>
</tr>
<tr>
<td>Teresa J. Carter, Edward A. Howard, Penny McFarline</td>
<td>Adult Learning</td>
<td>Not Exactly What Reg Revans Intended: Conducting Research Within an Action Learning Capstone Project</td>
<td>Traditional action learning methods approach problem-solving with fresh questions and reflective practice. This session examines how action learning can be used for qualitative research conducted within a student capstone project.</td>
<td>Concept A</td>
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<tr>
<td>Yvonne Hunter-Johnson, Rosemary Closson</td>
<td>Continuing Professional Education</td>
<td>From the Shooting Range to the Street: Police Trainers’ Perceptions of Training Transfer.</td>
<td>Research analyzing law enforcement training facilitators’ perception of influences that promote or impede training transfer will be shared.</td>
<td>Discovery A</td>
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<tr>
<td>Brian W. Donavant</td>
<td>Colleges and Universities</td>
<td>Adults as Undergrads: Faculty Perceptions of Adult Students and the Mixed-Age Class</td>
<td>This empirical study indicated numerous positive accolades of adult students and the intergenerational classroom, but an unwillingness of college faculty to embrace adult education methodologies that would enhance student success.</td>
<td>Cosmo A</td>
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<tr>
<td>Steve Schmidt, Vivian W Mott</td>
<td>Military Education and Training</td>
<td>A Case Study in Graduate Education for U.S. Army Interns</td>
<td>This presentation outlines one university’s engagement with the U.S. Army Training and Doctrine Command (TRADOC) in the provision of graduate level coursework for entering intern civil service candidates.</td>
<td>Discovery B</td>
</tr>
<tr>
<td>Diane Burnett</td>
<td>Online Learning</td>
<td>INGRESS: Expanding Institutional Capacity in Collaborative Online Adult Degree Programs</td>
<td>This session will provide an overview of the Intra-Georgia Registration Sharing System and describe how the application is used to facilitate multi-institution registrations in an online collaborative adult degree program.</td>
<td>Cosmo B</td>
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<tr>
<td>Elaine Mangiante, Kathy Peno</td>
<td>Professional Development</td>
<td>The Journey from Novice to Expert: Purposeful Mentoring for Adult Educators</td>
<td>Effective strategies for the ongoing professional development of practicing adult educators will be discussed. Mentoring techniques like scaffolding, coaching and modeling for instruction, motivation and assessment will be the focus.</td>
<td>Concept B</td>
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<td>John Carfora</td>
<td>Colleges and Universities</td>
<td>Factors Influencing a College or University President's Attitudes and Actions Toward Adult and Continuing Education</td>
<td>How do external and institutional factors influence an academic president's attitude and actions toward adult and continuing education? How can academic presidents affect meaningful change in the adult learning environment?</td>
<td>Concept D</td>
</tr>
<tr>
<td>Charles Kilfoye</td>
<td>Distance Learning and Technology</td>
<td>Delivering Synchronous Professional Development Worldwide</td>
<td>Learn how Northeastern University Online and the Northeastern University College of Business delivered scalable, economical, and effective online sales training to the global employees of a Fortune 100 company.</td>
<td>Cosmo C</td>
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<tr>
<td>Yolanda Nieves, Members of the Vida Bella Ensemble</td>
<td>Adult Learning</td>
<td>Pandora's Pedagogy: a case study using performance, transgression, &amp; popular education in a Latino community</td>
<td>Pandora transgressed the known and risked &quot;knowing.&quot; I call this risk Pandora's Pedagogy. Based on the ideas of Freire, Denzin, Boal, and Saldaña, I propose that combining performance-text literature, along with students' writings, can nurture the necessary, uncomfortable, but hopeful spaces for learning in the body, academia, and community while challenging assumptions of our adult education practices.</td>
<td>Theory B</td>
</tr>
<tr>
<td>Joann S Olson</td>
<td>Colleges and Universities</td>
<td>When the Distance Is More than Geographic: Online Adjunct Faculty, Psychological Distance, and Institutional Connection</td>
<td>Understanding the complex world of online education requires that adult educators and administrators explore and evaluate the extent to which adjunct faculty are meaningfully connected to the institution.</td>
<td>Studio Four</td>
</tr>
<tr>
<td>Linda E. Morris</td>
<td>Human Resource Development</td>
<td>Creating a Behavioral Framework for Executive Leadership</td>
<td>This session describes a three-tiered research effort to identify behaviors of highly effective NASA technical managers and executives. Included are information on studies' purpose, process, findings, recommendations and evolution.</td>
<td>Network</td>
</tr>
<tr>
<td>Emmanuel Jean Francois</td>
<td>History and Philosophy of Adult Education</td>
<td>The meaning of social justice in adult education theories.</td>
<td>This paper reviews the concept of social justice and provides an overview in terms of its meaning for liberal, progressive, behaviorist, humanist, radical, analytic, and postmodern theories of adult education.</td>
<td>Studio Three</td>
</tr>
<tr>
<td>Kevin Jones</td>
<td>Adult Learning</td>
<td>Developing Civil Rights Leadership Competencies: Strategies for Learning in Formal, Non-formal, and Informal Contexts</td>
<td>A seldom examined leadership learning context is the African-American Civil Rights leader role. This presentation examines the current learning context and identifies learning strategies in formal, non-formal and informal contexts.</td>
<td>Studio Two</td>
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<tr>
<td>Alex Kumi-Yeboah</td>
<td>Minority and Human Rights</td>
<td>The relevance of multicultural education for adult learners</td>
<td>Multicultural education is the teaching and learning of the histories and cultures of all students in the teaching-learning process in any educational system. According to Banks, (1997), it is an idea, an educational reform movement, and a process. The purpose of this paper is to explain the importance of incorporating multicultural education programs in adult education curriculum and how practitioners of adult education can use it as a model to promote citizenship education.</td>
<td>Discovery A</td>
</tr>
<tr>
<td>Drick Boyd</td>
<td>Community and Non-formal Education</td>
<td>Under the Radar: Popular Education in North America</td>
<td>A presentation on the state of popular education in North America based on interviews conducted with popular educators in the United States and Canada.</td>
<td>Concept A</td>
</tr>
<tr>
<td>Annette Deborah Miles</td>
<td>Adult Learning</td>
<td>Being Self while Dancing to the Expectations of a Social Society</td>
<td>Individuals with s Syndrome* navigate the world in a manner that makes sense to them. The adults in this phenomenological research study desired to build nearness in what has been coined a neurotypical world.</td>
<td>Concept C</td>
</tr>
<tr>
<td>James C. Frawley, M. Ed.</td>
<td>Community College</td>
<td>Community College Adjunct Faculty Professional Development Program</td>
<td>Community College Faculty Certificate Program is designed to offer worthwhile opportunities for the intellectual, technological, socioeconomic, professional and personal growth for part-time instructors who serve the diverse population of students in community colleges.</td>
<td>Cosmo B</td>
</tr>
<tr>
<td>Mattyna Stephens</td>
<td>Labor - Workforce Development</td>
<td>Is Appearance Everything? Cracking the Clothing Code for Economic Control: Low-income Women and Career Development</td>
<td>I will narrow the scope of physical appearance to focus more specifically on one's clothing to demonstrate how attire can influence low-income women's career development; therefore, causing economic misfortunes.</td>
<td>Cosmo A</td>
</tr>
<tr>
<td>Debra S. Smith, Cricket Bonnetaud</td>
<td>Counseling and Adult Learner Services</td>
<td>Model Programs to Promote Student Engagement and Academic Success</td>
<td>Learn about programs for adult learners that provide support and promote campus involvement. Presentation will include information on mentoring, student organizations, transition seminars, and graduation completion programs for adult learners.</td>
<td>Cosmo C</td>
</tr>
<tr>
<td>Marsha Diane Wellein, Donna J Duellberg</td>
<td>Military Education and Training</td>
<td>Offering Educational Opportunities in Isolated Communities: Outreach through Innovation and Collaboration</td>
<td>Coast Guard and Army Reserve members stationed on Guam and Saipan are arguably disadvantaged when it comes to educational opportunities. This presentation offers innovations which actually work, and may be used elsewhere as well.</td>
<td>Studio Five</td>
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<tr>
<td>Kenneth Davis</td>
<td>Continuing Professional Education</td>
<td>Engaging a Professional Community of Practice to Establish Educational Protocol</td>
<td>Many professions struggle with how to move subject experts into a teaching role. This session will explore the use of a Community of Practice to address this dilemma.</td>
<td>Theory A</td>
</tr>
<tr>
<td>Sharon Herbers, Jessica C. Kimmel, Norman St Clair</td>
<td>Colleges and Universities</td>
<td>Whispers of the Elders: Reclaiming Lost Stories While Building a Global Village</td>
<td>Experiential learning assignments, narratives, cross-cultural dialogues, and culturally relevant readings can spark questions that lead students back to family traditions and ethnic heritage. This process strengthens competencies for future practice.</td>
<td>Concept B</td>
</tr>
<tr>
<td>Meja B. M. Avoseh</td>
<td>Community and Non-formal Education</td>
<td>A traditional African perspective of the adult learner and adult learning in our complex world</td>
<td>Paper argues that adult learning must be inclusive of all the corners of our complex world, it is imperative that it opens more avenues for dialogue related to perspectives.</td>
<td>Vision</td>
</tr>
<tr>
<td>Chung-Hsien Hsu</td>
<td>International Adult Education</td>
<td>Transitions and Transformation: Lessons Learned from Educating International Students in a Globalized Age</td>
<td>Presenting a mixed-method study involving: a) a quantitative investigation of international adult learners experiences adapting to American academic and social culture, and b) a qualitative exploration of their cultural transition.</td>
<td>Studio Six</td>
</tr>
<tr>
<td>Barry Leslie, John Moilanen</td>
<td>Professional Development</td>
<td>Faculty Self-Efficacy Beliefs About Facilitating Discussion in Small Seminars: A Mixed Methods Study</td>
<td>This session describes faculty perceptions of self-efficacy beliefs about facilitating discussion. Faculty self-efficacy beliefs affect decisions about behaviors that create motivating classroom environments essential for successful discussion teaching.</td>
<td>Studio Two</td>
</tr>
<tr>
<td>Robert Mizzi</td>
<td>International Adult Education</td>
<td>Careless teaching?: A call for training on adult learning principles to foreign aid workers</td>
<td>Given that aid workers are being increasingly tasked with adult educator-type roles, this presentation explores how adult learning principles are considered both in aid worker preparation and classroom life.</td>
<td>Concept D</td>
</tr>
<tr>
<td>Caroline Bassett</td>
<td>Adult Development</td>
<td>Learning for Wisdom: Enhancing and Encouraging Practical Wisdom in Ourselves and Others</td>
<td>Where can we find wisdom? Can we learn it? We can find practical wisdom in daily life around us and in ourselves if we recognize, practice, and cultivate it.</td>
<td>Studio Three</td>
</tr>
<tr>
<td>Ericka Wills</td>
<td>Labor - Workforce Development</td>
<td>Fostering Dialogues Between Union Workers and University Students</td>
<td>This session will discuss methods for creating and maintaining written and verbal dialogues about labor issues between union workers and university students.</td>
<td>Studio Four</td>
</tr>
<tr>
<td>Errol Alexander, Jr</td>
<td>Human Resource Development</td>
<td>Narrative learning and Associate Opinion Survey: use of the survey to help learning in workplace</td>
<td>The use of narrative learning in an organizational setting to advance learning, work practices and knowledge sharing. The discussion will focus on the use of an associate opinion survey process</td>
<td>Theory B</td>
</tr>
<tr>
<td>Miriam Scotland</td>
<td>Online Learning</td>
<td>Cross cultural encounters: Facilitating informal learning in expatriate online communities</td>
<td>This paper examines the informal learning process that takes place in an online community and the role of in country cultural ambassadors in facilitating that process.</td>
<td>Discovery B</td>
</tr>
<tr>
<td>Presenter(s)</td>
<td>Strand</td>
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<tr>
<td>Deborah C Lechuga, Vishal Arghode</td>
<td>Professional Development</td>
<td>Understanding barriers to adult literacy teachers' incorporation of technology</td>
<td>Technology integration has gained greater attention in adult education. To what extent do teachers use technology to enhance instruction? Learn from our study of teachers' use and challenges with technology.</td>
<td>Network</td>
</tr>
<tr>
<td>Ruth L. Rohliwing</td>
<td>Adult Learning</td>
<td>Instructional Strategies that Support &quot;Holding Environments&quot;</td>
<td>To help professors better understand the challenges of working with adult learners, this session explores Kegan’s (1994) &quot;Holding Environments&quot; and provides practical classroom applications and instructional strategies that strengthen adults' ways of knowing.</td>
<td>Network</td>
</tr>
<tr>
<td>Sujin Son</td>
<td>Adult Development</td>
<td>Adult Inter-country Adoptees' Reunion Experience: A Complex Journey of Ongoing Relationship with Birth Families</td>
<td>The study is designed to examine reunion experiences of Adult Inter-country Adoptees and how continuing relationships with their birth families have changed their lives in terms of exploring personal development.</td>
<td>Network</td>
</tr>
<tr>
<td>Deborah LeBlanc</td>
<td>Community and Non-formal Education</td>
<td>Best Practices: Reaching out &amp; Closing Academic Gaps for African American Males in the United States</td>
<td>Presentation provides research, best practices and strategies that can assist students, educators, and institutions with closing the achievement gap and increasing the retention and graduation rates of African American males in higher education in the USA.</td>
<td>Network</td>
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</tbody>
</table>

11:45 am - 12:30 pm  You're invited to a “SIGs and Commissions” Open House: Network and learn more about the action agendas of these important AAACE groups!

Location: Connection Central - Studio One Lounge

Hosted by Margaret Eggleston and Volunteers featuring:
- Labor/Workforce Education with Stephanie Stalmah
- Sustainability and Adult Education with Shelly Dudka
- International Adult Education (CIAE) with Marcie Boucouvalas and Mejai Avoseh
- Community, Minority and non-formal Education (CCMNFE) with Deborah LeBlanc

11:45 am - 12:30 pm  Concurrent Sessions & Roundtable Discussions (3)

<table>
<thead>
<tr>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>Dionne Rosser-Mims, Glenn A. Palmer, Pam Harroff</td>
<td>Colleges and Universities</td>
<td>Reentry Adult Black Male Students: An Exploration of Strategies for Academic Success</td>
<td>This presentation explores black adult male reentry college students' educational experiences and identifies effective strategies to help this understudied population to successfully matriculate through college and graduate.</td>
<td>Cosmo B</td>
</tr>
<tr>
<td>Michael Miller, David Deggs</td>
<td>Colleges and Universities</td>
<td>Beliefs and Values Among Rural Citizens: Shared Expectations for Educational Attainment</td>
<td>Local, state, and national discussions have focused on college access issues. Research conducted in a rural county which examined citizens' beliefs and values affecting college attendance will be presented.</td>
<td>Vision</td>
</tr>
<tr>
<td>Carole Pearce</td>
<td>Online Learning</td>
<td>Critical Discourse in the Adult Online Learning Environment: Sustaining Cognitive Presence</td>
<td>Cognitive presence is one of the key factors to student engagement and constructive learning in the asynchronous online classroom. Effective ways to facilitate critical discourse will be examined.</td>
<td>Concept A</td>
</tr>
</tbody>
</table>

22  AAACE 60th Annual Conference • Indianapolis, IN 2011
<table>
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<tr>
<td>Becky Smeltzer, Jeral Kirwan, Ralph Brockett, Mary Ziegler, Jason Black</td>
<td>Adult Learning</td>
<td>Collaboration and Publication: Faculty and Graduate Students Working Together.</td>
<td>Experiences and perspectives of collaboration between faculty and graduate students on current and completed projects, presentations, and publications. Discussion to include strategies and helpful-hints.</td>
<td>Studio Five</td>
</tr>
<tr>
<td>Priya Darshini Kurup, Miriam Scotland</td>
<td>Distance Learning and Technology</td>
<td>Microblogs: Enhancing learning in 140 characters or less.</td>
<td>This paper explores Microblogs as a learning tool that enhances student engagement and collaborative learning, while allowing for the possibility of seamless transition from one learning environment to another.</td>
<td>Discovery A</td>
</tr>
<tr>
<td>Douglas Smith, Wayne James</td>
<td>History and Philosophy of Adult Education</td>
<td>The 60th Conference for a 29 year old Association: Reflections of AAACE</td>
<td>AAACE is rich with great leadership, productive conferences, and high quality publications, but also issues and problems have occurred over this time. Two past presidents will discuss this history, and show a video featuring selected leaders who contributed to what AAACE is today. And you will know why this is the 60th conference of a 29 year old Association.</td>
<td>Cosmo A</td>
</tr>
<tr>
<td>Leann M.R. Kaiser</td>
<td>Online Learning</td>
<td>Building Community in an Online Learning Environment</td>
<td>This session presents results of a study exploring the factors within an online learning setting that lead to the creation of a safe, collaborative, and community oriented learning environment.</td>
<td>Concept D</td>
</tr>
<tr>
<td>Karl Kover</td>
<td>Colleges and Universities</td>
<td>Selling Your School Without Selling Your Soul</td>
<td>Today’s admissions environment is competitive. Based on best practices established by adult and continuing education programs, learn how to market assertively and ethically in order to meet your enrollment goals.</td>
<td>Theory B</td>
</tr>
<tr>
<td>Richard Dixon, Laurianne Brown</td>
<td>Adult Learning</td>
<td>Instructional Design Considerations for Minimal-Time Training Environments</td>
<td>Instructional design concepts intended on achieving the maximum transfer of knowledge of a large amount of content, within a minimal amount of time available for training.</td>
<td>Cosmo C</td>
</tr>
<tr>
<td>Larry G. Martin</td>
<td>Colleges and Universities</td>
<td>Race, Ethnicity, and Organizational Learning: A University’s Struggle to Manage Diversity</td>
<td>An urban university’s Race/Ethnicity Task-force produced recommendations targeting nine major problems/ issues. After six years, few were implemented. This session explores the intersection between organizational learning, and diversity management.</td>
<td>Concept B</td>
</tr>
<tr>
<td>Melanie L. Wicinski, Alexis M. McLaughlin</td>
<td>International Adult Education</td>
<td>Identifying Intercultural Sensitivity Competencies through Focus Group Research</td>
<td>Presentation and discussion of results of a focus group study conducted with non-US-native individuals to determine the intercultural competencies visitors from the United States possess when visiting their respective countries-of-origin.</td>
<td>Theory A</td>
</tr>
<tr>
<td>Aira Abraham</td>
<td>International Adult Education</td>
<td>Spirituality through the Lens of Islamic Religion</td>
<td>This session wish to explore the intersection of two concepts, spirituality and religion from the Islamic perspective. Influence of Islamic values in shaping adult learning will also be discussed.</td>
<td>Concept C</td>
</tr>
<tr>
<td>Joe B. Bradley</td>
<td>History and Philosophy of Adult Education</td>
<td>May the Learners and Data Speak: Andragogy’s Efficacy Across Two Decades of Research and Practice</td>
<td>The efficacy of andragogy as a learning theory has been debated for decades. Empirical research and results from a mixed methods study via online non-formal learning modules will be discussed.</td>
<td>Studio Six</td>
</tr>
</tbody>
</table>
### Conference Schedule

**Wednesday, November 2, 2011**  
11:45 am - 12:30 pm

<table>
<thead>
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<tbody>
<tr>
<td>Patricia Coberly Holt, Kathleen Fabrikant</td>
<td>Adult Learning</td>
<td>Getting Beyond the 5% That Provide 95% of Our Headaches</td>
<td>It is possible to leave work with thoughts of the high percentage of routine and positive experiences of the day rather than focusing on the small number of negative events.</td>
<td>Studio Four</td>
</tr>
<tr>
<td>Carlita Shelton</td>
<td>AHEA</td>
<td>Helping First Generation College Students Succeed</td>
<td>This session will identify trends and experiences of first generation college students and will offer social and institutional factors which lead to their academic success in obtaining a degree.</td>
<td>Regency</td>
</tr>
<tr>
<td>Linda Sayre</td>
<td>Community and Non-formal Education</td>
<td>Collaborations between adult education and social capital to increase civic participation</td>
<td>Social capital, rooted in social interconnections, often leads to increased civic participation. Collaborations with all forms of adult education can deepen this impact. This is particularly timely with upcoming elections.</td>
<td>Studio Two</td>
</tr>
<tr>
<td>Fred Prasuhn</td>
<td>AHEA</td>
<td>Virtual Seat Time In Higher Education: Translating Online Education “Class Time” Into Credit Hours</td>
<td>Adults pay tuition expecting to gain knowledge and skill. U.S. DOE issued warnings stating insufficient education for the amount of credits. So, how much learning is a credit hour worth?</td>
<td>Studio Three</td>
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### Roundtables

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<tbody>
<tr>
<td>Andrew Jilani</td>
<td>International Adult Education</td>
<td>Enhacing Reconciliation through Adult Education</td>
<td>The civil war in Sri Lanka has ended but not before thousands killed, injured and many displaced. Reconciliation efforts can benefit from adult education programs for ex combatants and families.</td>
<td>Network</td>
</tr>
<tr>
<td>Federico Salas-Iasnardi</td>
<td>Adult Basic Education</td>
<td>Adult Learning in the 21st Century: Literacy for Successful Transitions</td>
<td>Successful transitions to higher education and high-demand jobs start at the lowest levels of ABE and ESL focusing instruction on 21st century skills and a host of redefined literacies.</td>
<td>Network</td>
</tr>
<tr>
<td>Stephanie Vernice Overton Stanard</td>
<td>Professional Development</td>
<td>Why Do Adults Quit on Themselves?</td>
<td>Plan to join me for an interactive dialogue based on a thorough review of the literature navigating the maze of studies and models of adult participation in professional development.</td>
<td>Network</td>
</tr>
<tr>
<td>Kristi Hughes Farner, Lorilee Sandmann</td>
<td>Colleges and Universities</td>
<td>The Institutionalization of Community Engagement: Leaders Perception of their Most Critical Issues</td>
<td>What do engaged leaders identify as the most critical issues in institutionalizing community engagement in their institutions? An analysis of case statements from the 2011 International Engagement Academy for University Leaders will be shared to stimulate a dialogue about these critical challenges and steps that can be taken to address them.</td>
<td>Network</td>
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</tbody>
</table>
### Conference Schedule

**Wednesday, November 2, 2011**  
11:45 am - 12:30 pm

#### Poster Sessions

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Monica Ramos</td>
<td></td>
<td>Transformative learning and integration of Mexican immigrants through the window of educational opportunities initiative</td>
<td>This presentation focuses on transformative learning and integration in the adult Mexican immigrant population receiving services from the Mexican Consulate in Chicago and its educational partners.</td>
<td>Cosmo Foyer</td>
</tr>
<tr>
<td>Vishal Arghode, Michelle Johnson, Deborah C Lechuga</td>
<td>Professional Development</td>
<td>Inside the classroom: Adult education teachers' experiences teaching diverse learners</td>
<td>We reveal our findings from an in-progress study of adult basic education teachers. Presented are similarities and differences of teachers' perceptions of diversity and strategies used to address diverse learners.</td>
<td>Cosmo Foyer</td>
</tr>
<tr>
<td>Ju Sung Jun</td>
<td>Women's Issues, Status and Education</td>
<td>Life, Learning, and Standing alone of married immigrant women: A narrative analysis</td>
<td>The purpose of this study was to understand the meanings of married immigrant women' life experiences and their learning in Korea. The researcher supposes married immigrant women as active learners.</td>
<td>Cosmo Foyer</td>
</tr>
<tr>
<td>Renee Hewitt</td>
<td>Adult Learning</td>
<td>A concept-based approach to constructing knowledge</td>
<td>A concept-based approach to constructing knowledge</td>
<td>Cosmo Foyer</td>
</tr>
<tr>
<td>Freda Bryson</td>
<td>Women's Issues, Status and Education</td>
<td>Women and Technology: Closing the Gender Gap</td>
<td>Gender imbalances in technology will be addressed and factors that possibly excludes women from seeking technology careers.</td>
<td>Cosmo Foyer</td>
</tr>
</tbody>
</table>

12:30 pm - 2:00 pm  
Lunch (on your own)

2:00 pm - 3:00 pm  
Learn about the Commission for Military Education and Training (CMET) with Randy Plunkett. *Location: Connection Central - Studio One Lounge*

2:00 pm - 4:00 pm  
Meet new Colleagues and Discuss “ Burning Issues”  
Meet casually in the Connection Central to discuss issues close to your heart and adult education work. Post your interests on the CC board early in the day and see who will join you or sign up to join other groups.  
*Location: Connection Central - Studio One Lounge*

2:00 pm - 2:45 pm  
Concurrent Sessions & Roundtable Discussions (4)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Carol I Weaver</td>
<td>Colleges and Universities</td>
<td>Course Assignments: Increasing Learner Choices through Application of Universal Design for Learning Principles</td>
<td>Giving students choices about assignments can accommodate individual differences and foster student engagement and enhance motivation. How do instructors provide options and achieve desired outcomes without dramatically increasing instructional load?</td>
<td>Concept C</td>
</tr>
<tr>
<td>Karen Sheehy</td>
<td>Adult Learners with Disabilities</td>
<td>Teaching the Adult Learner with Dyslexia</td>
<td>What is Dyslexia and its red flags? How does the person with dyslexia best learn? What are the obstructions to the learning process, and understanding and using their strengths.</td>
<td>Studio Six</td>
</tr>
<tr>
<td>Randall Pinder</td>
<td>Adult Basic Education</td>
<td>Direct from the Source: What Literacy Means to Adult Learners</td>
<td>This presentation explores what adult learners think about literacy, highlighting their complex understandings of literacy in their worlds and how these understandings might relate to their participation in literacy programs.</td>
<td>Vision</td>
</tr>
<tr>
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<tr>
<td>Maniphone S Dickerson, Wayne James</td>
<td>Community and Non-formal Education</td>
<td>Experiential learning: Women of color and community development agencies.</td>
<td>The learning approaches of women of color in the community development agencies are essential to fostering knowledge and skills sets to initiate positive social change in economically distress communities.</td>
<td>Theory A</td>
</tr>
<tr>
<td>John Henschke</td>
<td>Adult Learning</td>
<td>Trust in Learning – Makes All the Difference; If Absent, Nothing Else Makes a Difference</td>
<td>Trust -- makes all the difference in every relationship. If removed, nothing else makes a difference. Participants will identify, clarify, and apply elements of trust; acknowledging or challenging the premise.</td>
<td>Cosmo C</td>
</tr>
<tr>
<td>Michael Galbraith, Melanie S Jones</td>
<td>Continuing Education Administration</td>
<td>Legal Responsibilities in the Adult Education Organization</td>
<td>Legal responsibilities are paramount in the adult education organization. This session will explore the tenets of employment law and its importance. Laws that effect equal employment opportunities will be examined.</td>
<td>Cosmo A</td>
</tr>
<tr>
<td>Michael L Rowland</td>
<td>Health Education</td>
<td>Designing Meaningful Faculty Development Programs for Health Professions Educators: Trends and Issues</td>
<td>Health professions educators are trained for specific disciplines, yet many are often underprepared for teaching responsibilities. Adult educators can assist them in this endeavor to demonstrate expertise as effective teachers.</td>
<td>Cosmo B</td>
</tr>
<tr>
<td>Melissa M. Thorpe Hill, Ramo J. Lord</td>
<td>Online Learning</td>
<td>Scenario-Based Training in the Online Educational Environment</td>
<td>This study focuses on the role of scenario-based training as a best practice in online education programs and the increase in knowledge transfer, comprehension and implementation from instructor to student.</td>
<td>Discovery B</td>
</tr>
<tr>
<td>Daphne Ntiri</td>
<td>Literacy Issues</td>
<td>The Radical Pedagogy of Bernice Robinson: A civil rights-era, womanist approach to adult education/literacy reform</td>
<td>This paper will first explore the true meaning of Robinson' body of work during the Civil Rights movement while making a case for its precedence and preeminence over subsequent new and emerging theoretical paradigms in education and social justice. Second, this study places the remarkable life of her service and leadership within the context of womanist theory, which characterizes the identity of black women as &quot;practical, hands-on [and] helping-oriented&quot; (Phillips, 2006).</td>
<td>Theory B</td>
</tr>
<tr>
<td>Jannette Gutierrez</td>
<td>Adult Learning</td>
<td>How adult educators' positionality impacts the learners in the literacy programs for foreign spouses Taiwan.</td>
<td>This research is about how Taiwanese adult literacy educators and new immigrant women learners whose positionality shape literacy classroom dynamics and how knowledge is constructed in a learning environment.</td>
<td>Concept D</td>
</tr>
<tr>
<td>Catherine A Hansman</td>
<td>Professors of Adult Education</td>
<td>Walking the Talk: Mentoring Doctoral Students</td>
<td>Mentoring models and research that further understandings of empowerment in student faculty mentoring interactions can guide and enrich these relationships. This session explores mentoring models that empower doctoral students.</td>
<td>Studio Four</td>
</tr>
<tr>
<td>Juanita Johnson-Bailey, Dean Maureen Grasso, Thomas Valentine</td>
<td>Colleges and Universities</td>
<td>Family Support and Sabotage for Adult Graduate Students</td>
<td>This session will present the results of a survey research study exploring the ways in which families positively and negatively influence the educational experiences of adult graduate students.</td>
<td>Studio Three</td>
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<td>Jones</td>
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<td>Maureen Grasso, Thomas Valentine</td>
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<tr>
<td>Mitsunori Misawa</td>
<td>Minority and Human Rights</td>
<td>Surviving Adult Bullying in Higher Education: Experiences of Gay</td>
<td>This presentation will address how gay male faculty of color experienced and cope with adult bullying based on racism and homophobia in higher education.</td>
<td>Studio Two</td>
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<td>Male Faculty of Color</td>
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Conference Schedule

Wednesday, November 2, 2011
2:00 pm - 2:45 pm

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<tr>
<td>Nancy Wolf, Jo Ann Gammel</td>
<td>AHEA</td>
<td>Teaching Reflective Practice and Mindfulness to Spark Transformative Learning in Adults</td>
<td>Ideas for promoting transformative learning with adults through reflection and mindfulness will be discussed. A variety of tools will be presented and explored. Evaluation will be considered.</td>
<td>Concept A</td>
</tr>
<tr>
<td>Joseph Reynolds, Jonathan Taylor, Ted Davis, Dave Lamon</td>
<td>AHEA</td>
<td>Learning Environment Structure Preferences of the Adult Learner Using Data to Understand the Knowlesian Spectrum</td>
<td>Presenters share research on the development of psychometric instrumentation examining learner preferences on learning environment structure ranging from highly structured, teacher-controlled environments to highly self-directed, student-driven environments.</td>
<td>Regency</td>
</tr>
<tr>
<td>Don Freeman, Yvette Harrold</td>
<td>AHEA</td>
<td>Improving Quality in Recruitment and Retention</td>
<td>Student feedback on the enrollment experience and a 360-degree approach used to address students’ concerns can positively affect student retention.</td>
<td>Concept B</td>
</tr>
</tbody>
</table>

Roundtables

<table>
<thead>
<tr>
<th>Presenter(s)</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kirsten Corda</td>
<td>Health Education</td>
<td>The Party’s Not Over: Resistance Culture in Adult Education Programming</td>
<td>This study assessed: the integration of exercise DVD into paraprofessional led nutrition curricula and found participant resistance an inherent challenge to motivating limited-resource, diverse adults in community education settings.</td>
<td>Network</td>
</tr>
<tr>
<td>Roslind Blasingame-Buford</td>
<td>Human Resource</td>
<td>The Blueprint: Strategies for BUILDing a Culture of Excellence.</td>
<td>Attendees will learn how to build a Culture of Excellence by using power tools needed for organizational development and transformation, which include: Collaborative Leadership, Learning Organization Theory; and Appreciative Inquiry.</td>
<td>Network</td>
</tr>
<tr>
<td>Hyun Jung Lee</td>
<td>Colleges and Universities</td>
<td>Not So Universal: East Asian Doctoral Students’ Perspectives on Critical Reflection at U.S. Universities</td>
<td>This session explores how Confucius-influenced East Asian international students learn to adapt independent critical thinking and reflection and how these students reconcile the countervailing Western pedagogy in America.</td>
<td>Network</td>
</tr>
<tr>
<td>Carrie J Boden McGill, Kathleen P King</td>
<td>Online Learning</td>
<td>Real Learners, Virtual Spaces: Teaching for Transformation using Web 2.0 Technologies</td>
<td>Come join a &quot;lightening session&quot; demonstration and interactive discussion of how to use Web 2.0 technologies to facilitate transformative learning in online courses and virtual spaces.</td>
<td>Network</td>
</tr>
<tr>
<td>Jr-Shuan Emily Liang</td>
<td>Aging</td>
<td>The Multi-facets of Ageism: Constructing Connotations and Indicators of Ageism</td>
<td>Ageism is limited to exploring attitudes toward the elderly from all ages, lacking an integral epistemological view. The study attempts to construct connotations of ageism congruence with Taiwanese cultural context.</td>
<td>Network</td>
</tr>
</tbody>
</table>

2:45 pm - 3:00 pm  Refreshment Break  Exhibit Area  Location: Cosmopolitan Foyer

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Virginia Tech National Capital Region

Learn more at ncr.vt.edu

- Graduate Education
- Research
- Outreach

Invent the Future
<table>
<thead>
<tr>
<th>Presenter(s)</th>
<th>Strand</th>
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<th>Room</th>
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<tbody>
<tr>
<td>Steven L. Carter</td>
<td>Colleges and Universities</td>
<td>From Instruction to Learning: Using Adult Education Principles to Promote Reform in Higher Education</td>
<td>Adult educators are uniquely suited to contribute to higher education reform. Session explores how to help one's institution move from the Instruction Paradigm to the Learning Paradigm.</td>
<td>Concept C</td>
</tr>
<tr>
<td>Shoko Nishioka</td>
<td>Online Learning</td>
<td>Challenges of Developing Programs in Kyoto to Fulfills the New Role of Adult E-learning</td>
<td>Kyoto prefecture has developed E-learning using broadband internet. As the new role of adult e-learning, we are currently developing programs for passing down the regional culture to the new generation.</td>
<td>Cosmo A</td>
</tr>
<tr>
<td>Tammy C. Shepherd, Carolie Pearce</td>
<td>Continuing Professional Education</td>
<td>Neuroeducator Professional Development: Neuroeducational Canons vs. Neuromyths</td>
<td>This session will feature applications and ways to deliver effective brain compatible strategies and principles to consider when developing and implementing professional development programs for adult educators.</td>
<td>Cosmo B</td>
</tr>
<tr>
<td>Crystal Snider, Carrie J Boden McGill</td>
<td>Adult Learning</td>
<td>Guiding Students on the Path to Cultural Competency: A Multicultural Step-Out Experience</td>
<td>Every guide needs a compass! In this session, we will talk about Gallavan's Cultural Compass and how instructors can utilize Multicultural Step-Out experiences to &quot;guide&quot; students towards greater cultural competency.</td>
<td>Studio Five</td>
</tr>
<tr>
<td>Michelle Dudka-Głowacki, Jennifer Murray</td>
<td>Professional Development</td>
<td>Adult educators' role for supporting faculty development on Inclusive Pedagogy: Lessons from a summer workshop</td>
<td>Inclusive pedagogy as a goal for higher education is elusive for many disciplines. We discuss outcomes from a workshop and strategies for constructing courses across the university architecture to geography.</td>
<td>Cosmo C</td>
</tr>
<tr>
<td>Catherine H. Monaghan</td>
<td>History and Philosophy of Adult Education</td>
<td>Dr. Charles S. Johnson: His influence on the Civil Rights Movement work at Highlander</td>
<td>Session will discuss the untold story of Dr. Charles S. Johnson and his influence on the Highlander Adult Education Center and their involvement in the Civil Rights Movement.</td>
<td>Theory A</td>
</tr>
<tr>
<td>Paul Bryant</td>
<td>Professional Development</td>
<td>Purpose-Living Leadership</td>
<td>This training refocuses educators on their mission and will inspire to tackle the daily challenges of the profession.</td>
<td>Discovery A</td>
</tr>
<tr>
<td>Alan B. Knox</td>
<td>International Adult Education</td>
<td>Practicing Praxis</td>
<td>Exploring change, learning and adult roles can enable educational innovators to strengthen connections between theory and practice (praxis). Discussing creativity and collaboration will enhance participants' commitment to increase educational impact.</td>
<td>Discovery B</td>
</tr>
<tr>
<td>Sara Glaser</td>
<td>AHEA</td>
<td>Conceptions of academic and personal development in mature students finishing an EAP course: Intertwining narratives</td>
<td>Mature students in a 4 semester English for Academic Purposes course face unusual challenges. In-depth interviews with 2 students reveal the students' conceptions of their academic and personal development.</td>
<td>Concept A</td>
</tr>
<tr>
<td>Robert L. Smith, Stephanie Stalmah</td>
<td>Labor - Workforce Development</td>
<td>Educational Altruism: Learners Giving Back to Community</td>
<td>Altruism will be explored within workplace programs where the construct is part of a Vision of Learning. Four types of educational altruism have been identified: inspiring examples will be provided.</td>
<td>Concept D</td>
</tr>
<tr>
<td>Jonathan E. Taylor</td>
<td>Adult Learning</td>
<td>Conceptual Change Theory and Adult Learning</td>
<td>Presenter will synthesize conceptual change frameworks with adult education scholarship, suggesting that theory and research in this area provide sophisticated theory-building capacity and enhanced teaching strategies for adult learning.</td>
<td>Cosmo D</td>
</tr>
<tr>
<td>Wei-ni Wang</td>
<td>Community College</td>
<td>Community College Leadership in Taiwan: A Delphi Study</td>
<td>Few empirical studies had been done to understand community college leaders in Taiwan. Therefore, this study aims to explore these leaders' characteristics for better understanding the nature of the position.</td>
<td>Concept B</td>
</tr>
</tbody>
</table>
## Conference Schedule

### Wednesday, November 2, 2011

**3:00 pm - 3:45 pm**

<table>
<thead>
<tr>
<th>Presenter(s)</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Joshua T. Fischer, Keith Studebaker</td>
<td>Colleges and Universities</td>
<td>Adult &amp; Distance Education as Institutional Mission Driver</td>
<td>Reviewing case studies, the session will cover the need for adult and distance programming at colleges, the ability of the same to accomplish institutional mission, and principles of good practice.</td>
<td>Studio Six</td>
</tr>
<tr>
<td>Nancy Fire, Ramo J. Lord</td>
<td>Professors of Adult Education</td>
<td>Using a CHAT Lens to Examine Learning of Traditional Native American Virtual Learners</td>
<td>Presenters facilitate a cultural historical activity analysis of learning interactions that occurred within three online courses involving traditional Native American adult learners who were participants in a qualitative study.</td>
<td>Theory B</td>
</tr>
<tr>
<td>Steven B. Frye</td>
<td>Religious Adult Education</td>
<td>Adult Religious Education and Distance Learning: Forays into New Frontiers</td>
<td>Religious groups and organizations are discovering new ways to deliver education beyond their walls. This session will explore some of the creative distance learning tools being utilized by faith-based groups.</td>
<td>Studio Two</td>
</tr>
<tr>
<td>Karin Sprow</td>
<td>Adult Learning</td>
<td>The Role of Community in the Adult Financial Literacy Education Classroom</td>
<td>The role of the creation community in adult learning will be addressed, based on case study research of a financial education program targeted for Latina single mothers.</td>
<td>Studio Four</td>
</tr>
<tr>
<td>Brendan Guenther, John William Medendorp, John Dirks</td>
<td>International Adult Education</td>
<td>Creativity and change: International development and teacher improvement in higher education through open educational resources</td>
<td>This session addresses the potential contributions that open educational resources can make to instructional capacity building efforts in higher education in developing countries when applied within a democratizing process.</td>
<td>Studio Three</td>
</tr>
<tr>
<td>Kathleen Fabrikant, Patricia Coberly Holt, Linda Sayre</td>
<td>Adult Learning</td>
<td>Contemporary Students, the University and a Sustainable World: How does it all work together?</td>
<td>This session will explore how three entities; universities, young adults; and the corporate world, must learn to work together for a sustainable future.</td>
<td>Vision</td>
</tr>
<tr>
<td>Alan Mandell, Xenia Coulter</td>
<td>AHEA</td>
<td>From Individualized Learning to the Personal Learning Environment: The Realization of a Dream?</td>
<td>With new technologies, adults can now create &quot;personal learning environments&quot; (PLE). Do such PLEs represent meaningful individualized learning?</td>
<td>Regency</td>
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### Roundtables

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<thead>
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<tbody>
<tr>
<td>Bo Chang</td>
<td>Adult Learning</td>
<td>Reflection on Academic writing in the writing community</td>
<td>This roundtable discussion will invite the audience to reflect on several major issues in academic writing, including the structures of the writing community, tools that facilitate writing, and writing environment.</td>
<td>Network</td>
</tr>
<tr>
<td>David Deggs</td>
<td>Community and Non-formal Education</td>
<td>Can Community Education Programs Still Support Social Capital Development?</td>
<td>Citizens' dispositions toward participation in current leisure learning programs will be discussed. Impact on social capital observed through a recent community education program evaluation will be discussed.</td>
<td>Network</td>
</tr>
<tr>
<td>Donna Hucul, Carolyn Bird</td>
<td>Literacy issues</td>
<td>An Exploration of Factors that Predict Financial Literacy of Undergraduate College Students in North Carolina</td>
<td>Financial literacy is a valuable measure of knowledge toward successful financial capability. This session will consider which predictors might provide insight into how students can achieve higher financial literacy levels.</td>
<td>Network</td>
</tr>
<tr>
<td>Anna Cohen Miller, Joellen Coryell, Robin Redmon Wright</td>
<td>Distance Learning and Technology</td>
<td>Technology and the Internet: A form of oppression or liberation?</td>
<td>Technology and the internet are increasingly utilized in adult education. The power of these tools can be regarded as hegemonic practices, thus leading to either oppressive or liberative applications.</td>
<td>Network</td>
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# Conference Schedule

**Thursday, November 3, 2011**

**3:00 pm - 3:45 pm**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Kathryn McAtee, Catherine A Hansman</td>
<td>Professional Development</td>
<td>A Discovery of Creative Professional Development Opportunities: Challenges to Faculty Development?</td>
<td>Faculty development is impacted by the current challenging economic situations. This discussion will focus on how faculty members remain current given the demanding changes in pedagogical trends and budget cuts.</td>
<td>Network</td>
</tr>
</tbody>
</table>

**4:00 pm - 5:15 pm**

- **Open Commission Meetings**
  - Commission of Adult Basic Education & Literacy (CABEL) and Commission of Affiliate Organizations (CAO) **Location:** Discovery A
  - Commission of Community, Minority and Non-Formal Education (CCMNFE) **Location:** Discovery B
  - Commission of Workplace & Professional Development (CWPD) **Location:** Studio Five
  - Commission of Program Management (CPM) **Location:** Studio Six

**5:30 pm - 7:30 pm**

**Make Dinner Connections and Discuss "Burning Issues"**

Join a group for dinner or meet casually in the Connection Central to discuss issues close to your heart and adult education work. Post your interests on the CC board early in the day and see who will join you or sign up to join other groups.

**Location:** Connection Central - Studio One Lounge

**6:00 pm - 9:00 pm**

**Social Networking Reception - Food, Music & Fun!**

($)25 Reservations Required. Cash Bar) Indianapolis Artsgarden

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**Thursday, November 3, 2011**

**6:45 am - 8:45 am**

Breakfast on Your Own

**7:00 am - 8:45 am**

Graduate Student Forum & Breakfast (reservations required) **Location:** Cosmopolitan AB

**7:30 am - 9:00 am**

Past Presidents’ Breakfast (by invitation) **Location:** 1 South Restaurant. Level 1

**8:00 am - 5:00 pm**

Exhibits Open (last day of exhibits)

**9:00 am - 5:00 pm**

Conference Registration Open

**8:00 am - 9:00 am**

Social Networking “Hooking Up” and Social Media Conversations

Stop by, get social media tips, and set up your Smart Phone or computer for the AAACE Ning, Twitter, Facebook, Members helping Members, Linked In and more…. See the Posts for the day! **Location:** Connection Central - Studio One Lounge

**8:00 am - 8:45 am**

Concurrent Sessions & Roundtable Discussions (6)

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<table>
<thead>
<tr>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>Bolante Clara Simeon-Fayomi, Abimbola Olugbenga Fayomi</td>
<td>Women's Issues, Status and Education</td>
<td>Can i have a space? Experiences of Young Female Academics in a Nigerian Universities</td>
<td>The University system provide little or no provision for young female academic work spaces essential for skill development and career enhancements. Results shows lack of mentorship, discrimination and excessive workload as success inhibitions.</td>
<td>Concept A</td>
</tr>
<tr>
<td>Simon Sinwoong Park</td>
<td>Religious Adult Education</td>
<td>How Can a Today's Christian Adult Educator Respond to a More Complex World?</td>
<td>Hereto traditional Christian adult educators have mostly held a &quot;Sunday school&quot; setting focused on internal-cognitive change, so that socio-cultural understanding of learning (CHAT) is necessary for today's' complex world.</td>
<td>Concept B</td>
</tr>
<tr>
<td>Catherine Winters</td>
<td>Continuing Professional Education</td>
<td>An Ecological Model of Continuing Learning in Nursing</td>
<td>An ecological model of continuing learning in nursing, extends the literature on adult learning theories and motivations toward learning as they relate to a degree completion program in nursing.</td>
<td>Concept C</td>
</tr>
<tr>
<td>Alexandra Bell, Christos Anagiotos</td>
<td>Adult Learning</td>
<td>Learning to be Human: An introduction to Mirror Neurons</td>
<td>Empathy. Intentionality. Communication. Sociality. Mirror neurons enable learning from each other; learning to be human. We will explore current brain research and implications for practice in various adult learning contexts.</td>
<td>Concept D</td>
</tr>
<tr>
<td>Presenter(s)</td>
<td>Strand</td>
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<tr>
<td>Kathy D Lohr</td>
<td>Aging</td>
<td>Personal and cultural generativity: Capturing knowledge through life-story writing</td>
<td>Research on lifelong learners participating in a life-story writing class and monthly writers group at a learning-in-retirement program and the resulting impact on personal legacy and cultural generativity is presented.</td>
<td>Cosmo A</td>
</tr>
<tr>
<td>Stacey Watson</td>
<td>At-Risk Population</td>
<td>Drop-in Nation: Holistic Education for At-Risk Learners</td>
<td>Designed for educators in non-traditional and Adult Education programs, this workshop serves as an overview for Holistic Education curriculum creation and classroom practice that excites, engages and retains the at-risk learner. Participants will receive relevant and useful information that can easily be adapted into immediate classroom practice.</td>
<td>Cosmo B</td>
</tr>
<tr>
<td>Fred Prasuhn</td>
<td>Online Learning</td>
<td>A Modern Day Literacy Problem/Computers!</td>
<td>Digital native? immigrant? illiterate? We face technologies that were not in use a few years ago. Basic skills and knowledge exist in order to be computer literate in today's world.</td>
<td>Studio Six</td>
</tr>
<tr>
<td>Cedric Kenner</td>
<td>Military Education and Training</td>
<td>An Examination of the Factors Influencing Integration and Retention of Ethnically Diverse Modern Military Veterans in American Higher Education</td>
<td>This study examines the transitional challenges of ethnically diverse military veterans who are participants at a predominately white four year educational institution. This study will focus on the integration and retention of ethnically diverse military veterans in an effort to identify factors that contribute to attrition in college. This study will also contribute to the field of higher education and student affairs by providing valuable information on the transitional challenges of military veterans who are eligible for the Montgomery G.J. Bill.</td>
<td>Cosmo C</td>
</tr>
<tr>
<td>Royce Ann Collins</td>
<td>Distance Learning and Technology</td>
<td>Wikis: The Collaborative Experience and Use</td>
<td>This session reports research and demonstrates how a wiki (collaborative website space) can be used in courses to promote deeper learning and as an advising/cohort tool with doctoral students.</td>
<td>Studio Three</td>
</tr>
<tr>
<td>Rebecca Grassl</td>
<td>Adult Numeracy</td>
<td>Developmental Mathematics and the Adult Learner: An Equation for Success</td>
<td>This research examines the connection between motivation, learning strategies, and mathematics anxiety and the success of non-traditional students in developmental mathematics classes at an urban postsecondary institution.</td>
<td>Studio Two</td>
</tr>
<tr>
<td>Jim Berger</td>
<td>Adult Learning</td>
<td>Classroom Culture and its Impact on Learning: Looking at Cultural Markers in Instructional Settings</td>
<td>Participants will learn more about how learners from various cultures are impacted by specific approaches and classroom environments. Cultural markers will be identified and techniques will be described.</td>
<td>Theory B</td>
</tr>
<tr>
<td>Diana Adele Wyatt, Anna Graf Williams</td>
<td>Professional Development</td>
<td>Making the Most of What You've Got Using Professional Portfolios to Document Your Experience</td>
<td>Explore using Professional Portfolios for your own career development and advancement, then pass along these tips and ideas to your adult learners. Your prior experience can pay off big!</td>
<td>Theory A</td>
</tr>
<tr>
<td>Robin K. Ellert, Don S. Stumpf</td>
<td>Counseling and Adult Learner Services</td>
<td>War and Peace: Academic Counseling Best Practices for Soldiers/Families in a Complex Military Environment</td>
<td>An examination of best practices associated with the academic advisement and educational counseling of soldiers and family members.</td>
<td>Discovery A</td>
</tr>
<tr>
<td>M. Joanne Kantner</td>
<td>Adult Numeracy</td>
<td>Adult Mathematics Learning in a Complex World of Changing Postsecondary Policies</td>
<td>The session introduces the college &amp; career readiness model and facilitates discussions on implications of common core standards, PARC Assessment, and VFA to adult, workforce, and community college mathematics education.</td>
<td>Discovery B</td>
</tr>
<tr>
<td>Joann S. Olson</td>
<td>AHEA</td>
<td>Re-Defining Success: The Post-College Career Experiences of First-Generation Adult College Graduates</td>
<td>Contrary to assumptions about the career directedness of adult learners, recent research suggests first-generation college students struggle to reconcile ideas of &quot;career&quot; and &quot;success&quot; in post-college work-related experiences.</td>
<td>Regency</td>
</tr>
<tr>
<td>Pi-Chi Han</td>
<td>Human Resource Development</td>
<td>Social Constructivism as a Theoretical Foundation for Intercultural Competency</td>
<td>Social constructivism theory has attempted to examine the importance of culture and context in forming understanding. It has provided the theoretical framework in acquiring intercultural competence.</td>
<td>Vision</td>
</tr>
</tbody>
</table>
**Conference Schedule**  
**Thursday, November 3, 2011**

**9:15 am - 11:30 am**  
Special Workshop Session - Open to all & no fee  
**Dialoging with Adult Audiences: Lifelong Learning in Museums and Cultural Institutions**  
Elle Wood, Robin Redmon Wright, Marilyn McKinley Parrish, Ed Taylor, Natasha Flowers, Cathy Burton, Susannah Koerber. Join local museum professionals and nationally known adult learning experts in exploring the unique needs of adults in lifelong learning at cultural institutions. This morning workshop explores different approaches for adults as individuals as well as those in a part of a family group. Topics include engaging teachers in professional development, museums as sites for social change/transformational learning, the needs of adults in family learning and finally, the unique investment of engaging volunteers and docents as participants in the learning process for all visitors. This event presented by the American Association for Adult and Continuing Education (AAACE) in partnership with Association for Indiana Museums (AIM) and the Indiana State Museum and Historic Sites Corporation.  
*Location: Indiana State Museum - Level 2, Oscar C. McCulloch School No. 5. The Indiana State Museum is located 2 blocks west of the Hyatt at 650 West Washington St.*

**9:00 am - 9:45 am**  
Concurrent Sessions & Roundtable Discussions (7)

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<tr>
<td><strong>Information session on publishing in Adult Education Quarterly Journal, Canadian Journal for the Study of Adult Education, Journal of Transformative Education and Adult Learning</strong></td>
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<td>Studio Five</td>
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</tbody>
</table>
| Kathleen P King  
Colleges and Universities | Belizean Women Share Perspectives on Leadership in Higher Education : Crossing Roles and Nations | Transformative learning frames the stories of Belizean women leaders discussing turning points and changes across their careers in this research. This interactive session highlights transnational experiences and flexible role relationships. |  | Concept A |
| Erin Culpepper,  
Ramo J. Lord  
Distance Learning and Technology | Shifting Pedagogy: Exploring efficacy in online instruction with Web 2.0 and digital reading comprehension | Designed to inform session participants about increasing need for high educator self-efficacy in online instruction. This presentation will include Web2.0 tools and online instructional models to aid digital reading comprehension. |  | Concept B |
| Linda Murawski,  
Karen Carter  
Adult Learning | Adult Learning and "Wicked" Problems: Ideas, Impacts, and Issues | This session explores the notion of "wicked" problems (versus "tame") and the impact on adult learners. Wicked problems are not evil but complex; they often defy formulations and easy solutions. |  | Cosmo B |
| QI Sun  
International Adult Education | The Confucian Way of Learning on Holistic Human Development | The Confucian learning exemplifies holistic development of human beings via lifelong learning and cultivation from multi-dimensions and approaches. It calls for a reconsideration of the current goals of lifelong learning. |  | Concept D |
| C. Amelia Davis  
Aging | You are only as old as you feel: A narrative approach to adult development | Using a framework of critical gerontology, this session presents narratives from four African American males over the age of 50 to demonstrate a narrative approach to aging and adult development. |  | Concept C |
| Dave Callaway  
Colleges and Universities | Building a Customized, Real-Time Communication Strategy for Each Adult Learner | Higher recruitment and retention is often dependent on effective outreach. Learn how communication preferences and customized information can help you establish a consistent, high level of personal student contact. |  | Theory B |
| Rachel Wlodarsky,  
Howard Walters  
Colleges and Universities | Negotiating the Complex World of Higher Education Using Reflection | This session will review current pressures on higher education institutions, and describe a path for reflection to inform and guide decision making in these institutions. |  | Cosmo C |
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<tbody>
<tr>
<td>Elice E. Rogers, Catherine H. Monaghan</td>
<td>Professors of Adult Education</td>
<td>Talking radical, Talking difference: Women adult education professors engaging student conversations about privilege and race</td>
<td>This session will provide a space to examine conversations, about privilege, race, and silence, and why this examination in society and the classroom is still considered radical.</td>
<td>Discovery A</td>
</tr>
<tr>
<td>Micki Voelkel, Kit Kacirek</td>
<td>Adult Learning</td>
<td>Making a Difference: Generativity as a Motivating Factor in Life-Long Learning</td>
<td>This qualitative case study of a life-long learner uses oral history to illustrate the connection between generativity—the commitment to the well-being of future generations—and motivation to learn in later life.</td>
<td>Studio Six</td>
</tr>
<tr>
<td>Rosemary Caffarella, Sandra Daffron</td>
<td>Professional Development</td>
<td>Planning Programs for Adults: Views from the Past, Present and for the Future</td>
<td>Explored is the Interactive Model of Program Planning, and how this model has changed over time, and why, and what the future holds for changes in the planning process.</td>
<td>Discovery B</td>
</tr>
<tr>
<td>Elizabeth Tisdell, Perdeta Bush</td>
<td>Professors of Adult Education</td>
<td>Seeking Wisdom in a Complex World: Spiritual Journeys, Spiritual Pilgrimage and Adult Learning</td>
<td>This session will discuss as study of the spiritual journey of a multicultural group of adult educators over a 10 year period, its connection to wisdom, and spiritual pilgrimage.</td>
<td>Theory A</td>
</tr>
<tr>
<td>Melanie S. Jones</td>
<td>Online Learning</td>
<td>Program Transition in the Era of Technology</td>
<td>This session explores the process used in converting longstanding traditional graduate programs into an entirely online delivery system. Successes, lessons learned, evaluation, program reporting, and implementation model will be discussed.</td>
<td>Cosmo A</td>
</tr>
<tr>
<td>Henry S. Merrill, Clare D. Klunk</td>
<td>Affiliate and Association Leadership</td>
<td>Pay It Forward: The Heart of Volunteering</td>
<td>This interactive session will explore three perspectives: the individual volunteer; the leader/manager recruiting volunteers; and the organization’s need to retain and develop volunteers for leadership positions.</td>
<td>Studio Four</td>
</tr>
<tr>
<td>Tom Buckmiller</td>
<td>Minority and Human Rights</td>
<td>Learning to Lead in Indian Country: Insights from Aspiring Native American School Leaders</td>
<td>The findings of this qualitative study provide insights regarding how tribal sovereignty, self-determination, and decolonization inform the leadership beliefs of aspiring Native American school leaders in graduate school.</td>
<td>Studio Two</td>
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</tbody>
</table>

**International Journal of Mentoring and Coaching in Education**

The *International Journal of Mentoring and Coaching in Education* (IJMCE) is a new publication from Emerald Group Publishing that will launch in 2012.

IJMCE is the only international journal for mentoring and coaching in education and invites and supports contributors from any educational context where mentoring and coaching initiate and sustain learning.

For more information please visit the journal's website: [www.emeraldinsight.com/ijmce.htm](http://www.emeraldinsight.com/ijmce.htm)
<table>
<thead>
<tr>
<th>Presenter(s)</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
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<tbody>
<tr>
<td>Anne M Shibata</td>
<td>International Adult Education</td>
<td>Faculty Development for Intercultural Classrooms</td>
<td>How do cross-cultural learning styles influence adult student perception and behavior? This session explores the impact of increasingly borderless classrooms, where learners from various cultures with differing expectations interact.</td>
<td>Concept A</td>
</tr>
<tr>
<td>Aliki Nicolaides</td>
<td>Adult Learning</td>
<td>Leading Adult Learning: Learning to Meet the Complex Demands of early 21st Century Life, Work, and Society through Developmental Action Inquiry</td>
<td>We live in interesting times: complex, volatile and ambiguous. These circumstances place overwhelming demands on adults, challenging the capacities of most adults learning. Such learning requires inquiry in action.</td>
<td>Theory A</td>
</tr>
<tr>
<td>Heather Brown</td>
<td>Community and Non-formal Education</td>
<td>Wielding the Scarlet F: Auto-Ethnography and the War on Weight Bias</td>
<td>Despite significant increases in weight discrimination, the “War on Obesity” does not address stigmatization. I argue that autoethnography by fat educators is the most effective method to challenge weight discrimination.</td>
<td>Discovery B</td>
</tr>
<tr>
<td>Glenda Denise Knight, Maria Martinez Witte</td>
<td>Literacy Issues</td>
<td>Health Literacy: Are registered nurses prepared to intervene on behalf of patients?</td>
<td>Health literacy is an independent determinant of health status. Nearly half of American adults have limited health literacy. Study reveals nurses may not be adequately prepared to intervene for patients.</td>
<td>Concept C</td>
</tr>
<tr>
<td>Susan Yelich Binniecki</td>
<td>Professors of Adult Education</td>
<td>Internationalizing Adult Education Curricula: Practical Strategies for the Undergraduate and Graduate Levels</td>
<td>This session will incorporate a discussion of internationalization efforts in participants’ contexts followed by a presentation of potential strategies to integrate international content in adult education curricula.</td>
<td>Concept B</td>
</tr>
<tr>
<td>Kenyetta Nelson-Smith</td>
<td>Community and Non-formal Education</td>
<td>BOLD Learners: Implementing Col Model for Adult Development</td>
<td>Utilizing formal and informal instruction, the Building Opportunities through Leadership Development (BOLD) program teach adults through the Community of Inquiry model how to become leaders in their communities.</td>
<td>Studio Three</td>
</tr>
<tr>
<td>Mr. Adam Hilton</td>
<td>Colleges and Universities</td>
<td>Do You Want to Engage in Interactive Marketing, but Don’t Know Where to Start?</td>
<td>Interactive marketing can be an effective means to reach and generate interest among adult learners. This session will present a how-to guide for evaluating and implementing interactive marketing strategies.</td>
<td>Theory B</td>
</tr>
<tr>
<td>Marcia L. Taylor</td>
<td>Labor - Workforce Development</td>
<td>Flipping into the Zeitgeist: From Steelworker to Citizen Journalist</td>
<td>Join the presenter in discussing the development of a pilot course on Citizen Journalism from curriculum writing to implementation and outcomes. This course, delivered at a steel mill, was developed in conjunction with the ICD and the USW.</td>
<td>Concept D</td>
</tr>
<tr>
<td>Anita Connelly-Nicholson</td>
<td>Health Education</td>
<td>Stress in Hispanic Women Enrolled in Selected Medical Schools in Texas</td>
<td>The intensity of medical school coupled with the stress that engulfs them from worry about failure in school and worry about student loans causes high stress.</td>
<td>Cosmo C</td>
</tr>
<tr>
<td>Astrid Setrecht</td>
<td>Adult Learning</td>
<td>From Exception to Normality? Informal Learning in the Context of a Life-Threatening Disease</td>
<td>This lecture shows the results of a qualitative study on the learning processes of women with breast cancer.</td>
<td>Vision</td>
</tr>
<tr>
<td>Katherine Safford-Ramus</td>
<td>Adult Numeracy</td>
<td>A Decade of Doctorates: Lessons from Adult Mathematics Education Dissertation Research</td>
<td>The presenter will discuss major themes that emerge from a study of dissertations in adult mathematics education over the past decade and will summarize key findings reported therein.</td>
<td>Cosmo A</td>
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</table>
## Conference Schedule

**Thursday, November 3, 2011**  
10:00 am - 10:45 am

<table>
<thead>
<tr>
<th>Presenter(s)</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
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<tbody>
<tr>
<td>Susan Isenberg</td>
<td>Online Learning</td>
<td><strong>Generation Y Online Learners: Building on Their Intrinsic Bias Toward Connectivity for Complex Online Learning</strong></td>
<td>An innovative online learning strategy for complex subject matter challenges the teacher-centered limitations of the BlackBoard Learning System and builds on Generation Y's intrinsic bias toward interconnectivity (desire for connectedness).</td>
<td>Cosmo B</td>
</tr>
<tr>
<td>Nozella L. Brown, Royce Ann Collins</td>
<td>Cooperative Extension</td>
<td><strong>Baby Boomers and Net Generation: Who is Mentoring Who?</strong></td>
<td>This case study explores how mentoring public health interns at an urban county extension office creates a challenging reciprocal relationship as the differences between the generations' expertise intersect.</td>
<td>Studio Five</td>
</tr>
<tr>
<td>Melanie S. Jones</td>
<td>Adult Basic Education</td>
<td><strong>Incorporating Kentucky Core Standards in Adult Basic Education</strong></td>
<td>Kentucky was the first state to formally adopt the Common Core State Standards. This session examines the implementation of these standards into the statewide Adult Basic Education curriculum.</td>
<td>Studio Two</td>
</tr>
<tr>
<td>Pooneh Lari</td>
<td>Online Learning</td>
<td><strong>Internationalizing distance education: A developmental journey</strong></td>
<td>This presentation explains process for developing online international masters program. To internationalize education, domestic/international students are paired for collaboration, knowledge creation, and to experience cultures and diversity in global community.</td>
<td>Studio Six</td>
</tr>
<tr>
<td>Patricia Haynes, Kathy Peno</td>
<td>Labor - Workforce Development</td>
<td><strong>Breaking the Cycle: Coaching Techniques to Move from Margin to Mainstream</strong></td>
<td>The presenters will share coaching/motivational techniques used to move marginalized populations from generational/situational poverty to self-direction in life and work situations. Strategies include team building, self-reflection and cultural awareness.</td>
<td>Studio Four</td>
</tr>
<tr>
<td>Danney Ursery, Elliott Lauderdale</td>
<td>AHEA</td>
<td><strong>Reflection: From Theory to Practice</strong></td>
<td>This interactive session discusses different ways adult students are asked to reflect upon their lives and learning in the areas of civic engagement and ethics.</td>
<td>Regency</td>
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## Roundtables

<table>
<thead>
<tr>
<th>Presenter(s)</th>
<th>Strand</th>
<th>Title</th>
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<th>Room</th>
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<tbody>
<tr>
<td>Eugene Rinaldi, Donna Clesen</td>
<td>Professional Development</td>
<td><strong>Building a faculty learning community vs in-service training</strong></td>
<td>A sharing of notions and experiences of how best to build a community of learning among cross disciplined adjunct and full time faculty.</td>
<td>Network</td>
</tr>
<tr>
<td>Clare D. Klunk</td>
<td>Online Learning</td>
<td><strong>Online Learning: The impact of social networking media and Web 2.0 tools on instructional practice.</strong></td>
<td>Join us to explore how social networking media and Web 2.0 tools impact our online instructional practices. Dialogue will focus on key topics: maximizing evolving technology, student expectations, and organization expectations.</td>
<td>Network</td>
</tr>
<tr>
<td>John D. Harrison</td>
<td>Colleges and Universities</td>
<td><strong>Client, Consumer, Customer, or Student: Adult-friendly classrooms and the student consumption of higher education</strong></td>
<td>Session explores the challenges educators face when trying to implement an &quot;adult friendly&quot; classroom experience while addressing the ever growing perception of students as consumers of Higher Education.</td>
<td>Network</td>
</tr>
<tr>
<td>Darcia L. Simpson, Catherine A Hansman, Jonathan E. Messemer, Ellice E. Rogers</td>
<td>Aging</td>
<td><strong>Understanding How African-American Third Agers Perceive Themselves as Adult Learners in Our Complex World</strong></td>
<td>This session will discuss the findings of a pilot study which explored how African-American Third Agers perceive themselves as adult learners, and to understand their attitudes towards life-long learning.</td>
<td>Network</td>
</tr>
<tr>
<td>Maria Martinez Witte, James E. Witte</td>
<td>International Adult Education</td>
<td><strong>Overview of Learning Styles and Culture</strong></td>
<td>This roundtable will be an overview of learning styles and culture. Join us for a conversation about learner's preferences and how they are affected by cultural beliefs, attitudes, and values.</td>
<td>Network</td>
</tr>
<tr>
<td>Kimberly Burgess</td>
<td>Online Learning</td>
<td><strong>Reflecting at the Speed of Light: Facilitating Critical Thinking in Online Accelerated Courses</strong></td>
<td>Students' opportunities, willingness, and capacities to sufficiently reflect on their learning experiences are examined in this developing study of an accelerated online graduate course in an adult education program.</td>
<td>Network</td>
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## Conference Schedule
Thursday, November 3, 2011

**11:00 am - 11:45 am**  
Concurrent Sessions & Roundtable Discussions (9)

<table>
<thead>
<tr>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>Christine Fiorite</td>
<td>Colleges and Universities</td>
<td>Internationalization of Higher Education: Sharing our Experiences, Examining our Role and Preparing for the Future</td>
<td>This presentation will examine the goals, strategies and implications of internationalization in U.S. higher education and open a dialogue regarding the role of faculty in internationalization.</td>
<td>Cosmo C</td>
</tr>
<tr>
<td>Bob Hughes</td>
<td>Distance Learning and Technology</td>
<td>Instructional Technologies: Promises and Problems. What about the learners?</td>
<td>This session provides a framework for implementing instructional technologies in ways that are consistent with learners' needs. The presenter and participants will generate practical examples that instructors can immediately use.</td>
<td>Discovery A</td>
</tr>
<tr>
<td>Xenia Coulte, Alan Mendelir</td>
<td>Colleges and Universities</td>
<td>Would All of Higher Education Be Improved If Segregation by Age Were Eliminated?</td>
<td>Those interested in university education are invited to consider whether the integration of currently segregated adult and traditional-aged students in today's colleges might result in improved learning opportunities for both.</td>
<td>Discovery B</td>
</tr>
<tr>
<td>Lisa Merriweather</td>
<td>Colleges and Universities</td>
<td>Othermothering: The Missing Ingredient in the Recipe for Effective Mentoring</td>
<td>Previous research has established that students attribute successful persistence to good mentoring. This paper explores the potential of the concept of as a guide to developing effective mentorships.</td>
<td>Concept A</td>
</tr>
<tr>
<td>Virginia L Heaven</td>
<td>Colleges and Universities</td>
<td>Practice versus Punishment: Guiding Students towards Self-Directed Learning</td>
<td>Practice versus Punishment proposes that the process of co-authoring classroom behavior protocols with students promotes both self-regulation and a group dynamic related to learning goals rather than regulations.</td>
<td>Theory A</td>
</tr>
<tr>
<td>Johnie L. Reed</td>
<td>Adult Learning</td>
<td>Who's First? Andragogy: Using the Cultural Perspectives of the Classroom to Enhance Adult Learning.</td>
<td>Building collaborative practices, in adult education, that cultivate the 3S model of understanding among adult learners in today's multicultural-multigenerational classroom.</td>
<td>Theory B</td>
</tr>
<tr>
<td>Anna Graf Williams</td>
<td>Continuing Education Administration</td>
<td>Making Adult Education Profitable Measuring Success</td>
<td>Explore the top 10 ways to generate revenue in your program by maximizing local community, dialing into adult demographics, and optimizing return on investment for the institution and employers.</td>
<td>Studio Six</td>
</tr>
<tr>
<td>Sean Dickerson, Micheal Dove, Waynne James</td>
<td>Health Education</td>
<td>Learning experiences of African-American males' interaction with iPad technology</td>
<td>The learning experiences of African-American males' interaction with iPad technology and Lay Health Advisor as a catalyst to a positive health and wellness informed decision making process.</td>
<td>Studio Three</td>
</tr>
<tr>
<td>Glenn A. Palmer, Lorenzo Bowman</td>
<td>Professors of Adult Education</td>
<td>Addressing Generational Diversity in the Classroom Environment: Teaching and Learning Strategies.</td>
<td>Research indicates learning styles and preferences across generations are significantly different. Adult educators who ignore the reality of generational diversity, run the risk of not engaging a large proportion of students.</td>
<td>Cosmo B</td>
</tr>
<tr>
<td>Kenneth Kungu, Felistus K Kinyanjui, Krisanna Machimes</td>
<td>Human Resource Development</td>
<td>Assessing the Relationship between Proactive Personality and Self-Directed Learning Readiness</td>
<td>This study aimed at assessing the relationship between proactive personality and self-directed learning readiness in a different cultural setting. Also assessed was the influence of cultural orientations on this relationship.</td>
<td>Concept D</td>
</tr>
<tr>
<td>Horng-Ji Lai, Ming-Lieh Wu, Ai-Tzu Li</td>
<td>Adult Learning</td>
<td>Patterns of adults' participation in informal learning activities in Taiwan</td>
<td>This section presents findings of informal learning experiences expressed by 10,000 Taiwanese adults and examines their involvement related to selected socio-demographic characteristics. This study also makes comparisons of international research.</td>
<td>Cosmo A</td>
</tr>
<tr>
<td>Gina DelSanto</td>
<td>Adult Learning</td>
<td>The Case for Deepening Adult-Education Curricula: Learner Benefit, Teacher Satisfaction, Employer Demand</td>
<td>Employers seek employees who can innovate in multi-conceptual environments. This presentation describes how learning based on foundational cognitive-principles deepens the acquisition of knowledge, skills and, most importantly, conceptual understanding.</td>
<td>Studio Four</td>
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</tbody>
</table>
## Conference Schedule

**Thursday, November 3, 2011**  
11:00 am - 11:45 am

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<thead>
<tr>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>Christy M. Rhodes,</td>
<td>Professional Development</td>
<td>Measuring culturally responsive teaching: A tool for professional development</td>
<td>This workshop will include a presentation and discussion of culturally responsive teaching practices. Participants will use and critique a self-report questionnaire designed to assist adult educators evaluate their teaching.</td>
<td>Studio Two</td>
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<tr>
<td>Carmeda Stokes</td>
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<tr>
<td>George Howell</td>
<td>AHEA</td>
<td>Is it Worth my Time? A Case Study of Onsite, Online and Hybrid Adult Students.</td>
<td>The presenters conducted a large-scale study on the importance of various educational activities among adult students and their satisfaction with these activities.</td>
<td>Vison</td>
</tr>
<tr>
<td>Marion Nesbit</td>
<td>AHEA</td>
<td>The Power of Collaborative Research Groups for Adult Student Populations</td>
<td>This session addresses contexts and practices related to students’ progress through culminating research project requirements. Research results indicate that working in collaboration leads to multiple beneficial outcomes.</td>
<td>Regency</td>
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### Roundtables

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<tr>
<th>Presenter(s)</th>
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<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Geleana Drew Alston</td>
<td>Colleges and Universities</td>
<td>Vehicles to Build Social Capital: Doctoral Student Organizations and Social Media</td>
<td>This roundtable session will give insight on how doctoral student organizations are vehicles to build social capital by providing a system of support on campus and via social media.</td>
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<tr>
<td>Ann Sitomer</td>
<td>Adult Numeracy</td>
<td>Adults' Proportional Reasoning Abilities</td>
<td>Preliminary findings from a study designed to interrogate a deficit model of adult students' mathematical knowledge will be presented. In particular, the study examines adults' proportional reasoning abilities.</td>
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<tr>
<td>Clint Cummings,</td>
<td>Cooperative Extension</td>
<td>Preparing Paraprofessional Nutrition Educators for Life in the County</td>
<td>This session describes materials developed by the University of Tennessee Extension to train paraprofessional nutrition educators working with Supplemental Nutrition Assistance Program participants.</td>
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<td>Laura Bossaer</td>
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<td>Labor - Workforce Development</td>
<td>Best Practices in Training for Workplace Learning Programs</td>
<td>This discussion will consider the overlap between training, adult education and labor education in terms of philosophy and andragogical principles. Participants will discuss and share best practices.</td>
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<tr>
<td>Cecelia Wanger,</td>
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<td>Stephanie Staimah</td>
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<td></td>
<td>Aging</td>
<td>Pathway to a good life: A learning program for older adults</td>
<td>This paper explores how older adult learning is connected with pursuing a good life; specifically, the researcher will introduce a learning program for older adults as the example.</td>
<td>Network</td>
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<tr>
<td>Yi-Yin Lin</td>
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### Poster Sessions

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<th>Presenter(s)</th>
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<th>Abstract</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Valeria Friso</td>
<td>Labor - Workforce Development</td>
<td>Adult education for workers. Effects in Italian companies.</td>
<td>This research deals with life-long learning of Italian workers in an optic that goes beyond the concept of &quot;Human Resources&quot;, favouring the concept of the person.</td>
<td>Cosmo Foyer</td>
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Conferece Schedule

Thursday, November 3, 2011
11:00 am - 11:45 am

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<tbody>
<tr>
<td>Mattyna Stephens, Deborah C Lechuga</td>
<td>At-Risk Population</td>
<td>Making a good faith effort: A case study of an African-American family literacy program</td>
<td>Building a family literacy program for a target population is challenging. We present findings from a case study of a program that proposed to address its surrounding African-American community.</td>
<td>Cosmo Foyer</td>
</tr>
<tr>
<td>Robert Barnes</td>
<td></td>
<td>eConnections: Institutional Collaboration during Online Program Implantation</td>
<td>Implementation of online programs is not only a question of implementing technology. It is important for the entire institution to have a clear collaborative vision to support implementation.</td>
<td>Cosmo Foyer</td>
</tr>
<tr>
<td>Emmanuel Jean Francois</td>
<td></td>
<td>Blending learning by teaching and research informed teaching for adult authorship in learning</td>
<td>This presentation reports the findings from a study that explored the perceived effect of blending strategies of learning by teaching and research informed teaching on adult authorship in learning.</td>
<td>Cosmo Foyer</td>
</tr>
<tr>
<td>Susan Londt</td>
<td>Community and Non-formal Education</td>
<td>Building Community Through Fiber Storytelling and Reflection</td>
<td>Capturing the extraordinary life of an ordinary man (Albert Pyle) through fiber art that builds community among surviving descendents while cementing connections to each other since his passing.</td>
<td>Cosmo Foyer</td>
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</table>

12:00 p.m. - 1:30 pm
AAACE Awards Lunch (reservations required - included in conference fee)
Knowles, Oaks, and Houle Awards (CPAE) and Military Awards (CMET)
Location: Cosmopolitan AB

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

- The Reach of Global Civil Society—Organizations, Networks, Movements - and Adult Education. Marcie Boucavals, Budd Hall, Alan Tuckett:
Join in dialogue with two long-time key catalysts, who continue to influence and shape the role and global reach of adult education in the Civil Society Movement—from the contributions of ICAS, to formats such as the role of poetry and social movements in effecting change. Bring your questions and concerns, hopes and visions to this energizing and informative session.
Location: Cosmopolitan A

- Connecting Adult Education to Sustainability and Issues in Environmental Education. Tuere Bowles, Craig Campbell, John Vann
This session will look at issues in sustainability and environmental education from three perspectives. Dr. John Vann will summarize some of the issues of climate change and potential ways to articulate the urgency in a positive way. Dr. Tuere Bowles will discuss interdisciplinary collaborative funded research projects on greening the curriculum, and Craig Campbell talking about community efforts for making sustainable changes to thoughts and actions.
Location: Cosmopolitan B

Adult educators and workforce development professionals increasingly realize the fundamental importance of aligning the highest-quality provision of basic skills remediation and occupational training. They realize that alignment of these two purposes stands to provide the greatest benefit to adult learners, in terms of increased likelihood of completion, deeper conceptual understanding of both basic- and occupational skills, and enhanced employment prospects. This panel will offer a tour de force overview of the evolving symbiosis between Adult Education and occupational skills training, including policy changes that foster alignment, professional development opportunities for educators, best practices in delivery, and strategies to fund successful programs.
Location: Cosmopolitan C

AAACE 60th Annual Conference • Indianapolis, IN 2011 • 39
Conference Schedule  Thursday, November 3, 2011

- **Exploring Dimensions of Lifelong Learning in Cultural Institutions.** Deborah Leblanc, Marilyn Parrish, Ed Taylor, Robin Redmon Wright
  This session consists of two presentations and dialogue with the audience. Marilyn McKinley Parrish and Ed Taylor's presentation is titled “Cultural Institutions as Sites of Social Change.” Cultural institutions often serve as locations that foster social change. As adult learners engage with cultural institutions such as zoos, parks, libraries, and museums, interaction with alternative perspectives leads to new understanding and social action in society. Robin Redmon Wright's presentation is titled “Joining the collective for a sustainable future: Reconceptualizing adult learning through public pedagogy.” This paper focuses on the interactions between culture, everyday life practices, and learning and development that are often missing from many dominant discourses of adult learning and development within adult education. Co-sponsored by the Commission of Community, Minority & Non-Formal Education.
  Location: Discovery B

- **The Promise of Social Justice Adult Education in the New Millennium.** Juanita Johnson Bailey, Lisa Baumgartner, Tuere Bowles
  In the wake of multiple uprisings and unprecedented social change that we are witnessing around the world, this session explores the promise of social justice in adult education. To provide context for our discussion, we will explore the intellectual genealogy of social justice issues and debates in the Adult Education Quarterly over the past several years. The next segment will explore major themes in our discourse such as public pedagogy, power, politics, and agency. Particular emphasis will be given to how social media has changed the educative dimensions of social justice movements. We conclude the session by collaboratively developing an action and policy agenda related to our responsibilities as educators of adults. Handouts and materials from the session will be available electronically.
  Location: Cosmopolitan D

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<thead>
<tr>
<th>Time</th>
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<th>Location</th>
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<tbody>
<tr>
<td>3:00 pm - 4:00 pm</td>
<td>Connection Central</td>
<td>Studio One Lounge</td>
</tr>
<tr>
<td>3:15 pm - 3:30 pm</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>3:30 pm - 4:15 pm</td>
<td>Concurrent Sessions &amp; Roundtable Discussions (10)</td>
<td></td>
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<tr>
<th>Presenter(s)</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Wendy Griswold</td>
<td>Sustainability and Environmental Adult Education</td>
<td>Advancing Sustainability Education: Transformative Learning and Higher Education</td>
<td>This presentation will present research on the experiences of interior design and engineering majors engaged in learning about sustainability issues within their respective fields.</td>
<td>Discovery B</td>
</tr>
<tr>
<td>Robin Redmon Wright</td>
<td>Adult Development</td>
<td>Critical Informal Learning, Social Media and Fan Identity Development: The Public Pedagogy of Doctor Who</td>
<td>Informal learning from television viewing and the informal learning within fan groups impacts adult identity development. I will discuss these phenomena and ways to incorporate such learning in classroom settings.</td>
<td>Discovery A</td>
</tr>
<tr>
<td>Monica Markovich, Marie Mackintosh</td>
<td>Vocational and Career Education</td>
<td>Transforming Adult Education in Indiana: A Statewide Framework for Adult Career Pathways</td>
<td>Indiana is increasing capacity through new modes of delivery that enable adult education programs to integrate occupational certifications for entry-level positions on a career pathway in a growing industry.</td>
<td>Vision</td>
</tr>
<tr>
<td>Crystal Snider, Carrie Boden McGill</td>
<td>AHEA</td>
<td>Strategies for Promoting Transformative Learning in Online or Hybrid Courses</td>
<td>Distance learning settings provide unique challenges to teachers wishing to promote increased open-mindedness in their &quot;e-classrooms.&quot; This session examines transformative learning theories and strategies for promoting online reflective discourse.</td>
<td>Regency</td>
</tr>
<tr>
<td>Connie Corbett-Whittier, Hilary Peguero</td>
<td>AHEA</td>
<td>Adjunct Academy: Developing a Sense of Community</td>
<td>The number of adjuncts used in university adult programs can make it difficult to ensure quality of instruction. Adjunct Academy addresses the need for targeted orientation and development opportunities.</td>
<td>Theory B</td>
</tr>
</tbody>
</table>
## Conference Schedule

**Thursday, November 3, 2011**  
3:30 pm - 4:15 pm

<table>
<thead>
<tr>
<th>Presenter(s)</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Catherine A. Cherrstrom,</td>
<td>Professors of Adult Education</td>
<td>Advancing Future Educators: Strategies for Improving the Professional Development of Graduate Teaching Assistants</td>
<td>This session will explore strategies for improving the training and professional development of graduate teaching assistants. Key questions regarding current practices and possibilities for the future will be examined.</td>
<td>Studio Six</td>
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<tr>
<td>Dominique T. Chilup</td>
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<tr>
<td>Heather Brown</td>
<td>Community and Non-formal Education</td>
<td>Wielding the Scarlet F: Auto-Ethnography and the War on Weight Bias</td>
<td>Despite significant increases in weight discrimination, the &quot;War on Obesity&quot; does not address stigmatization. I argue that autoethnography by fat educators is the most effective method to challenge weight discrimination.</td>
<td>Studio Two</td>
</tr>
<tr>
<td>Suan A. McLean</td>
<td>Outstanding Service Medallion Recipient</td>
<td>Literacy Partners, NYC</td>
<td>Literacy Partners, NYC, serving over 2,000 students annually presents: Partners United in Strengthening Harlem (PUSH) Literacy Zone - a network of 17 Harlem based organizations. Open to all community members followed by Q&amp;A.</td>
<td>Studio Five</td>
</tr>
<tr>
<td>John D. Holst</td>
<td>Cyril O. Houle Award Recipient</td>
<td>Radicalizing Learning</td>
<td>This session will present a brief overview of the goals and content of the book Radicalizing Learning: Adult Education for a Just World, followed by time for discussion.</td>
<td>Studio Four</td>
</tr>
<tr>
<td>Barb Cherem</td>
<td>Aging</td>
<td>The History of Aging in western civilization thru images in art, photos and literature</td>
<td>This presentation on images of aging in western civilization has been a popular workshop. This session allows participants a wider historical view of aging thru art, photography and literature.</td>
<td>Concept C</td>
</tr>
<tr>
<td>David Stein, Connie</td>
<td>Online Learning</td>
<td>How Instructors Can Foster Online Knowledge Building for Adult Learners</td>
<td>This presentation examines the process of participating in online collaborative knowledge building from the perspective of the adult learners involved and provides a framework to foster knowledge building in class.</td>
<td>Concept A</td>
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<tr>
<td>Wanstreet</td>
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<tr>
<td>Ed Cunliff, Jr., Kristi</td>
<td>Adult Learning</td>
<td>Andragogy-Not Just for Adults Anymore?</td>
<td>This interactive session asks the question: Is Andragogy the most appropriate approach to education, not just for adults, now that knowledge has been disseminated to the public through the internet?</td>
<td>Concept D</td>
</tr>
<tr>
<td>Archuleta Frush, Lee W.</td>
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<td>Nabb</td>
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<tr>
<td>Steven Welland, Robert</td>
<td>Online Learning</td>
<td>Expectations of Teaching Among Online Learners: What Do We Know?</td>
<td>Recent research reveals surprises about learner vs. teacher centered online education. With attention to such work we can re-think what we know and what we do.</td>
<td>Cosmo A</td>
</tr>
<tr>
<td>Hayden, Thomas Valentine</td>
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<tr>
<td>Rosemary Closson</td>
<td>Online Learning</td>
<td>Let's create a problem: Using problem-based video simulations to increase engagement and learning online</td>
<td>The presenter's problem-based video simulation will be demonstrated. Learner outcomes from her course will be shared followed by a discussion of the pros and cons of online simulations.</td>
<td>Cosmo C</td>
</tr>
<tr>
<td>Carmela R. Nanton</td>
<td>Professional Development</td>
<td>Learning to Lead: Social Learning, Social Capital and Social Media in Leadership Development</td>
<td>Social cognitive learning, social capital, and social media will be presented as formal and informal learning strategies and opportunities for the complex nature of contemporary leadership development and succession planning.</td>
<td>Cosmo B</td>
</tr>
</tbody>
</table>

## Roundtables

<table>
<thead>
<tr>
<th>Presenter(s)</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Katherine R Gaulke, Lisa</td>
<td>Health Education</td>
<td>The Great Shimmy Shake Off: Pilot Study Review</td>
<td>Discuss health wellness findings of &quot;The Great Shimmy Shake Off&quot;, an 8-week belly dancing and healthy habit wellness intervention; use of Gardner's Multiple Intelligences and Transtheoretical Model of Change discussion.</td>
<td>Network</td>
</tr>
<tr>
<td>Rappaport Hendrickson,</td>
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<tr>
<td>Katherine L. Davis, Lorilee</td>
<td>History and Philosophy of Adult Education</td>
<td>Defining Adult Education: Voices and Visions of UGA Faculty</td>
<td>A composite definition and a collective vision of the field were identified from short presentations made by thirteen current and emeriti faculty in the University of Georgia Adult Education Program.</td>
<td>Network</td>
</tr>
<tr>
<td>Monica Arboleda-Giraldo</td>
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<tr>
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<tr>
<td>Vivian W Mott</td>
<td>Professors of Adult Education</td>
<td>Re-Examining the Classic Texts in Adult, Continuing, and Higher Education</td>
<td>This session will explore the value and multiple uses of classic, seminal texts in the field of Adult, Continuing, and Higher Education.</td>
<td>Network</td>
</tr>
<tr>
<td>Kevin Mark Roessger</td>
<td>Continuing Professional Education</td>
<td>Reflective practice: What is its impact on instrumental learning in continuing professional education contexts?</td>
<td>This presentation examines the relationship between reflective practice and instrumental learning in CPE. Instrumental learning is a unique adult learning process, and reflective practice's effect on instrumental learning remains unclear.</td>
<td>Network</td>
</tr>
</tbody>
</table>

3:30 pm - 8:00 pm

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

3:30 pm - 3:45 pm  CPAE Welcome to New Members
3:45 pm - 5:00 pm  CPAE Opening Session
5:00 pm - 7:00 pm  CPAE Reception
6:00 pm - 8:00 pm  CPAE Business Meeting
4:30 pm - 5:15 pm  Concurrent Sessions & Roundtable Discussions (11)

<table>
<thead>
<tr>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>Deidre L. Wheaton, La Toya Hart</td>
<td>Literacy Issues</td>
<td>Striking a Balance: Enhancing Reading Comprehension and Writing Proficiency among Adult Learners</td>
<td>Wheaton and Hart will share practical strategies for improving reading comprehension and writing proficiency among adult learners in undergraduate literature and writing courses.</td>
<td>Concept B</td>
</tr>
<tr>
<td>Joellen Coryell, Misty Sailors, Oleksandra Sehin</td>
<td>International Adult Education</td>
<td>International Adult Education and Capacity Building: What's the Connection?</td>
<td>International development projects find adult educators from different cultural/political/social contexts working together for educational change. Literature at the intersection of capacity building and international education provides critical insights for practice.</td>
<td>Concept C</td>
</tr>
<tr>
<td>Lynn Trinko, David Stein, Constance Wanstreet</td>
<td>Adult Learning</td>
<td>Being the other adult learner: What it is like to be at a distance?</td>
<td>Interaction is important in distance education classrooms. Since interaction is vitally important in distance education design, our research investigates the dynamics between host and remote students participating in a videoconference.</td>
<td>Concept A</td>
</tr>
<tr>
<td>Marsha Rossiter</td>
<td>Colleges and Universities</td>
<td>Digital Storytelling as a Capstone Project for Adult Students</td>
<td>Digital storytelling is an exciting blend of narrative and technology that holds enormous potential for enhancing adult learning. Participants will explore the power of student-produced digital stories as culminating projects.</td>
<td>Concept D</td>
</tr>
<tr>
<td>Kevin Currie, Charles Kilfoye</td>
<td>Online Learning</td>
<td>Delivering Online Education On Time, On Budget, With Quality</td>
<td>Online programs are driven by demand for online learning and an institutional strategy for growth. NU Online shows how to build vibrant programs while maintaining quality and faculty/student satisfaction.</td>
<td>Cosmo A</td>
</tr>
<tr>
<td>Kurt W. Schoch, Laura Knight Lynn, Janice Garfield</td>
<td>Colleges and Universities</td>
<td>Community Leadership Development Evaluation: A Model for University/Community Partnership</td>
<td>Results and lessons learned from a university/community partnership developed to evaluate three community leadership development programs will be presented. Faculty collaboration with program leadership will be shared.</td>
<td>Cosmo B</td>
</tr>
<tr>
<td>Catherine Marsh</td>
<td>AHEA</td>
<td>Building an Ethic of Collaboration: Moral Development and Ethical Decision-making in the Classroom and Beyond</td>
<td>This presentation explores the connection between moral development theory, ethics and collaboration through a review of the literature. Implications for behavior and decision-making, in and outside the classroom, are examined.</td>
<td>Regency</td>
</tr>
<tr>
<td>Richard Parsells</td>
<td>AHEA</td>
<td>Lessons from the field: The use of roundtable discussions and reflective assignments as pedagogical tools</td>
<td>This session will explore the results of an instructional strategy of linking in-class roundtable discussions and reflective journaling to further deepen students' understanding of self and core course concepts.</td>
<td>Theory B</td>
</tr>
<tr>
<td>Bonnie Flynn, Claudia Miller</td>
<td>AHEA</td>
<td>To Web Support or Not to Web Support: That Is the Question.</td>
<td>With the increased popularity of adding Web support into face-to-face classes, what effect has this had on learning? This interactive workshop will discuss the pros and cons of blended learning.</td>
<td>Studio Six</td>
</tr>
</tbody>
</table>
**Conference Schedule**  
**Friday, November 4, 2011**

5:30 pm - 7:30 pm  
Make Dinner Connections and Discuss “Burning Issues” Join a group for dinner or meet casually in the Connection Central to discuss issues close to your heart and adult education work. Post your interests on the Connection Central board early in the day and see who will join you or sign up to join other groups. Local Central Indiana ASTD Chapter colleagues will join in! **Location: Connection Central - Studio One Lounge**

8:00 pm - 10:00 pm  
**Triple ACERS Talent Show**
Gabriele Strohschen Folks, we want your smiles and laughter; your sharing of your talent; your risk-taking by sharing your lack of talent; and your good humor about it all! Join in on Thursday evening for a few hours with colleagues in a coffeehouse atmosphere at the 60th Annual AAACE Conference, and applaud the valiant efforts of our colleagues! So, bring your instruments, your props, your costumes, your music ... anything goes, REALLY! We'll have a mic and and karaoke equipment! **Location: Connection Central. Everyone welcome - bring your coffee or beverages from the Starbucks or Level One bar in the Hyatt Lobby.**

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**Friday, November 4, 2011**

7:00 am - 8:15 am  
Continental Breakfast (reservations required, included in conference fee)

7:00 am - 9:00 am  
AAACE Board of Directors Meeting. **Location: Vision**

9:00 am - 12:00 pm  
Conference Registration area open **Location: Cosmopolitan Foyer**

8:00 am - 9:00 am  
Social Networking “Hooking Up” and Social Media Conversations  
Stop by, get social media tips, and set up your Smart Phone or computer for the AAACE Ning, Twitter, Facebook, Members helping Members, Linked In and more.... See the Posts for the day! **Location: Connection Central - Studio One Lounge**

8:15 am - 9:00 am  
Concurrent Sessions & Roundtable Discussions (12)

<table>
<thead>
<tr>
<th>Presenter(s)</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Jerry G West, Ray Watson</td>
<td>At-Risk Population</td>
<td>Target Success at UAFS</td>
<td>Target Success is a program to help at-risk students in developmental education succeed. Students who have failed one developmental educations course are enrolled in the program and are assigned mentors.</td>
<td>Discovery B</td>
</tr>
<tr>
<td>Virginia Phillips</td>
<td>Continuing Professional Education</td>
<td>What do Continuing Professional Education Conference Planners Really Do?</td>
<td>This study identifies the elements that practicing meeting planning professionals utilize in CPE conference planning and which elements they consider the most important.</td>
<td>Cosmo A</td>
</tr>
<tr>
<td>Christy Jean McCormick, Zachary J Carnagey</td>
<td>Continuing Professional Education</td>
<td>A Path to a Community of Practice</td>
<td>This session provides a description of a blended learning professional development curriculum that served a geographically distanced community of practice through the use of technology and sound adult education practices.</td>
<td>Cosmo B</td>
</tr>
<tr>
<td>Dominique T. Chlup</td>
<td>Colleges and Universities</td>
<td>Exploring Artistic Modes of Teaching and Learning in the Adult Education Graduate Classroom</td>
<td>This presentation will share how several forms of creative artistic expression ranging from poetry, performance, photography, and visual arts were used in a graduate adult education course to promote students' learning.</td>
<td>Studio Six</td>
</tr>
<tr>
<td>Lisa Baumgartner</td>
<td>Adult Development</td>
<td>Time and HIV/AIDS Identity Incorporation</td>
<td>Session participants will learn how chronological age, historical time, social time, and the passage of time affected research participants' incorporation of the HIV/AIDS identity into the self.</td>
<td>Concept D</td>
</tr>
<tr>
<td>Vicki Dieffenderfer</td>
<td>Human Resource Development</td>
<td>More Than Just Support: A Scale to Evaluate Supervisor Activities That Impact Training Transfer</td>
<td>The most influential factor for training transfer is the participant's supervisor. This scale evaluates specific supervisor actions that studies have shown to have a tangible impact on training transfer.</td>
<td>Studio Three</td>
</tr>
</tbody>
</table>
### Conference Schedule

**Friday, November 4, 2011**  
8:15 am - 9:00 am

<table>
<thead>
<tr>
<th>Presenter(s)</th>
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</thead>
<tbody>
<tr>
<td>Jovita Ross-Gordon, Ivette Martinez</td>
<td>Colleges and Universities</td>
<td>Transition Challenges of Recent Military Veterans Enrolled as College Students</td>
<td>Findings will be shared from a study of military veterans transitioning to roles as undergraduate students. Themes focus on self-perceptions, campus climate and interactions with faculty and other students.</td>
<td>Discovery A</td>
</tr>
<tr>
<td>Chris Deaton, Jedd Vance</td>
<td>Adult Basic Education</td>
<td>Beyond Compliance: Development and Implementation of Meaningful Data Collection Supporting Client Outcomes and Informed Decision-Making</td>
<td>Learn about Indiana's new web-based data system, INTERS, which goes far beyond capturing information for compliance to aligning longitudinal data supporting meaningful decision-making and comprehensive delivery of adult education services.</td>
<td>Studio Four</td>
</tr>
<tr>
<td>Frank DiSilvestro, Henry S. Merrill</td>
<td>Colleges and Universities</td>
<td>Demonstrating the Value of Lifelong Learning.</td>
<td>This session will describe research conducted on what adult learners achieve with an undergraduate degree for adult learners and what adult learners achieve with a graduate degree for adult learners.</td>
<td>Concept C</td>
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</table>

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<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:15am - 9:40am</td>
<td>CPAE SIG Concurrent Session 1</td>
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<tr>
<td>9:15am - 9:45am</td>
<td>You’re invited to a “Commissions” Open House: Network/and learn more about the action agendas of these important AAACE groups!</td>
<td><strong>Location:</strong> Connection Central - Studio One Lounge</td>
</tr>
<tr>
<td>Host: Margaret Eggleston Featuring: Professors of Adult Education (CPAE) with Howard Walters</td>
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<tr>
<td>9:00am - 11:00am</td>
<td>Connection Central</td>
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<tr>
<td>Meet informally in the Connection Central to discuss issues close to your heart and adult education work. Post your interests on the CC board early in the day and see who will join you or sign up to join other groups.</td>
<td><strong>Location:</strong> Studio One Lounge</td>
<td></td>
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<tr>
<td>9:15am - 10:45am</td>
<td>Workshop Session - open to all Becoming a Global Citizen International Workshop</td>
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<tr>
<td>Martin Baier, Ansuyah Nalken, Peter Kirkwood. As distances shrink and global relations become a part of our everyday life, a new way of thinking is needed to understand our role in the changing arena. What does it mean to be a global citizen? What are the skills, appreciations and knowledge needed to prepare for a global world in which we live?</td>
<td><strong>Location:</strong> Regency</td>
<td></td>
</tr>
<tr>
<td>9:15am - 10:00am</td>
<td>Concurrent Sessions &amp; Roundtable Discussions (13)</td>
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</thead>
<tbody>
<tr>
<td>Londell D. Jackson</td>
<td>Adult Learning</td>
<td>Recommendations for Using Multimedia In the Instruction of Adults with Learning Disabilities</td>
<td>Participants will receive information about effective methods of incorporating multimedia elements in the instruction of adults with learning disabilities.</td>
<td>Cosmo B</td>
</tr>
<tr>
<td>Michelle Johnson, Mary V. Alfred</td>
<td>Funding Sources</td>
<td>Race to the Top: Implications for Adult and Post Secondary Education</td>
<td>We will examine how the states that were awarded funding in Phases I and II of the Race to the Top initiative proposed to improve their adult education programs.</td>
<td>Discovery B</td>
</tr>
<tr>
<td>Barbara Cherem</td>
<td>Aging</td>
<td>Images of the History of Aging in Western Civilization</td>
<td>Through sculpture, art, photos and literary narratives, the history of images of aging in Western Civilization will be shared. Current images are shared as well, and what we've learned about this under-represented era of life.</td>
<td>Concept B</td>
</tr>
<tr>
<td>Simone Conceicao, Rosemary Lehman</td>
<td>Distance Learning and Technology</td>
<td>Managing Tasks and Prioritizing Time When Teaching Online</td>
<td>This session will focus on tasks instructors use when designing and delivering online courses, how these tasks affect instructor workload, and a template for managing tasks and prioritizing time.</td>
<td>Concept A</td>
</tr>
<tr>
<td>Thomas J. Van Hoof</td>
<td>Professional Development</td>
<td>Use of Educational Outreach Visits to Change Clinician Behavior in Primary Care</td>
<td>Educational outreach visits are an increasingly being used by health care organizations to change clinician behavior and improve patient care. How to use this innovative strategy more successfully is critical.</td>
<td>Concept D</td>
</tr>
<tr>
<td>Edith N Wagner</td>
<td>Professors of Adult Education</td>
<td>The Experiential Learning Portfolio</td>
<td>Participants will explore the requirements for equating college credit based on work and life experience for their adult students.</td>
<td>Discovery A</td>
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</table>
# Conference Schedule

**Friday, November 4, 2011**  
9:15 am - 10:00 am

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<thead>
<tr>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>Davonna Thomas</td>
<td>Literacy Issues</td>
<td>Literature Circles in the College Developmental Reading Classroom</td>
<td>This paper explores the impact of literature circles on post-secondary developmental reading classrooms, with a special focus on the unique contributions of students who speak African American Vernacular English.</td>
<td>Cosmo C</td>
</tr>
<tr>
<td>David E. Kephart, Robert L. Smith</td>
<td>Distance Learning and Technology</td>
<td>Show your work: how tutoring, conferencing, and homework technology help adult learners meet today's challenges</td>
<td>Research supports the idea that online tutoring, collaboration, and homework help adult learners succeed. We present the research results – and also a live demonstration of how the technology works.</td>
<td>Theory B</td>
</tr>
<tr>
<td>Millard J. Bingham, Gwendolyn C. Dooley</td>
<td>Colleges and Universities</td>
<td>Utilizing Multiple Delivery Systems to Empower Adult Learners</td>
<td>This session will describe and discuss the delivery systems that the College of Lifelong Learning utilizes to deliver instruction to nontraditional students in its general studies baccalaureate degree program.</td>
<td>Studio Six</td>
</tr>
<tr>
<td>Brian Hentz, Katherine L. Davis, Leanne Dzubinski, Aliki Nicolaides</td>
<td>Colleges and Universities</td>
<td>Envisioning an Adult Learning Graduate Program for the 21st Century: A Developmental Action Inquiry Approach</td>
<td>Presenters share results of a study designed to understand possibilities for dynamic, responsive master's programs in adult learning, considering complexities and ambiguities adults will engage in meeting future demands.</td>
<td>Studio Four</td>
</tr>
<tr>
<td>Paige F. Paquette</td>
<td>Online Learning</td>
<td>B 4 Real: Creating a &quot;Real&quot; Community for Online Learners</td>
<td>Many online adult students feel they are alone in classes. Online instructors will learn how to create a community by using eight ways to &quot;Get Real&quot; with their adult students.</td>
<td>Vision</td>
</tr>
<tr>
<td>Gale Ellen Kamen</td>
<td>International Adult Education</td>
<td>India's Reservation System</td>
<td>There are approximately 166 million Indians who have been neglected by India's hierarchal social system. Opportunities such as education and upward mobility have remained (very nearly) unobtainable to this group.</td>
<td>Cosmo A</td>
</tr>
<tr>
<td>John Dirix, Julie Sinclair, Kristin Janka Millar, Alexander Akulli</td>
<td>International Adult Education</td>
<td>Fostering transformative dimensions of short-term study abroad for adult learners</td>
<td>Presenters will demonstrate how to design, develop, and facilitate short-term study abroad programs for adult learners that foster the potential for transformative learning inherent in international and intercultural experiences.</td>
<td>Studio Five</td>
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</table>

## Roundtables

<table>
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<tr>
<th>Presenter(s)</th>
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<th>Room</th>
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<tr>
<td>Ellen Mary Scully-Russ</td>
<td>Labor - Workforce Development</td>
<td>Green Jobs Career Pathways: An Arranged Marriage to Support a 21st Century Workforce Development System</td>
<td>This paper explores U.S. government policy and programs to leverage the emerging green economy and jobs to reform the U.S. education and workforce development system using the career pathways model.</td>
<td>Network</td>
</tr>
<tr>
<td>Rachel Foot</td>
<td>Colleges and Universities</td>
<td>Traditional or Non-Traditional?: Undergraduate Students as Adult Learners</td>
<td>Within the context of adult learning theory, an instructor analyzes her first experience teaching undergraduates and suggests the definition of student should be expanded to include aged undergraduates.</td>
<td>Network</td>
</tr>
<tr>
<td>Alyson F. Lerma</td>
<td>Adult Learning</td>
<td>Si se puede?: A LatCrit Analysis of inequities in education and implications for Adult Learners.</td>
<td>Session utilizes the LatCrit paradigm to examine the history of educational access, achievement, and attainment gaps facing Latina/o students in the United States and the implications for higher education institutions.</td>
<td>Network</td>
</tr>
<tr>
<td>Mary Ann Frank</td>
<td>Online Learning</td>
<td>Explorers in Online Learning: A Virtual Time Travel</td>
<td>A visual tour of time travel through design history reveals collaborative adult learning in distance education. Instructional design strategies demonstrate learning event variety within a structured, e-learning environment.</td>
<td>Network</td>
</tr>
</tbody>
</table>
## Conference Schedule

**Friday, November 4, 2011**

- **9:40 am - 10:00 am** | CPAE Co-Conference Break
- **10:00 am - 11:00 am** | CPAE SIG Concurrent Session 2
- **10:00 am - 10:15 am** | Conference Break
- **10:15 am - 11:00 am** | Concurrent Sessions & Roundtable Discussions (14)

<table>
<thead>
<tr>
<th>Presenter(s)</th>
<th>Strand</th>
<th>Title</th>
<th>Abstract</th>
<th>Room</th>
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<tbody>
<tr>
<td>Jeral Kirwan, Jeffrey Beard, Becky Smeltzer, Thelma Woodard</td>
<td>Adult Learning</td>
<td>Technology Training in Teacher Education Programs: The Processual Instructor Development Model.</td>
<td>The theoretical framework and application of a four-stage model of teaching and learning is presented in the context of a teacher education program. Applications to other disciplines are considered.</td>
<td>Concept D</td>
</tr>
<tr>
<td>Jo Allison Loberg</td>
<td>Program Management and Administration</td>
<td>Degree Completion Program or Degree? Is There a Difference?</td>
<td>If your institution is offering adult degree completion programs as opposed to degrees, do your students, instructors, and administrators understand the differences in expectations and experiences for each other?</td>
<td>Concept C</td>
</tr>
<tr>
<td>Deborah E.K. Matos Lowe, Randee Lipson Lawrence</td>
<td>Adult Learners with Disabilities</td>
<td>Adult Learning from the Perspective of a Brain Injury Survivor</td>
<td>This paper discusses challenges met by individuals with mild and traumatic brain injuries in informal and formal learning contexts, while revealing motivation and transformative learning.</td>
<td>Cosmo A</td>
</tr>
<tr>
<td>Edward W Finn, III</td>
<td>Colleges and Universities</td>
<td>Organizational Learning, Leadership &amp; Dialogue in Higher Education</td>
<td>This session will examine the importance of dialogue in Adult Education leadership and expand it by exploring ways to incorporate organizational leadership theories such as servant leadership and followership.</td>
<td>Discovery B</td>
</tr>
<tr>
<td>Sharon Reynolds, Jerry Johnson</td>
<td>Adult Basic Education</td>
<td>Pillars of Support for Adult Basic Education Students: A Framework for Service Providers and Educators</td>
<td>This session will present results from a qualitative analysis of resident assets and supports evident in narratives of adult basic education students (n=60) identified as exemplary by their instructors.</td>
<td>Cosmo C</td>
</tr>
<tr>
<td>Angelica Pazurek</td>
<td>Online Learning</td>
<td>Fostering Student Engagement in Online Learning Environments by Designing Experiences, Not Products</td>
<td>As online facilitators and instructional designers, we are prompted to consider what conditions affect student engagement online and how our efforts might encourage and foster such engagement within virtual spaces.</td>
<td>Cosmo B</td>
</tr>
<tr>
<td>Li-Ching Lin, Mary Auxilium Mtuy</td>
<td>English as a Second Language</td>
<td>College English Second Language Learners: Their Experiences and Expectations</td>
<td>The intention of this session is to understand the scenario in ESL classrooms at College level and provide second language instructors with better approaches to assist students.</td>
<td>Discovery A</td>
</tr>
<tr>
<td>Adeola Ogunrin</td>
<td>International Adult Education</td>
<td>Peace Education as a Necessary Component for Positive Change in Our Complex World</td>
<td>The process of peace education involves empowering people with the skills, attitudes, and knowledge to create a safe world and build a sustainable environment. The philosophy teaches non-violence, love, compassion and reverence for all lives.</td>
<td>Studio Four</td>
</tr>
<tr>
<td>Lynn Shaw</td>
<td>Adult Learning</td>
<td>Energizing Adult Learners with Humor, Laughter and Play</td>
<td>This presentation utilizes humor research and strategies creating an energizing learning environment. Learning occurs at a cellular level when information and knowledge is accompanied by laughter, humor and play.</td>
<td>Studio Three</td>
</tr>
<tr>
<td>Carol Kasworm</td>
<td>Colleges and Universities</td>
<td>Access and Persistence: New Understandings for Adult Undergraduate Participation</td>
<td>A new model of adult undergraduate participation along with factors influencing adult access and participation in higher education will be presented. Audience will identify challenges for practice and research.</td>
<td>Studio Six</td>
</tr>
</tbody>
</table>
Conference Schedule  Friday, November 4, 2011

11:15 am - 12:15 pm  Keynote Speaker: Dr. Lois J. Zachary, President, Leadership Development Services, LLC
Preparing Leaders for the Future: The Power, Practice and Promise of Mentoring

12:30 pm - 2:00 pm  AAACE Annual Meeting and Lunch (reservations required, included in conference fee)
2:00 pm - 3:00 pm  Conference Planning Committee - 2011 Debrief & 2012 Planning Begins
2:00 pm - 3:30 pm  CPAE SIG Concurrent Session 3
3:45 pm - 4:30 pm  CPAE Co-Conference Closing Session

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