Celebrating the rich landscape of adult learning...

American Association for Adult and Continuing Education Conference

November 8 - 11, 2016
Hyatt Regency Albuquerque
Albuquerque, NM
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## Schedule at a Glance

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<th>EVENT</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td><strong>SUNDAY</strong></td>
<td></td>
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</tr>
<tr>
<td>7:00 pm - 9:30 pm</td>
<td>Commission for International Adult Education (CIAE) Meet and Greet and Community Building</td>
<td>Sierra Vista (19th floor)</td>
</tr>
<tr>
<td><strong>MONDAY</strong></td>
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<tr>
<td>8:00 am - 10:00 am</td>
<td>CIAE and Research-to-Practice Registration</td>
<td>Pavilion Prefunction</td>
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<tr>
<td>9:00 am - 6:00 pm</td>
<td>Commission for International Adult Education (Additional Registration Required)</td>
<td>Enchantment A&amp;B</td>
</tr>
<tr>
<td>9:00 am - 6:00 pm</td>
<td>Research-to-Practice Pre-Conference (Additional Registration Required)</td>
<td>Fiesta I&amp;II</td>
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<tr>
<td><strong>TUESDAY</strong></td>
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<tr>
<td>8:00 am - 9:00 am</td>
<td>Commission for International Adult Education (CIAE) Preconference (Additional Registration Required)</td>
<td>Enchantment A&amp;B</td>
</tr>
<tr>
<td>8:00 am - 2:00 pm</td>
<td>Research-to-Practice Pre-Conference (Additional Registration Required)</td>
<td>Fiesta I&amp;II</td>
</tr>
<tr>
<td>8:00 am - 2:00 pm</td>
<td>Innovating Adult Education: Aligning and Redesigning Services under WIOA to Maximize Student, Program, and Partner Success - Laura Weisel, PowerPath (Additional Registration Required)</td>
<td>Enchantment E&amp;F</td>
</tr>
<tr>
<td>1:00 pm - 6:30 pm</td>
<td>Registration Desk Open (open though reception)</td>
<td>Pavilion Foyer</td>
</tr>
<tr>
<td>3:00 pm - 5:00 pm</td>
<td>General Keynote Session with Carol Aslanian and Conference Welcome</td>
<td>Pavilion VI</td>
</tr>
<tr>
<td>5:00 pm - 6:30 pm</td>
<td>President’s Reception and Exhibit Hall Opening (cash bar)</td>
<td>Atrium Prefunction</td>
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<tr>
<td><strong>WEDNESDAY</strong></td>
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<tr>
<td>7:00 am - 4:00 pm</td>
<td>AAACE Registration Desk Open and Connection Central</td>
<td>Pavilion Landing Prefunction</td>
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<tr>
<td>7:00 am - 8:00 am</td>
<td>Continental Breakfast</td>
<td>Atrium Prefunction</td>
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<tr>
<td>8:15 am - 9:00 am</td>
<td>Session 1 - Concurrent Sessions and Roundtable Discussions</td>
<td>See Tab 3</td>
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<tr>
<td>9:00 am - 4:00 pm</td>
<td>Exhibits Open</td>
<td>Atrium Pre-Function</td>
</tr>
<tr>
<td>9:15 am - 10:00 am</td>
<td>Commission Sponsored Sessions (CABEL, CAE, CCMNFE, CDLT, CPM, CWPD) (Attend the session of your choice to help forge the future!)</td>
<td>See Tab 3</td>
</tr>
<tr>
<td>10:00 am - 10:30 am</td>
<td>Break</td>
<td>Atrium Prefunction</td>
</tr>
<tr>
<td>10:30 am - 11:15 am</td>
<td>Session 2 - Concurrent Sessions and Roundtable Discussions</td>
<td>See Tab 3</td>
</tr>
<tr>
<td>11:30 am - 12:30 pm</td>
<td>General Keynote Session with Dr. Margery Ginsberg and Dr. Raymond Wlodkowski</td>
<td>Pavilion VI</td>
</tr>
<tr>
<td>12:30 pm - 1:45 pm</td>
<td>Lunch on your own or join a group</td>
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<tr>
<td>1:45 pm - 2:30 pm</td>
<td>Session 3 - Concurrent Sessions and Roundtable Discussions</td>
<td>See Tab 3</td>
</tr>
<tr>
<td>2:45 pm - 3:30 pm</td>
<td>Session 4 - Concurrent Sessions and Roundtable Discussions</td>
<td>See Tab 3</td>
</tr>
<tr>
<td>3:30 pm - 4:00 pm</td>
<td>Break</td>
<td>Atrium Prefunction</td>
</tr>
<tr>
<td>4:00 pm - 5:00 pm</td>
<td>AAACE General Session / Panel</td>
<td>Pavilion VI</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Location</td>
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<tr>
<td>5:00 pm - 6:00 pm</td>
<td>Poster Presentations and Wine and Cheese Reception (cash bar)</td>
<td>Pavilion I-III</td>
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<tr>
<td><strong>THURSDAY</strong></td>
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<tr>
<td>7:00 am - 7:45 am</td>
<td>Graduate Student Breakfast (Reservations and tickets required)</td>
<td>Pavilion VI</td>
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<tr>
<td>7:00 am - 7:45 am</td>
<td>Continental Breakfast</td>
<td>Atrium Prefunction</td>
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<tr>
<td>7:30 am - 8:45 am</td>
<td>Past President’s Breakfast (by invitation)</td>
<td>Boardroom East</td>
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<tr>
<td>8:00 am - 4:00 pm</td>
<td>AAACE Registration Desk Open and Connection Central</td>
<td>Pavilion Landing Prefunction</td>
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<tr>
<td>8:00 am - 4:30 pm</td>
<td>Exhibits Open</td>
<td>Atrium Prefunction</td>
</tr>
<tr>
<td>8:00 am - 8:45 am</td>
<td>Session 5 - Concurrent Sessions and Roundtable Discussions</td>
<td>See tab 4</td>
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<tr>
<td>8:00 am - 8:45 am</td>
<td>Adult Learning Editors’ Meeting</td>
<td>Seirra Vista</td>
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<tr>
<td>9:00 am - 9:45 am</td>
<td>Session 6 - Concurrent Sessions and Roundtable Discussions</td>
<td>See tab 4</td>
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<tr>
<td>9:00 am - 9:45 am</td>
<td>AEQ Editors’ Meeting</td>
<td>Seirra Vista</td>
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<tr>
<td>9:45 am - 10:15 am</td>
<td>Break</td>
<td>Atrium Prefunction</td>
</tr>
<tr>
<td>10:15 am - 11:30 am</td>
<td>Poster Presentations</td>
<td>Pavilion I-III</td>
</tr>
<tr>
<td>11:45 am - 12:30 pm</td>
<td>Session 7 - Concurrent Sessions and Roundtable Discussions</td>
<td>See tab 4</td>
</tr>
<tr>
<td>11:45 am - 12:30 pm</td>
<td>Journal of Transformative Education Editors’ Meeting</td>
<td>Boardroom East</td>
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<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Awards Luncheon</td>
<td>Pavilion VI</td>
</tr>
<tr>
<td>2:15 pm - 3:00 pm</td>
<td>Session 8 - Concurrent Sessions and Roundtable Discussions</td>
<td>See tab 4</td>
</tr>
<tr>
<td>2:15 pm - 3:00 pm</td>
<td>How to Write for AEQ (Adult Education Quarterly), AL (Adult Learning), JTED (Journal of Transformative Education)</td>
<td>Boardroom East</td>
</tr>
<tr>
<td>2:30 pm - 4:00 pm</td>
<td>CPAE Co-Conference Welcome and Opening Session (Additional Registration Required)</td>
<td>Pavilion VI</td>
</tr>
<tr>
<td>3:00 pm - 3:30 pm</td>
<td>Break</td>
<td>Atrium Prefunction</td>
</tr>
<tr>
<td>3:30 pm - 4:15 pm</td>
<td>Session 9 - Concurrent Sessions and Roundtable Discussions</td>
<td>See tab 4</td>
</tr>
<tr>
<td>4:15 pm - 5:15 pm</td>
<td>CPAE Co-Conference Concurrent Sessions (Additional Registration Required)</td>
<td>Pavilion I&amp;II, III and VI</td>
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<tr>
<td>4:30 pm - 5:15 pm</td>
<td>Session 10 - Concurrent Sessions and Roundtable Discussions</td>
<td>See tab 4</td>
</tr>
<tr>
<td>5:30 pm - 6:30 pm</td>
<td>CPAE Co-Conference Reception (Additional Registration Required)</td>
<td>Pavilion V</td>
</tr>
<tr>
<td>6:30 pm - 8:30 pm</td>
<td>CPAE Co-Conference Business Meeting (Additional Registration Required)</td>
<td>Pavilion VI</td>
</tr>
<tr>
<td><strong>FRIDAY</strong></td>
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<tr>
<td>7:00 am - 7:45 am</td>
<td>Continental Breakfast</td>
<td>Atrium Prefunction</td>
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<tr>
<td>7:00 am - 8:00 am</td>
<td>AAACE Board of Directors’ Meeting</td>
<td>Sierra Vista (19th Floor)</td>
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<tr>
<td>Time</td>
<td>Event</td>
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<tr>
<td>8:00 am - 10:30 am</td>
<td>AAACE Registration Desk Open and Connection Central</td>
<td>Pavilion Landing Prefunction</td>
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<tr>
<td>8:00 am - 9:00 am</td>
<td>CPAE Co-Conference Concurrent Session 2 (Additional Registration Required)</td>
<td>Pavilions I&amp;II, III and V</td>
</tr>
<tr>
<td>8:15 am - 9:00 am</td>
<td>Session 11 - Concurrent Sessions and Roundtable Discussions</td>
<td>See tab 5</td>
</tr>
<tr>
<td>9:00 am - 9:15 am</td>
<td>CPAE Break</td>
<td>Pavilion Foyer</td>
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<tr>
<td>9:15 am - 10:00 am</td>
<td>Session 12 - Concurrent Sessions and Roundtable Discussions</td>
<td>See tab 5</td>
</tr>
<tr>
<td>9:15 am - 10:15 am</td>
<td>CPAE Concurrent Session 3 (Additional Registration Required)</td>
<td>Pavilions I&amp;II, III and V</td>
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<tr>
<td>10:00 am - 10:30 am</td>
<td>Break</td>
<td>Atrium Prefunction</td>
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<tr>
<td>10:30 am - 11:15 am</td>
<td>Session 13 - Concurrent Sessions and Roundtable Discussions</td>
<td>See tab 5</td>
</tr>
<tr>
<td>10:30 am - 11:30 am</td>
<td>CPAE Closing Session (Additional Registration Required)</td>
<td>Pavilion V</td>
</tr>
<tr>
<td>11:30 am - 1:00 pm</td>
<td>Closing Luncheon and Business Meeting</td>
<td>Pavilion VI</td>
</tr>
</tbody>
</table>
Tables 1 - 20 are Exhibitor tables. Networking tables will be located in the Pavilion Court Prefunction area.
Welcome to the 65th Annual Conference of the American Association for Adult and Continuing Education! The theme of this year’s conference, “Celebrating the rich landscape of adult learning,” reflects our constant focus on the evolution of our field and on the changes and forward movement in adult, community, and continuing education. It is by maintaining our focus that we enhance ourselves to further impact adult learning across the globe.

Our conference presenters and keynote speakers exemplify just how much we have contributed to the learning landscape, whether through pivotal research or myriad technological advances. Indeed, we have influenced every aspect of adult learning as we know it. “That in and of itself” is something to celebrate!

Celebrating the rich landscape of adult learning also means recognizing those whose missions align with our’s. Last year, AAACE had the distinct honor of hosting the annual meeting of the International Adult and Continuing Education Hall of Fame. We celebrated 25 outstanding contributors who enriched the landscape. This year, we are pleased to have the Annual Research to Practice conference, as a pre-conference once again. The 2016 Research to Practice conference theme, Accessibility and Sustainability, is reflective of global concerns we must continue to address.

Our conferences serve as reminders to keep our practices current, as the landscape changes in order to achieve our common vision of “helping adults acquire the knowledge, skills and values needed to lead productive and satisfying lives.”

I encourage everyone to attend the general sessions and participate in as many concurrent sessions, roundtables, and poster presentations as possible. The diversity of our field is represented here with sessions focused on international adult education, community and non-formal education, post-secondary education, distance learning and technology, adult learning and development, and much more.

Connecting with colleagues is a strong focus of the conference, as evidenced by Connection Central, dedicated spaces for supporting conference attendees in developing long-lasting professional and personal relationships. AAACE conferences are unique in that they provide opportunities for scholars and practitioners from every corner of the field to exchange their unique perspectives while simultaneously recognizing their common commitment to adult learning. It’s here that we come to more fully appreciate the rich history and vast breadth of our field.

Finally, there is no way to adequately express appreciation to the Conference Chair and President-Elect, Dr. Steven Frye, and the entire 2016 Conference Planning Committee for their intense, year-long planning efforts. We also recognize the incredibly valuable support of the AAACE staff in working collaboratively with the committee to make this conference possible. On behalf of the AAACE Board of Directors, we wish you a week of “celebrating the rich landscape of adult learning” as you learn from, and connect with, old and new colleagues and friends. Again, welcome!
Welcome from Mayor

CITY OF ALBUQUERQUE
Office of the Mayor/Chief Administrative Officer

October 13, 2016

Dear American Association for Adult and Continuing Education (AAACE),

As the Mayor of the City of Albuquerque, I am happy to welcome attendees of the 65th Annual American Association for Adult and Continuing Education Conference.

I am confident your attendance at this year’s conference will benefit others as well as provide you with the opportunity to network with industry experts on topics that invest in the members of our community through lifelong education. I am proud to be a strong advocate of investing in human capital by promoting initiatives that target economic development, high school retention, workforce development, and equity in pay.

While in Albuquerque, I hope you get the chance to explore everything this great city has to offer. Take in some of the sights and sounds that you may only encounter in a city as vibrant as Albuquerque. For a taste of our culture and history, the Indian and Hispanic Cultural Centers are great places to spend time. Old Town Albuquerque is a must see, where you can get a sampling of our southwest heritage. Finally, I encourage you to enjoy the great outdoors by visiting our beautiful Sandia Mountains or the Rio Grande.

Best regards,

Richard J. Berry
Mayor

PO Box 1293
Albuquerque
New Mexico 87103

www.cabq.gov
2016 Sponsors

Thank you to our Sponsors of the 65th Annual 2016 AAACE Conference. We are fortunate to have their support and appreciate their contributions to AAACE, the annual conference, and the field of adult, community, and continuing education.

Platinum Sponsor

East Carolina University

Friend Sponsor

Mountain Plains Adult Education Association
About AAACE

Vision
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
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

President - Margaret Eggleston
President-Elect - Steven Frye
Past-President - Jean Fleming
Secretary - Jill Zarestky
Treasurer - Chad Hoggan
Director-at-Large - Christy Rhodes
Director-at-Large - Jonathan Taylor

Commission Directors

Leslie Cordie, Commission of Affiliated Organizations (CAO)
Valerie Ambrose and Federico Salas-Isnardi, Commission for Adult Basic Education and Literacy (CABEL)
Nancy Fire, Commission for Community, Minority and Non-Formal Education (CCMNFE)
J. Bernard Bradley, Commission for Distance Learning and Technology (CDLT)
Marcie Boucouvalas, Commission for International Adult Education (CIAE)
Larry Martin, Commission for Professors of Adult Education (CPAE)
Steve McCaskey, Commission for Program Management (CPM)
Charles E. Baukal, Jr., Commission for Workforce and Professional Development (CWPD)

AAACE Past Presidents

1983 - 1984 Don Seaman
1984 - 1985 Alan B. Knox
1985 - 1986 Waynne 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
1994 - 1995 Ellen M. Ironside
1995 - 1996 Beverly Grissom
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
2010 - 2011 Clare D. Klunk
2011 - 2012 Henry Merril
2012 - 2013 Linda Morris
2014 - 2015 Steven Schmidt
2015 - 2016 Jean Fleming
As chair of the 2016 conference, I would like to offer a word of thanks to everyone who has worked so hard to make this an excellent conference. I am truly aware that this is a team effort. I appreciate all of your efforts to make all of the many pieces come together. While there is not enough room to thank everyone individually (and I am sure I would miss someone really important), the following groups have earned a place in my personal Hall of Fame! The 2016 Conference Planning Committee, our incredible proposal team who truly made a herculean effort that were led by Leslie Cordie, the AAACE Board and the AAACE management team.

Fondly,

Steven Frye, Chair
Tennessee Tech University, Cookeville, TN

2016 Conference Planning Committee

Josie Andrews
Troy State University, Troy, AL
Chuck Baukal
John Zink Company, Tulsa, OK
Marcie Boucouvalas
Virginia Tech, Northern Virginia Center, VA
Bernard Bradley
American Council on Grant Writing, Henderson, NV
Leslie Cordie
Auburn University, Auburn, AL
Amanda Cribbs
Center for the Advancement of Wellness, Oklahoma City, OK
Moni Dickerson
San Jose City College, San Jose, CA
Neisha Douglas
North Carolina A&T, Greensboro, NC
Kemi Elfiede
Carnegie Writers, Inc. Nashville, TN
Nancy Fire
University of North Texas, Denton, TX
Phil Gerke
University of Arkansas, Fayetteville, AR
David Grabel
Texas Christian University, Fort Worth, TX
Kenda Grover
University of Arkansas, Fayetteville, AR
Yvonne Hunter-Johnson
University of South Florida, Tampa, FL
Robin Hurst
Virginia Commonwealth University, Richmond, VA
Shaquille Marsh
Auburn University, Auburn, AL
Steve McCaskey
Indiana State University, Terre Haute, IN
Sandy Myers
Northwest College, Powell, WY
Joann S. Olson
University of Houston-Victoria, Victoria, TX
Sola Popoola
Auburn University, Auburn, AL
Gloria Rael
Albuquerque GED, Albuquerque, NM
Christy M. Rhodes
East Carolina University, Greenville, NC
Kevin Roessger
University of Arkansas, Fayetteville, AK
Dionne Rosser-Mims
Troy University, Troy, AL
Steve Schmidt
Eastern Carolina University, Greenville, NC
Robert Southard
Ingram State Technical College, Deatsville, AL
Melanie Wicinski
University of South Florida, Tampa, FL
Paula Yoder
Texas A&M, College Station, TX
Connection Central (CC)
The Connection Central is expanding its reach at this year’s AAACE conference! Our main goal is to create and enhance the conference experience by “connecting and networking” at AAACE!

The main location for Connection Central is across from Registration Desk in the prefunction area. Check-in for the conference and then come visit us to ask questions, review the conference program, make sure you have the AAACE app downloaded and start connecting with friends and colleagues!

Connection Central can help provide a general orientation to the conference, along with tips on networking, schedules for meeting with keynote speakers and authors, exhibit information, job postings, and numerous ways to connect with members and other conference attendees! We can even help with the conference app!

Connection Central has several areas to connect and sit comfortably in the ballroom foyer areas, and there’s even a special area for Graduate Students!

Please stop by Connections Central after Registration - or anytime - and get CONNECTED!
AAACE confers several categories of awards to recognize and honor exemplary contributions to adult and continuing education. The awards are a highly visible component of the association’s statement about standards of excellence in the field. The AAACE awards process is under the leadership of the National Awards Committee.

Guiding Principles:
The AAACE awards process is based on:
◆ Having a limited, select number of association-wide awards to truly honor and recognize outstanding contributions to the field.
◆ Honoring leadership, service, knowledge, learners and practice in the field.
◆ Recognizing both individual and team or collective efforts.
◆ Open communication about the awards, the selection criteria, and process for each award.

2016 Presidential Award for Exceptional and Innovative Leadership in Adult and Continuing Education
Dr. Victor C. X. Wang

In every field there are those who surpass their peers both in terms of their vision of the future and their ability to mobilize others in shaping that future. Leaders demonstrate a clear vision of what should be and a well-thought out strategy to achieve that vision.

Leaders demonstrate their effectiveness by the results they achieve and by influencing outcomes by gaining the willing cooperation of colleagues/contemporaries in pursuing commonly held goals and objectives. This award is presented to a person from education, government, industry or other sectors who demonstrate exceptional and innovative leadership to or in support of adult and continuing education.

This year’s Presidential Award recipient is Dr. Victor C. X. Wang. Dr. Wang is a professor of Educational Leadership and Research Methodology. Thus far, Dr. Wang has published more than 200 refereed books, book chapters, and journal articles. These publications address andragogy and pedagogy, which can be considered as the umbrella under which such areas as andragogical curriculum and program development, management, human performance technology, social justice, global education, diversity and E-learning are addressed.

Currently, Dr. Wang is co-editing the International Journal of Adult Vocational Education and Technology with a Columbia University Professor, Dr. Lyle Yorks and a doctoral student of Malcolm Knowles, Dr. John A. Henschke. Dr. Wang has won many academic achievement awards, including the Distinguished Faculty Scholarly and Creative Achievement Award. He has had the extensive experience in chairing and mentoring doctoral dissertations (including dissertations from University of Auckland, New Zealand). Some of his books have been adopted as required textbooks by major universities in the United States and in China. In addition, numerous universities worldwide including some Ivy League Universities have cataloged his books and journal articles. Dr. Wang’s teaching (including teaching via technology) has reached many states in the United States and China.

AAACE 2016
Honors & Awards (continued)

Malcolm Knowles Award for Outstanding Adult Education Program of the Year

M.S.Ed. in Adult Education in the Department of Instructional Systems Technology, School of Education, Indiana University at Bloomington

Frank Richard Di Silvestro and Marje Treff

This award was established in the name of Malcolm S. Knowles for his distinguished contribution to theory and practice in the field of adult education from 1935 onward. A hallmark of “Malcolm’s” work has been his popularization of the theory of andragogy — the art and science of helping adults learn — in the USA and the spread of its influence around the world. This award is intended to give recognition to an adult education program, including the personnel responsible for carrying out the program, in accordance with the andragogical process.

This year’s recipient of the Malcolm Knowles Award for Outstanding Adult Education Program of the Year is M.S.Ed. in Adult Education in the Department of Instructional Systems Technology, School of Education, Indiana University at Bloomington. Accepting for the Department are Dr. Majorie Treff and Frank Richard Di Silvestro.

Indiana University’s Adult Education degree program originated in 1946-47. Their online, practitioner-oriented degree is tailored to meet the working professional’s demanding schedule and is designed for practitioners who are ready to take themselves and their adult learners to greater levels of achievement. It provides a strong background in adult learning and program planning, as well as the diverse philosophical, theoretical, and historical contexts of adult education in the United States. It emphasizes purposeful, active learning and the development of practitioners who apply theory to practice and, in turn, practice to theory.

Indiana University graduates live and work throughout the world. They include teachers and administrators in vocational programs and community colleges, human resource managers, corporate trainers, military leaders, continuing educators, academic advisors, technical instructors and instructional designers.
Cyril O. Houle Award
for Outstanding Literature in Adult Education

Feminism in Community: Adult Education for Transformation
Leona M. English and Catherine Irving
and
Gender, Experience and Knowledge in Adult Learning: Alisoun’s Daughters
Elana Michelson

The Cyril O. Houle Award was established in 1981 to honor the scholarship and memory of Cyril O. Houle, Professor of Adult Education at the University of Chicago. It is given annually by the American Association for Adult and Continuing Education (AAACE) for a book published in English in the previous year that reflects universal concerns of adult educators. Nominated works should exemplify outstanding literature in adult education.

Feminism in Community: Adult Education for Transformation

Leona M. English is Professor of Adult Education at St. Francis Xavier University, Canada. She is the co-author, with Peter Mayo, of Learning with Adults: A Critical Pedagogical Introduction, which received the Houle Award in 2013. She served as president of the Canadian Association for the Study of Adult Education and was the editor of the International Encyclopedia of Adult Education. Recently, she returned from Hamburg where she held the position of Head of Publications and Research at the UNESCO Institute for Lifelong Learning. She is presently co-editor of Adult Education Quarterly.

Catherine J. Irving is responsible for the Marie Michael Library at the Coady International Institute of St. Francis Xavier University, Antigonish, Nova Scotia, Canada. She combines her library work with research on feminism and women’s learning. Her passion is unearthing the many ways that libraries inform adult education. Over the years, she has contributed her research findings to publications such as Adult Education Quarterly, Studies in Continuing Education, and the Journal of Adult and Continuing Education. She has presented at the Adult Education Research Conference, the Canadian Association for the Study of Adult Education, and SCUTREA.
Gender, Experience and Knowledge in Adult Learning:
Alisoun’s Daughters

Elana Michelson is Professor of Cultural Studies and Adult Learning at Empire State College, State University of New York. Her scholarship has focused on the ways in which beliefs concerning adult and experiential learning interact with class, race, gender, sexuality, and the politics of knowledge. In her work, she has used a variety of theoretical frames, feminist and critical race theory among them, to argue that beliefs concerning the “experiential learner” intersect with relationships of unequal power and beliefs concerning society and the self.

In addition to her scholarship, Michelson has worked as an educator and advocate for prior learning assessment in the United States, the United Kingdom, and South Africa. She has been a trainer and consultant for the Council for Adult and Experiential Learning (CAEL) and the South African Joint Education Trust. She has served as a visiting professor and scholar at the University of Cape Town, the University of the Western Cape, and the British Open University.

Michelson is the author of multiple articles and book chapters and the co-author, with colleague Alan Mandell, of Portfolio Development and the Assessment of Prior Learning.

She lives in Rosendale, New York with her partner.
This award recognizes persons who have an outstanding record of service to the profession of adult and continuing education at the state, national, or international level. The award honors an individual who has distinguished himself or herself through meritorious service to adult and continuing education program participants; adult and continuing education institutions, organizations, and agencies; or the profession of adult and continuing education. The recipient this year is Dr. Gretchen Bersch, Professor Emerita at University of Alaska Anchorage.

Gretchen coordinated the creation of the Masters degree in Adult Education at the University of Alaska Anchorage in 1990 and over the next sixteen years, taught a wide variety of graduate courses in the program as well as chairing 100 thesis committees. She has built a retreat center at her family homestead on Yukon Island across Kachemak Bay from Homer, Alaska where she hosts noted scholars, courses, and retreats every summer including those focused on adult education/adult learning, archaeology, ecology, geology, botany and marine biology, wellness, and writing & poetry (see www.yukonisland.com). She earned her Ph.D. in Adult Education from Florida State University.

She has been actively involved in the Russian Far East since 1989, especially with the Northern International University (now the North-Eastern State University) in Magadan, which made her an honorary professor. Magadan is Anchorage’s Sister City. In 1996-97, she established and funded an Outstanding Teacher of the Year prize at the Magdan university that still continues. Fall 2016 will be the 20th year to celebrate the Outstanding Teacher. She served a three-year term on the Anchorage Sister Cities Commission especially focused on Magadan, including receiving grant funds from the Foundation for Russian American Economic Cooperation to host several groups of Russians in Alaska. She participated as a speaker at the NESU 50th anniversary celebration in 2010. She received the Medal of Merit for Magadan Service award from the Magadan Mayor Vladimir Pechony. Her most recent trip was November 2014.

One of her research interests has been to film interviews of noted national and international adult education scholars and edit them into programs in a series called Conversations on Lifelong Learning (see www.CLLL.biz). By 2015, she had filmed 79 scholars and edited/produced 56 of them into programs in DVD format. She considers it a great joy to have captured on film many of the field’s giants and continues slowly to edit additional programs. She taught junior high science and mathematics for five years. She worked as a faculty member of Anchorage Community College and then University of Alaska Anchorage from 1971, first writing curriculum and teaching Native adult basic education teachers in rural Alaska villages, then teaching mathematics in the Developmental Studies department before creating the Masters in Adult Education and teaching and working in adult education at the graduate level. She was awarded Professor Emerita status in 1997 and continued to teach until fall 2006, when she retired to focus on other projects including adult education research, programs for older adults, and writing/publications. The adult education collection in the Consortium Library is named for her.

She has received numerous honors, including the Alaska Professor of the Year from the Carnegie Foundation and the Edith R. Bullock Prize for Excellence, a statewide honor through the University of Alaska Foundation. She was a U.S. Representative to the United Nations UNESCO conference on adult learning held in Germany in 1997. She continues to work internationally in adult education. In December 2008, she was inducted into the International Adult & Continuing Education Hall of Fame in Budapest Hungary, and into the Alaska Women’s Hall of Fame in 2012.

She is still involved nationally and internationally in the adult and continuing education field doing research, writing and publishing, presenting and teaching. Her latest publication is: Imel, S. & Bersch, G. (Eds). (2015). No Small Lives: Handbook of North American Early Women Adult Educators, 1925-1950 a collaborative effort with many colleagues. She chairs the board and volunteers and teaches with others for the Anchorage-based OLE! (Opportunities for Lifelong Education- learning for adults over age 50). For six years she has served on the Center for Alaskan Coastal Studies board based in Homer and Kachemak Bay. When she has time, she follows her passion for family history. She especially enjoys spending time with her grandchildren and her great grandson.
Commission Awards

Commission for Distance Learning and Technology (CDLT) Director’s Appreciation Award

The CDLT Director’s Appreciation Award was established in 2015 to identify and honor outstanding members who demonstrate both commendable levels of leadership and volunteerism as evidenced by selfless dedication to the completion of CDLT projects and services. Recipients also exemplify high levels of commitment to assisting others in achieving their own goals. It is given annually during the AAACE conference by the AAACE CDLT director. The recipients for this year are Kathleen Stone, Ed.D. and Leigh Ann Whittle, M.A., M.Ed.

Kathleen Stone

Dr. Kathleen Stone is currently Director of Curriculum for the College of Business at Western Governors University where she is responsible for the development and performance of all online, competency-based undergraduate and graduate business programs for adult learners. Previously, Kathleen was Director for Curriculum and Instructional Design in the Center for Distance Learning at SUNY Empire State College where she managed the team responsible for supporting faculty in the development, design, and revision of online courses. She began her career in serving adult learners at the community college level, where she held roles such as Coordinator of Community and Workforce Development and adjunct faculty teaching face-to-face and hybrid formats.

Kathleen has explored new and innovative modes of learning from the use of open educational resources, badging, MOOCs, adaptive learning, and competency-based approaches. In 2014, she was a Co-PI on a grant to develop a MOOC on Metaliteracy. Kathleen is also an accessibility advocate, working to ensure all learners can benefit from innovative educational approaches. In 2015, she was successfully awarded a grant to develop a MOOC on designing and teaching courses with accessibility in mind. Kathleen’s research interests include online course completion, school community, and accessibility. She has presented at state and national conferences on OER, accessibility, competency-based learning, online course completion, and school community. Kathleen completed her M.S. in Adult Education specializing in Human Resource Development from SUNY Buffalo State College, and her Ed.D. in Higher Education and Adult Learning from Walden University.

Leigh Ann Whittle

Leigh Ann Whittle has more than 15 years experience in public relations, writing and editing, along with nearly eight years’ experience teaching communication courses at Elon University, Liberty University, and Guilford Technical Community College. In 2014, she formed Sapphire Communications, a small business marketing and public relations firm; she also co-owns Aviation Lifestyles, which retails merchandise for pilots and aviation enthusiasts. Her experience gives her both professional and academic interest in business communication techniques and best practices. Leigh Ann has a B.A. in Corporate Communications and Journalism from Elon University, an M.A. in English from East Carolina University, and a M.Ed. in Adult Education from North Carolina State University.
Honoring Alexander Charters
Thank you to Amy Rose for this article.

The American Association for Adult Continuing Education (AAACE) would like to take this opportunity to congratulate Dr. Alexander Charters on the occasion of his one hundredth birthday. We would like to step outside of the usual chaos of the conference to note this important milestone. Dr. Charters is still, at the age of 100, actively engaged in the field. He is still attending conferences and AAACE is always on his list.

First some background. Alex Charters was born in Canada on August 22, 1916. He earned a bachelor’s degree from the University of British Columbia and a doctorate in adult education from the University of Chicago in 1948 under Cyril O. Houle. In his remarkably prescient dissertation (Charters, 1948), Alex asked a question that we are still asking today: does adult education affect our ability to think?

Over the course of his career Alex served as a Professor of Adult Education and as a Dean and Vice President at Syracuse University. He chaired the advisory committee that resulted in the formation of the ERIC Clearinghouse in adult education that was housed at Syracuse University. He served as President of the Association of University Evening Colleges, the National University Extension Association, a founding Board member of the International Council for Adult Education, and founding President of the International Society for Comparative Adult Education. Additionally, Alex is the author of numerous publications. He has devoted his life to writing about, teaching, and doing adult education.

Although he retired in 1983, Alex has been a continuing presence in the field in general, AAACE in particular. As you enter your second century Alex, we wish you the best.

Together with his wife and collaborator, Margaret, Alex has worked tirelessly for the expansion and continuation of the Adult and Continuing Education Research Collection at Syracuse University.

Please join us as we celebrate the 100th birthday of Dr. Alexander Charters.

Happy Birthday!
In Memoriam...

AAACE would like to extend our heartfelt sympathies to those members who are no longer with us. We know their loving presence and spirit are with us today and always.

Larry Olds, died October 13, 2016

Patricia Angelica Cranton, died August 1, 2016

Edgar John Boone, died Feb 25, 2015

Jack Mezirow, died Sept 14, 2014

Michael W. Galbraith, died January 18, 2014

Please submit the names of those we have lost, along with your reflections, throughout the year at www.aaace.org/InMemoriam
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<td>Advocating for Adult Basic Education: COABE and the COABE Journal</td>
<td>Dr. Amy D. Rose</td>
<td>Fiesta II</td>
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<td>Developing the Essential Soft Skills For Success In College and Employment</td>
<td>Laura Weisel, Ph.D.</td>
<td>Enchantment F</td>
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<td>Thursday, November 10</td>
<td>ETS High School Equivalency Testing (HiSET®) Program</td>
<td>Gladys Recinos</td>
<td>Fiesta III</td>
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<td>Thursday, November 10</td>
<td>Retention, Transfer and Application of Basic Math Concepts for an Algebra Class</td>
<td>Darin Gray</td>
<td>Pavilion VI</td>
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<td>Thursday, November 10</td>
<td>Power Mapping and Positive Interactions in the Adult Education Classroom</td>
<td>Ms. Tesa Leon</td>
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<td>Update on the Center for the Study of Adult Literacy</td>
<td>Daphne Greenberg</td>
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<td>Thursday, November 10</td>
<td>Counter-Storytelling: Alternatives to the Marginalization of ABE Learners</td>
<td>Amy Pickard</td>
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<td>Friday, November 11</td>
<td>Universal Design for Learning and the ELA College and Career Readiness Standards</td>
<td>Amanda Duffy, Marcela Movit, Ph.D.</td>
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<tr>
<td>Friday, November 11</td>
<td>Align and Redesign: Career Pathways Strategies for Small Programs and Low-Level Learners</td>
<td>Jeff Fantine</td>
<td>Enchantment E</td>
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**Conference Sessions by Strand**

**Adult Basic Education, Adult High School, Adult Numeracy**

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<td>Enrollment Trends of a Two-Year Technical College in a Correctional Institution</td>
<td>Robert Dale Southard</td>
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<tr>
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<tr>
<td>Poster Presentation</td>
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**Adult Development and Aging**

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<td>Wednesday, November 9</td>
<td>Let’s Dialogue: Intentional Adult Development—Is It Important? How Might It Help Increase Our Capabilities?</td>
<td>Clare D. Klunk, Ph.D.</td>
<td>Pavilion VI</td>
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<tr>
<td>8:15 am - 9:00 am</td>
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<td>Dr. Linda Morris</td>
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<td>Shared Concurrent</td>
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<td>Bill Morrison, Ed.D.</td>
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<td>Wednesday, November 9</td>
<td>At The Intersection of the Post-Traditional Learner and Generation Z</td>
<td>Drew Melendres, MBA</td>
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<td>Roundtable</td>
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<tr>
<td>Wednesday, November 9</td>
<td>Well-Held: A Study of Prior Holding Environments and Adult Transformation: Two Diverse Cases</td>
<td>Anne Benoit</td>
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<td>10: 30 am - 11:15 am</td>
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<td>Roundtable</td>
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### Conference Sessions by Strand (continued)

**Adult Development and Aging continued**

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<td>Wednesday, November 9</td>
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<td>Professional Development: Adult Learning, Volunteers and the Gift Relationship</td>
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<td>Thursday, November 10</td>
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<td>Poster Presentation</td>
<td>Aging Workers in Changing Labor Markets and Career Learning</td>
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<td>Thursday, November 10</td>
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<td>Roundtable</td>
<td>Career Transitions in the Third Age – A Study of Women Pediatricians</td>
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<td>Thursday, November 10</td>
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<td>Thursday, November 10</td>
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<td>Roundtable</td>
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<td>Thursday, November 10</td>
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<td>Learning Through Uncertainty: Older, Professional Men Coping Adaptively with Involuntary Job Loss</td>
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<td>Thursday, November 10</td>
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<td>Shared Concurrent Session</td>
<td>Teaching Adults with Dyslexia or Dyscalculia</td>
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<tr>
<td>Friday, November 11</td>
<td>8:15 am - 9:00 am</td>
<td>Concurrent Session</td>
<td>Effective, Free and Open Accessibility Training for Adult Education Providers</td>
<td>Enchantment C</td>
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<td>Microinequities: When Sweating the Small Stuff Matters</td>
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<td>Concurrent Session</td>
<td>Art Education in the Workplace: A New Look At Arts Integration</td>
<td>Enchantment A</td>
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<td>Wednesday, November 9</td>
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<td>Shared Concurrent</td>
<td>Arts-Based Learning for Social Justice Education</td>
<td>Fiesta IV</td>
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<tr>
<td>Wednesday, November 9</td>
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<td>Shared Concurrent</td>
<td>Tired of Death by PowerPoint? Create a Pecha Kucha Presentation!</td>
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<td>Wednesday, November 9</td>
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<td>Concurrent Session</td>
<td>Stories of Resistance and Social Justice Struggles in On-line Classrooms</td>
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<tr>
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<td>Concurrent Session</td>
<td>The Allegory of Mount Everest: The Importance of Critical Reflection, and Roleplay in Adult Learning</td>
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**Adult Learners with Disabilities**

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**Adult Learning**

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<tr>
<th>Date/Time</th>
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<td>Roundtable</td>
<td>Corina Todoran, Claudette M. Peterson, Ed.D.</td>
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<td>10:30 am - 11:15 am</td>
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<td>Teaching Cultural Diversity. Effective Strategies and Techniques</td>
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<td>Concurrent Session</td>
<td>Dr Henry S Merrill, Enchantment A</td>
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<td>1:45 pm - 2:30 pm</td>
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<td>Are TED Talk Events the New Chautauqua (400 years of Informal Adult Learning in America)?</td>
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<td>Bo Chang</td>
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<td>Case study of service learning in a community context</td>
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<td>Robin Brekke, Carol Heaverlo, PhD</td>
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<td>Effective Online Learning for Adults: Linking Theory to Practice</td>
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<td>Roundtable</td>
<td>Ms Freda Bryson</td>
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<td>Financial Literacy and Women of Color</td>
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<td>Teresa (Terry) Carter, EdD, Dr. Kathy Peno, Dr. Carrie J Boden-McGill</td>
<td>Fiesta IV</td>
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<td>1:45 pm - 3:30 pm</td>
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<td>Educating the Professional: The Link between Transformative Learning and Professional Identity Formation</td>
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<td>Concurrent Session</td>
<td>Matt Bergman, Ph.D., Kevin Rose</td>
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<td>1:45 pm - 3:30 pm</td>
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<td>Advancing Corporate and Strategic Partnerships to Impact Adult Student Enrollment</td>
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<td>Wednesday, November 9</td>
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<td>Roundtable</td>
<td>Dr. Lori Risley, EdD, MSN, RN Kathy Petroff</td>
<td>Pavilion VI</td>
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<td>2:45 pm - 3:30 pm</td>
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<td>Two Andragogues in a Pedagogical World</td>
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<td>Wednesday, November 9</td>
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<td>Concurrent Session</td>
<td>Ben Schaap, Dr. Mejai Bola Avoseh</td>
<td>Fiesta II</td>
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<tr>
<td>2:45 pm - 3:30 pm</td>
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<td>An Educator's Effect on Adult Learners' Creative Insight</td>
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<td>Thursday, November 10</td>
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<td>Concurrent Session</td>
<td>Dr. Gloria Smith</td>
<td>Enchantment D</td>
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<tr>
<td>8:00 am - 8:45 am</td>
<td></td>
<td>Adult Learners Overcoming Struggles: Navigating Institutional Changes to Meet the Needs of Adult Learners</td>
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<td>Thursday, November 10</td>
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<td>Shared Concurrent</td>
<td>Ann Brooks, Moira Martin</td>
<td>Fiesta IV</td>
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<tr>
<td>8:00 am - 8:45 am</td>
<td></td>
<td>The Practice and Science of Compassion and Altruism in Adult Education</td>
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<td>Thursday, November 10</td>
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<td>Shared Concurrent</td>
<td>LaChelle Nichols</td>
<td>Fiesta III</td>
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<tr>
<td>8:00 am - 8:45 am</td>
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<td>Non-traditional Students in the Ronald E. McNair Scholars Program</td>
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<td>Thursday, November 10</td>
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<td>Roundtable</td>
<td>Mrs. Kelly McCarthy</td>
<td>Pavilion VI</td>
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<tr>
<td>9:00am - 9:45 am</td>
<td></td>
<td>Rethinking the Status Quo: An Exploration of How Teachers Learn and Improve as Educators</td>
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<td>Concurrent Session</td>
<td>Dr. Jane Fishback</td>
<td>Enchantment D</td>
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<tr>
<td>9:00am - 9:45 am</td>
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<td>Mindsets: How Cognitive Psychology and Neuroscience Create Understanding of Learners Behavior After Making a Mistake</td>
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<td>Sheryl Ballenger, Ph.D., Tatyana Pavlusenco, Ph.D.</td>
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<td>9:00am - 9:45 am</td>
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<td>Deaf Adults and Post-Soviet Marriage Immigrant Adults: Common Needs for Different Approaches to Adult Learning.</td>
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<td>Deidre L. Wheaton, Ph.D., Jie Ke, Ph.D.</td>
<td>Fiesta II</td>
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<td>9:00am - 9:45 am</td>
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<td>Connecting Dots in Teaching Minority Adult Undergraduates</td>
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<td>Shared Concurrent</td>
<td>Nancy Rabidoux</td>
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<tr>
<td>10:15 am - 12:30 pm</td>
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<td>Finish What You Started Program: A Success Story for Returning Adult Learners</td>
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**Note:** Times and locations may vary, please check the official schedule for the most accurate information.
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<th>Speaker(s)</th>
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<tr>
<td>Thursday, 10 Nov</td>
<td>10:15 am - 12:30 pm</td>
<td>Poster</td>
<td>Student and Instructor Experiences with Types of Teaching and Learning</td>
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<td>Biases</td>
<td>S. Renée Jones, John Lowney, Owusu Ansah Boakye</td>
<td>Pavilion III</td>
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<td>Assessing the Assessor</td>
<td>Dr. Paulette Isaac-Savage</td>
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<td>The Kaleidoscope of Learners: Universal Design for Learning in Distance Education</td>
<td>Carol Rogers-Shaw, Jinhee Choi, Davin Carr-Chellman</td>
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<td>Diagramming Prior Knowledge in the Classroom</td>
<td>Dr. Arthur T Conroy</td>
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<td>Impact Teaching</td>
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<td>Beyond Type III: A Case Study of the Body in Martial Arts</td>
<td>Michael Ducnan Overton</td>
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<td>The Transfer Student Perception: Experiences of the Adult Learner</td>
<td>Kimberly Young Walker, PhD</td>
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<td>Building meaningful relationships with non-traditional students through trust.</td>
<td>Mr Robert A Stephens, BS, Dr. Lori Risley, EdD, MSN, RN</td>
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<td>Celebrating the Rich Landscape of Adult Learning through Immersive Learning Project</td>
<td>Doreath Lomax, MA, Dr. Ruby Cain</td>
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<td>Student Voice and The Adult Learner</td>
<td>Blaine Alexander</td>
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<td>Rethinking the use of local community recreation centers to provide a space for Adult Learners</td>
<td>Niesha Douglas, Ed.D, Devonte Williams</td>
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<td>Organizational Change &amp; The Aftermath: The impact on Adult Learning and Personal Professional Development</td>
<td>Lynn Taylor, PhD</td>
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<td>Reflecting About Profound Learning and Living</td>
<td>Dr. Michael Kroth, Ph.D., M.B.A.</td>
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<td>Veteran Students as Adult Learners in Transition: Learning from a New Pedagogy vs Andragogy</td>
<td>Dr. Yvonne Hunter-Johnson</td>
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<td>Let's Get Bored!</td>
<td>Dr Carrie Johnson</td>
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<td>Date/Time</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>Roundtable</td>
<td>Tough Cases for Accelerating Learner Expertise</td>
<td>Dr Ralph Soule</td>
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<tr>
<td>2:15 pm - 3:00 pm</td>
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<td>Jekyll &amp; Hyde: Paradoxical Team Functioning in an Online Group Dynamics Course</td>
<td>Judy Favor, Ph.D.</td>
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<tr>
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<td>Roundtable</td>
<td>Separate but equal: Gender, literacy and the challenges of colonial legacy in French West Africa</td>
<td>Daphne Ntiri, PhD</td>
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<tr>
<td>3:30 pm - 4:15 pm</td>
<td>Concurrent Session</td>
<td>A Comparison of Learning Outcomes for Adult Students in Service-Learning and e-Service-Learning Courses</td>
<td>Dr. Jeremy Schwehm, Oluwakemi Elufiede, M.Ed Tennille Lasker-Scott</td>
<td>Enchantment B</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>Roundtable</td>
<td>Guiding the Adult Learner to the Finish Line</td>
<td>Mrs Jeannie Smith, BS MA Tammy Keylon</td>
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<tr>
<td>3:30 pm - 4:15 pm</td>
<td>Concurrent Session</td>
<td>Reversing Adverse Emotional Effects Often Associated with Learning</td>
<td>Dr. Patricia Coberly Holt</td>
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<td>Thursday, Nov 10</td>
<td>Roundtable</td>
<td>Building Resilience for Adult Educators and Learners</td>
<td>Shawnette Williams Susan M. Yelich Biniecki, PhD</td>
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<tr>
<td>3:30 pm - 4:15 pm</td>
<td>Concurrent Session</td>
<td>Differentiation of Society through Adult Education: Luhmann's Systems Theory Applied to Adult Education</td>
<td>Dr. Jeff Zacharakis</td>
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<td>Thursday, Nov 10</td>
<td>Roundtable</td>
<td>Perceptions of librarians in one university on how they acquire knowledge in their content areas</td>
<td>Ms Irene Machowa Lubker, MLS, MPH, RD.</td>
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<td>3:30 pm - 4:15 pm</td>
<td>Concurrent Session</td>
<td>Learning from Experience: Heron’s Extended Epistemology of Knowledge Acquisition</td>
<td>Nancy Winfrey</td>
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<td>Thursday, Nov 10</td>
<td>Concurrent Session</td>
<td>It’s Not Incidental If It Changes Your Life: Learning from Rock, TV, Film, and Fandom</td>
<td>Dr. Robin Redmon Wright, Ph.D.</td>
<td>Enchantment D</td>
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<tr>
<td>4:30 pm - 5:15 pm</td>
<td>Roundtable</td>
<td>Celebrating and Supporting the Bi-Racial/Multi-Cultural student within the rich landscape of Adult Learning</td>
<td>Mrs. Autumn Guel, MSIS</td>
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<td>Thursday, Nov 10</td>
<td>Concurrent Session</td>
<td>Written ethno-national identities on the divided island of Cyprus: Young adults narratives</td>
<td>Marios Antoniou Christos Anagiotos</td>
<td>Enchantment F</td>
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<td>4:30 pm - 5:15 pm</td>
<td>Roundtable</td>
<td>Teaching Strategic, Collaborative Leadership Skills Through A Nonverbal, Outdoor, Problem-Solving Activity</td>
<td>Dr. Marion Nesbit</td>
<td>Pavilion VI</td>
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<td>Friday, Nov 11</td>
<td>Roundtable</td>
<td>Mixed Messages: Adult-Focused Practitioners’ Contradictory Discourses About Adult Undergraduate Lives and Learning</td>
<td>Danielle Gioia</td>
<td>Pavilion VI</td>
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<td>8:15 am - 9:00 am</td>
<td>Concurrent Session</td>
<td>Weaving Meaning and Utility: Facilitating Self-Awareness and Purpose with Adult Learners</td>
<td>Anne Rapp</td>
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<td>Friday, Nov 11</td>
<td>Roundtable</td>
<td>Epistemological Change as an Important Outcome of Adult Learning</td>
<td>Chad Hoggan</td>
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<tr>
<td><strong>Friday, November 11</strong></td>
<td>10:30am – 11:15 am</td>
<td>Roundtable: The Relationship Between Creativity, Learning Styles, and Age in Adult Learners</td>
<td>James L. Christensen, Ph.D.</td>
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<td>Roundtable: Critical Feedback and Transformational Learning: A Developmental Perspective</td>
<td>Stuti Shukla, Ed.D Candidate</td>
<td>Pavilion VI</td>
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### Adult Psychology, and Counseling and Adult Learner Services

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<tr>
<td><strong>Thursday, November 10</strong></td>
<td>10:15 am - 12:30 pm</td>
<td>Poster: Academic Stress and Coping Strategies of Veteran Students</td>
<td>Xi Lin&lt;br&gt;Minerva R Brauss, PhD&lt;br&gt;Dr. Barbara A Baker, PhD&lt;br&gt;Dr. Maria Martinez Witte, EdD</td>
<td>Pavilion II</td>
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<td></td>
<td>11:45 am - 12:30 pm</td>
<td>Concurrent Session: Facilitating Success and Retention by Meeting Non-Academic Needs of At-Risk Adult Learners</td>
<td>Cynthia Noblin Perry, M.S., M.Ed.</td>
<td>Enchantment E</td>
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<td>3:30 pm - 4:15 pm</td>
<td>Concurrent Session: The Journey of the Gifted Adult: Yes, You Are Gifted!</td>
<td>Joslyn Johnson</td>
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### Affiliate and Association Leadership

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<tr>
<td><strong>Thursday, November 10</strong></td>
<td>2:15 pm - 3:00 pm</td>
<td>Shared Concurrent: Tips for Transformative Leaders: Using Action Learning to Boost Follower Efficacy</td>
<td>Dr Kristin Tardiff, EdD&lt;br&gt;Dr Kim A Gordon, SPHR, SCP</td>
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<td>3:30 pm - 4:15 pm</td>
<td>Roundtable: Trust: The Balancing Act in the Workplace</td>
<td>JOHN E. Roland, PhD&lt;br&gt;Judith A Stang, DPA</td>
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### College and Universities (including Community Colleges)

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<td><strong>Wednesday, November 9</strong></td>
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<td>Concurrent Session: “It’s Like a Mountain”: The Lived Experience of Homeless College Students</td>
<td>Dr. Valerie K. Ambrose</td>
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<td>8:15 am - 9:00 am</td>
<td>Roundtable: A Nudge in the Right Direction: Incorporating Coaching into Your Instructional Design</td>
<td>Joann S Olson, Ph.D.&lt;br&gt;Dr. Margaret Rice</td>
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<td>10:30 am - 11:15 am</td>
<td>Concurrent Session: The Remediation Paradigm Shift: Playing to Win</td>
<td>Dr. Tom Pierce, PhD&lt;br&gt;Dr. Muddassir Siddiqi, Ed.D.</td>
<td>Enchantment D</td>
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<td>10:30 am - 11:15 am</td>
<td>Roundtable: Night, Accelerated, Compressed, On-line - Now What? The Future of Program Delivery</td>
<td>Sarah Strom Kays, Ph.D.&lt;br&gt;Ms. Teresa Hayes, MA</td>
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<td>10:30 am - 11:15 am</td>
<td>Shared Concurrent: Investigating Cyberbullying in Higher Education: A Pilot Study</td>
<td>Mitsunori Misawa, Ph.D.</td>
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<td>1:45 pm - 2:30 pm</td>
<td>Shared Concurrent: Structuring Learner Centered Interactions: Reflections on Teaching in Face-to-Face, Blended, &amp; Online Formats</td>
<td>Dr. Catherine A Hansman&lt;br&gt;Dr. Kathryn Ann McAttee&lt;br&gt;Dr. Michele Pickett&lt;br&gt;Dr. George M Amolsch</td>
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<tr>
<td>Wednesday, November 9</td>
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<td>Roundtable</td>
<td>Influence of Institutional Support Services on Veteran Student Retention at Community Colleges</td>
<td>Dr. Duane Akroyd, Dr. Janice Sitzes</td>
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<td>Wednesday, November 9</td>
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<td>Adult Education Video Project at the University of Central Oklahoma</td>
<td>Dr. Len A. Bogner, Brett King</td>
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<td>College Developmental Math Instructors' Perceptions of Student Success</td>
<td>Jonah Winkler</td>
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<td>Andragogy as the Instructional Framework in the Freshmen Classroom</td>
<td>Kathy Petroff</td>
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<td>Civic, Political, and Social Engagement by Means of Competency-based Education</td>
<td>Dr. Gabriele Strohschen, Afonso Rodriguez</td>
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<td>Wednesday, November 9</td>
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<td>Dual Enrollment: A National Model for Earning College Credit While Still in High School</td>
<td>Dr Richard Fleming</td>
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<td>The Impact of Social and Cultural Capital on Degree Completion of Community College Students</td>
<td>Yaxin Zheng, Dr. Duane Akroyd, Heidi McCann</td>
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<td>What Do Adult Educators Say Without Words? /The Value of Nonverbal Communication to Adult Learners</td>
<td>Dr. Jane Teel, PhD</td>
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<td>Thursday, November 10</td>
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<td>Roundtable</td>
<td>Developing Student Leadership Capacity</td>
<td>Dr. Maria Martinez Witte, EdD, Dr. James E. Witte, PhD, Dr Leslie Cordie, PhD, Dr. Jane Teel, PhD</td>
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<td>Thursday, November 10</td>
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<td>Designing Courses for Significant Learning: Integrated Course Design</td>
<td>Lynn Sorenson</td>
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<td>Finding Your Focus: A Data-Based Approach to Tightly Defining YOUR Adult Student Target</td>
<td>Jeff Meola</td>
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<td>Filled with What? Leadership and Hope in the Faculty Senate</td>
<td>Everett Smith, PhD, Michael T. Miller, Ed.D, Kit Kacirek</td>
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<td>Flipped Learning in Higher Education: A Case Study of the Lived Experiences of Nursing Faculty and Students</td>
<td>Katilya Harris</td>
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<td>Two Birds with One Stone: Addressing Digital Literacies in Writing Courses</td>
<td>Mr. Randall Pinder, PhD</td>
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<td>Thursday, November 10</td>
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<td>Roundtable</td>
<td>Andragogy: Time to Stand Up and Be Recognized?</td>
<td>Leslie Cordie, Michael Wooten</td>
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<td>Thursday, November 10</td>
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<td>Priming the Pipeline: Applications of Project Management Strategies to Maximize Academic Productivity</td>
<td>Jill Zarestky, Catherine A. Cherrstrom, Ph.D.</td>
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<td>Copyright Explained for the Adult Educator: What is it, how does it work (for us)?</td>
<td>Lee Nabb</td>
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<td>Mentoring the Nontraditional Student</td>
<td>John Bannister, Dr. Cheryl H. Curtis</td>
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<td>Thursday, November 10</td>
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<td>Shared Concurrent</td>
<td>Adult Education in Community Colleges: New Challenges to Old Problems</td>
<td>Michael T. Miller, Ed.D., Dr. Kenda S. Grover, Ed.D., Lucas Adair, David M. Deggs, PhD, Dr. Mark M. D’Amico, Dr. Stephen G. Katsinas</td>
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<td>Thursday, November 10</td>
<td>3:30 pm - 4:15 pm</td>
<td>Concurrent Session</td>
<td>Maximizing Your Leadership Performance as an Adult Educator: Affecting Social Change</td>
<td>Carole Pearce</td>
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<td>Thursday, November 10</td>
<td>3:30 pm - 4:15 pm</td>
<td>Concurrent Session</td>
<td>Community College Intergenerational Learners: Navigating a Student Success Environment</td>
<td>Dr. Susan J. Barcinas, Dr. Duane Akroyd, Susan Barcinas</td>
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<tr>
<td>Thursday, November 10</td>
<td>4:30 pm - 5:15 pm</td>
<td>Shared Concurrent</td>
<td>Experiential Learning: Dance at the Community College</td>
<td>Lamaiya Lancaster</td>
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<td>Thursday, November 10</td>
<td>4:30 pm - 5:15 pm</td>
<td>Concurrent Session</td>
<td>Telling the International Students Stories: Challenges of Adult International Learners in U.S. Colleges/Universities.</td>
<td>Owusu Absah Boaky, B.A., M.ED, PhD Student</td>
</tr>
<tr>
<td>Thursday, November 10</td>
<td>4:30 pm - 5:15 pm</td>
<td>Roundtable</td>
<td>Faculty as Adult Learners: The Delicate Matter of Establishing a Center for Teaching and Learning</td>
<td>Cynthia Edwards</td>
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<tr>
<td>Thursday, November 10</td>
<td>4:30 pm - 5:15 pm</td>
<td>Roundtable</td>
<td>Student Success and Retention through Nurturing the Human Spirit</td>
<td>Kymn Harvin Rutigliano, Ph.D.</td>
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<tr>
<td>Thursday, November 10</td>
<td>4:30 pm - 5:15 pm</td>
<td>Roundtable</td>
<td>Experiences of Female First Generation College Students: A Critical Feminist Perspective</td>
<td>Sarah Miller, MA, Junghwan Kim, Ph.D.</td>
</tr>
<tr>
<td>Friday, November 11</td>
<td>8:15 am - 9:00 am</td>
<td>Concurrent Session</td>
<td>Expertise in Teaching in Higher Education and Adult Education</td>
<td>Mr. Robert Dale Southard</td>
</tr>
<tr>
<td>Friday, November 11</td>
<td>8:15 am - 9:00 am</td>
<td>Roundtable</td>
<td>Design thinking to leverage diversity in higher education</td>
<td>Stacey E. Robbins, Victoria J. Marsick</td>
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<tr>
<td>Friday, November 11</td>
<td>8:15 am - 9:00 am</td>
<td>Roundtable</td>
<td>Why Serve? Trustee Motivation to Influence Change at Colleges and Universities</td>
<td>Everett Smith</td>
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<tr>
<td>Friday, November 11</td>
<td>9:15 am - 10:00 am</td>
<td>Roundtable</td>
<td>Getting Stuck in the &quot;Grit&quot;</td>
<td>Jennifer L. Pemberton, D.Ed., Ted McCadden, D.Ed.</td>
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<tr>
<td>Friday, November 11</td>
<td>9:15 am - 10:00 am</td>
<td>Roundtable</td>
<td>Democracy in the Classroom: Applications of a Learning Activity</td>
<td>Sarah M. Ray, Dr. Jill Zarestky</td>
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<tr>
<td>Friday, November 11</td>
<td>9:15 am - 10:00 am</td>
<td>Shared Concurrent</td>
<td>Community College Alumni Engaging Adults from Under-Served Groups in Southern Appalachia</td>
<td>Mitchell Williams</td>
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<td>Friday, November 11</td>
<td>9:15 am - 10:00 am</td>
<td>Concurrent Session</td>
<td>Self-directed Learning, Grades, and the Large Lecture Course: Connections, Implications, and Strategies for Practice</td>
<td>Ralph Brockett, Gwendolyn S. Ruttencutter</td>
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### Conference Sessions by Strand (continued)

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<tr>
<th>Date/Time</th>
<th>Location</th>
<th>Session Title</th>
<th>Speaker(s)</th>
<th>Room</th>
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<tbody>
<tr>
<td>Friday, November 11 9:15 am - 10:00 am</td>
<td>Fiesta II</td>
<td>Concurrent Session</td>
<td>University of South Carolina Palmetto College: Creating Access, Affordability, and Flexibility for Adult Students</td>
<td>Dr. Susan A Elkins, EdD</td>
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<tr>
<td>Friday, November 11 9:15 am - 10:00 am</td>
<td>Pavilion VI</td>
<td>Roundtable</td>
<td>Trading Spaces: When the Anti-Racist Ally/Educator Becomes the Oppressor in the Academy</td>
<td>Dr. Ruby Cain</td>
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<tr>
<td>Friday, November 11 10:30 am - 11:15 am</td>
<td>Enchantment E</td>
<td>Concurrent Session</td>
<td>Learning Innovations – Using Interactive Approaches in Educational Design and Practice</td>
<td>Jennifer Burba, MSEd, Matthew Holley, PhD, Scott Renshaw, MD, Shannon L Cooper, MSED</td>
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<tr>
<td>Friday, November 11 10:30 am - 11:15 am</td>
<td>Enchantment F</td>
<td>Concurrent Session</td>
<td>The Adjunct Institute: Promoting Student Success by Providing Educational Training for Adjunct Faculty</td>
<td>Heather Martin, Tara Schwab, Mark G Collins, EdD, Kirk Overstreet, M.A.</td>
</tr>
<tr>
<td>Friday, November 11 10:30 am - 11:15 am</td>
<td>Fiesta II</td>
<td>Concurrent Session</td>
<td>Is Your Adult Education Brand Strong? Positioning Adult Education Within Your Own Institution and Beyond.</td>
<td>Anna Miarka-Grzelak</td>
</tr>
<tr>
<td>Friday, November 11 10:30 am - 11:15 am</td>
<td>Pavilion VI</td>
<td>Roundtable</td>
<td>Faculty Assessment of Student Transformation Learning</td>
<td>Gail Goulet</td>
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### Community and Non-formal Education, Minority and Human Rights, Popular Education, Religious Adult Education, Women’s Issues, Status and Education

<table>
<thead>
<tr>
<th>Date/Time</th>
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<tbody>
<tr>
<td>Wednesday, November 9 8:15 am - 9:00 am</td>
<td>Pavilion VI</td>
<td>Roundtable</td>
<td>Social Change Agents</td>
<td>Ms. Jacqueline Carter, MEd</td>
</tr>
<tr>
<td>Wednesday, November 9 8:15 am - 9:00 am</td>
<td>Fiesta 1</td>
<td>Concurrent Session</td>
<td>Using Data Collection Apps in Single-Case Designs to Investigate the Effects of Nonformal Learning Programs.</td>
<td>Kevin M. Roessger, Ph.D.</td>
</tr>
<tr>
<td>Wednesday, November 9 8:15 am - 9:00 am</td>
<td>Fiesta 4IV</td>
<td>Shared Concurrent</td>
<td>Traffic Jam: Perceptions of the Prevalence of Sexual Slavery in the United States</td>
<td>Raja Kumar, Me.D., Kit Kacirek</td>
</tr>
<tr>
<td>Wednesday, November 9 10:30 am - 11:15 am</td>
<td>Pavilion VI</td>
<td>Roundtable</td>
<td>Teaching in a Leisure Setting: Emerging Themes</td>
<td>Rhonda R. Newton</td>
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<tr>
<td>Wednesday, November 9 1:45 pm - 2:30 pm</td>
<td>Pavilion VI (375)</td>
<td>Roundtable</td>
<td>Transgenerational Trauma</td>
<td>Meltem Oztan-Meli, PhD</td>
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<tr>
<td>Wednesday, November 9 1:45 pm - 2:30 pm</td>
<td>Fiesta 1</td>
<td>Concurrent Session</td>
<td>Contextualized Knowledges from Africa and Diaspora, Mesoamerica, and Complexity Thinking: Insights for Teaching and Learning</td>
<td>Dr. Peggy Cain, Ph.D., Dr. Jennifer L Kushner, EdD</td>
</tr>
<tr>
<td>Wednesday, November 9 2:45 pm - 3:30 pm</td>
<td>Pavilion VI</td>
<td>Roundtable</td>
<td>‘Who We Answer To’: Adult Educators Navigating a Neoliberal Funding Regime</td>
<td>Shivaani Selvaraj</td>
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<tr>
<td>Wednesday, November 9 2:45 pm - 3:30 pm</td>
<td>Fiesta 1</td>
<td>Concurrent Session</td>
<td>Story Swap: Reading Stories and Impacting Lives</td>
<td>Dr. Paige F. Paquette, BA, MA, PhD</td>
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</table>
## Conference Sessions by Strand (continued)

### Community and Non-Formal Education, Minority and Human Rights, Popular Education, Religious Adult Education, Women’s Issues, Status and Education

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<thead>
<tr>
<th>Day</th>
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<th>Session Type</th>
<th>Title</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>Thursday, Nov 10</td>
<td>8:00 am - 8:45 am</td>
<td>Roundtable</td>
<td>Fluffy Women of Color: Examining Identities of Plus-Sized Hispanic &amp; African American Women Utilizing Intersectionality</td>
<td>A. Natalie R. Hendrix</td>
<td>Pavilion VI</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>8:00 am - 8:45 am</td>
<td>Concurrent Session</td>
<td>Celebrating the Rich Landscape of Adult Learner Leadership: Final ALLIES Evaluation Findings</td>
<td>Dr Margaret Patterson, Marty Finsterbusch</td>
<td>Fiesta I</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>9:00 am - 9:45 am</td>
<td>Roundtable</td>
<td>Communities of Practice, Community Education: Elements of Social and Experiential Learning in High-Level Sports Officiating</td>
<td>Kenda Grover</td>
<td>Pavilion VI</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>9:00 am - 9:45 am</td>
<td>Concurrent Session</td>
<td>Adult Learners’ Resistance Revisited: How Alienation is Reproduced in a National Lifelong Learning Education System</td>
<td>K.P. Joo, Dahyeon Cho</td>
<td>Fiesta I</td>
</tr>
<tr>
<td>Thursday, Nov 10</td>
<td>10:15 am - 12:30 pm</td>
<td>Poster</td>
<td>Advancing Equitable Access for All Students: Rollins College Strategic Goals and Strategies for Healthcare Students</td>
<td>Bob McKinlay</td>
<td>Pavilion III</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>10:15 am - 12:30 pm</td>
<td>Poster</td>
<td>Narratives of the Forgotten</td>
<td>Dr. Tennille Lasker-Scott</td>
<td>Pavilion I</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>10:15 am - 12:30 pm</td>
<td>Poster</td>
<td>Contemplative Practices As Pedagogical Practice: Where Does Adult Education Fit?</td>
<td>Keondria E. McClish</td>
<td>Pavilion III</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>11:45 am - 12:30 pm</td>
<td>Roundtable</td>
<td>Former Welfare Recipients as Case Managers: Investigating the Influences of Discretionary Power and Personal Experiences</td>
<td>Michelle A Johnson, MS</td>
<td>Pavilion VI</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>11:45 am - 12:30 pm</td>
<td>Shared Concurrent</td>
<td>Building Lifelong Learning Skills Through Peer-supported Formative Assessment: An OER Model for Flipped Professional Development</td>
<td>Lisa Shipley, Duren Thompson</td>
<td>Fiesta II</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>11:45 am - 12:30 pm</td>
<td>Concurrent Session</td>
<td>Education as the Practice of Freedom: Educating Adult Learners about Social Change</td>
<td>Dr Eric Castillo, Ph.D.</td>
<td>Fiesta I</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>1:15 pm - 2:00 pm</td>
<td>Concurrent Session</td>
<td>“A Big and Excellent Opportunity”: A Virtual Panel on Adult Learner Leadership</td>
<td>Marty Finsterbusch</td>
<td>Fiesta I</td>
</tr>
<tr>
<td>Thursday, Nov 10</td>
<td>4:30 pm - 5:15 pm</td>
<td>Shared Concurrent</td>
<td>Gender Differences in the Role of Non-Formal Learning in Earnings: The Case of South Korea</td>
<td>Kibum Kwon, Jiwon Park, Soo-yong Byun</td>
<td>Fiesta IV</td>
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<tr>
<td>Friday, Nov 11</td>
<td>8:15 am - 9:00 am</td>
<td>Concurrent Session</td>
<td>Using Participatory Practices for Individual and Organizational Change</td>
<td>Ericka Turley, Ed.D.</td>
<td>Enchantment E</td>
</tr>
<tr>
<td>Friday, Nov 11</td>
<td>8:15 am - 9:00 am</td>
<td>Roundtable</td>
<td>Taking charge: Experiences of women electricians in a male-dominated trade occupation.</td>
<td>Mrs. Maniphone S. Dickerson, Ph.D.</td>
<td>Pavilion VI</td>
</tr>
<tr>
<td>Friday, Nov 11</td>
<td>9:15 am - 10:00 am</td>
<td>Roundtable</td>
<td>Jamaican Reggae Music: What is its Impact on marginalized communities?</td>
<td>Donald Stoddart, Dr. Mary V Alfred</td>
<td>Pavilion VI</td>
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### Cooperative Extension

<table>
<thead>
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<th>Date &amp; Time</th>
<th>Session Title</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>Wednesday, November 9</td>
<td>Creating Educational Material for the Digital Future</td>
<td>Tyler L Weldon</td>
<td>Fiesta III</td>
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<tr>
<td>Thursday, November 10</td>
<td>Auburn University Adult &amp; Higher Education Programs’ Extension Educator Certificate</td>
<td>Rusty Presley</td>
<td>Pavilion VI</td>
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<td>3:30 pm - 4:15 pm</td>
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### Distance and Online Learning (including Technology)

<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Session Title</th>
<th>Speaker(s)</th>
<th>Location</th>
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<tbody>
<tr>
<td>Wednesday, November 9</td>
<td>How Faculty Learn to Teach Online: What Administrators Need to Know</td>
<td>Steve Schmidt</td>
<td>Pavilion VI</td>
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<td>8:15 am - 9:00 am</td>
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<tr>
<td>Roundtable</td>
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<tr>
<td>Wednesday, November 9</td>
<td>The Digital Divide Among Black Men: Improving Technology Access, Skills, and Use</td>
<td>Dr. Larry G. Martin, Simone C Conceição</td>
<td>Enchantment B</td>
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<td>Concurrent Session</td>
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<tr>
<td>Wednesday, November 9</td>
<td>Need Tech!: Technology Tools for Adult Educators to Enhance Teaching, Training, and Learning</td>
<td>Dr. Carrie J Boden-McGill, Dr. Catherine A. Cherrstrom, Stacey Robbins</td>
<td>Fiesta III</td>
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<td>Wednesday, November 9</td>
<td>Furthering the Discussion: Addressing Undesirable Student Behavior in the Online Classroom</td>
<td>Margaret A. Eggleston, PhD</td>
<td>Pavilion VI</td>
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<td>10:30 am - 11:15 am</td>
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<td>Roundtable</td>
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<td>Wednesday, November 9</td>
<td>Asking for Help: Converting an Intensive Seminar from In-Person to Online Delivery</td>
<td>Dr. Marjorie E Treff, Ed.D.</td>
<td>Pavilion VI</td>
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<td>Roundtable</td>
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<tr>
<td>Wednesday, November 9</td>
<td>Strategies to Identify Online Diploma Mills and Reputable Colleges When Seeking Teaching Positions or Degrees</td>
<td>J. Bernard Bradley, PhD, GPC</td>
<td>Enchantment B</td>
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<tr>
<td>Wednesday, November 9</td>
<td>Building Community in Online Classrooms: Shaping Expectations of Adults New to Distance Learning</td>
<td>Dr. Kathy Lohr, Ed.D.</td>
<td>Pavilion VI</td>
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<td>Wednesday, November 9</td>
<td>Faculty Self-Efficacy for Instructing in a Hybrid Learning Environment at a Career College</td>
<td>Donna Gosselin</td>
<td>Pavilion VI</td>
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<td>Roundtable</td>
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<td>Wednesday, November 9</td>
<td>Cultivating Rich Virtual Communities in Adult Education Programs</td>
<td>Valeriana Colon, Brianne Moore-Adams</td>
<td>Pavilion VI</td>
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<tr>
<td>2:45 pm - 3:30 pm</td>
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<td>Roundtable</td>
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<td>Wednesday, November 9</td>
<td>Catering to Mobile: Recipes for Professional Development in the Network Era</td>
<td>Mr Ezzard C. Bryant, Jr., Ph.D., Heba AbuZayyad-Nuseibeh, Ph.D. Candidate</td>
<td>Fiesta III</td>
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<td>Thursday, November 10</td>
<td>Collaborative, Virtual Mentoring. What a Concept!</td>
<td>Dr. Kathy Peno, Jane Northup, Kayon Murray-Johnson, PhD, Kristina Perrelli, Richard Song</td>
<td>Enchantment F</td>
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<td>Thursday, November 10</td>
<td>Learning Analytics as an Assessment Tool in Online Higher Education</td>
<td>Tutaleni Asino, Christos Anagnostos</td>
<td>Pavilion VI</td>
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<td>Thursday, November 10</td>
<td>9:00 am - 9:45 am</td>
<td>A Statewide e-Learning University-Community College Partnership for Increased Access to Post-Secondary Education and Workforce Development</td>
<td>Dr. Bill Morrison</td>
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<tr>
<td>Thursday, November 10</td>
<td>9:00 am - 9:45 am</td>
<td>Creating Community in the Distance Learning Space</td>
<td>Dr. Kelly McKenna, Ph.D.</td>
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| Thursday, November 10| 9:00 am - 9:45 am   | Learning and Teaching: Skype and Zoom Online Conferencing Tools       | Lisa Kangas, Ph.D.  
Dr. Gwendolyn C Dooley, EDD                | Fiesta IV                               |
| Thursday, November 10| 9:00 am - 9:45 am   | Beauty and the Beast: Learning From a Comparison of Two Online Courses | Alisa Belzer, Alisa, PhD  
Daria Silvestro                             | Fiesta IV                               |
| Thursday, November 10| 9:00 am - 9:45 am   | How Mobile Games Improve Outcomes and Delight Learners                | Mr. Ira Sockowitz  
Mr. Peter Stidwill                           | Enchantment F                           |
| Thursday, November 10| 9:00 am - 9:45 am   | Smart(er) phones: Smartphones and Their Impact on Social Justice      | Christiana S Kyles  
Dr. Lori Risley, EdD, MSN, RN               | Pavilion VI                             |
| Thursday, November 10| 10:15 am - 12:30 pm | Successfully Leading through the e-Learning Landscape                 | XI LIN  
Dr. James E. Witte, PHD  
Leslie Cordie                                | Pavilion I                              |
| Thursday, November 10| 10:15 am - 12:30 pm | The Proven Superiority of Independent Learning Objects                | Christopher Martinez, M.A., Ph.D. (cand.)  
Leslie Cordie                                | Pavilion II                             |
| Thursday, November 10| 11:45 am - 12:30 pm | Video To Enhance Face-To-Face and/or Online Instruction, Presence, And Interaction | Brent A. Anders, M.Ed.                     | Fiesta II   |
| Thursday, November 10| 11:45 am - 12:30 pm | STEM & Web Accessibility: Best Practices for Adult Student Retention in Online Courses | Melissa Smiley, MSeD                          | Enchantment F |
| Thursday, November 10| 2:15 pm - 3:00 pm   | Faculty Use and Knowledge of Best Practices in the Online Environment | Mrs. Gladys Montane, Ed.D., R.T., (R) (M)  
Leslie Cordie                                | Fiesta III                             |
| Thursday, November 10| 2:15 pm - 3:00 pm   | Beyond Discussion: Facilitation Tools to Enhance Online Learning      | Dr. Leann M.R. Kaiser, Ph.D.  
Dr. Kelly McKenna, Ph.D.                     | Enchantment F                           |
| Thursday, November 10| 2:15 pm - 3:00 pm   | Managing Challenging Students in the Online Environment               | Tricia Berry  
Dr. Lanie Wright                             | Pavilion VI                             |
| Thursday, November 10| 3:30 pm - 4:15 pm   | A Dramaturgical Perspective of Online Learning                        | Anita Samuel                                 | Pavilion VI |
| Thursday, November 10| 4:30 pm - 5:15 pm   | Using the Heuristic Elicitation Methodology to Examine the Impact of Online Courses for Adult Learners | Vicki Dieffenderfer, PhD                   | Fiesta II   |
| Friday, November 11  | 8:15 am - 9:00 am   | Virtual Internship: Stakeholder Perceptions of Distance and Online Experiential Learning | Melody Jackson, MBA, PhD                  | Enchantment B |
| Friday, November 11  | 8:15 am - 9:00 am   | Come “Hangout” with Google!                                           | Terri Gustafson, MAED  
Jamie Bearden                                | Fiesta IV                               |
### Conference Sessions by Strand (continued)

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<tr>
<th>Date &amp; Time</th>
<th>Session Title</th>
<th>Speakers</th>
<th>Location</th>
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<tbody>
<tr>
<td>Friday, November 11</td>
<td>Implementing Continuous Improvement Processes in Online Learning: Technology and the Transformation of Learning</td>
<td>Shannon L Cooper, MSEd, Jennifer Burba, MSEd, Hayley Mayall, PhD, Scott Renshaw, MD, Matthew Holley, PhD</td>
<td>Enchantment B</td>
</tr>
<tr>
<td>9:15 am - 10:00 am</td>
<td>Concurrent Session</td>
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**English for Speakers of Other Languages, GED Literacy, Vocational and Career Education**

<table>
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<tr>
<th>Date &amp; Time</th>
<th>Session Title</th>
<th>Speaker(s)</th>
<th>Location</th>
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<tbody>
<tr>
<td>Wednesday, November 9</td>
<td>Pronunciation for Adult ESL</td>
<td>Ms. Marcie Smith</td>
<td>Fiesta III</td>
</tr>
<tr>
<td>1:45 pm - 2:30 pm</td>
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<tr>
<td>Wednesday, November 9</td>
<td>ESL Learners’ Motivation to Write: Lessons Learned from the Literature</td>
<td>Kayon Murray-Johnson, PhD</td>
<td>Pavilion VI</td>
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<tr>
<td>1:45 pm - 2:30 pm</td>
<td>Roundtable</td>
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<tr>
<td>Thursday, November 10</td>
<td>Culturally Responsive Teaching Patterns of ESOL and EAP Adult Educators</td>
<td>Dr. Christy M. Rhodes, Ph.D.</td>
<td>Pavilion III</td>
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<tr>
<td>10:15 am - 12:30 pm</td>
<td>Poster</td>
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<tr>
<td>Thursday, November 10</td>
<td>“Now I Know that I Don’t Know”: Metacognitive Instruction for Adult ESL Learners’ Speaking</td>
<td>Taewoong Kim, Junghwan Kim</td>
<td>Enchantment F</td>
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<tr>
<td>3:30 pm - 4:15 pm</td>
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<tr>
<td>Thursday, November 10</td>
<td>How to Be an Ally for Your ESL Students</td>
<td>Marcela Movit, Ph.D., Amanda Duffy</td>
<td>Fiesta IV</td>
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<tr>
<td>4:30 pm - 5:15 pm</td>
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<tr>
<td>Friday, November 11</td>
<td>Student Council: Organizing for School, Local and State Success</td>
<td>Ms Denise A Carrasco</td>
<td>Fiesta IV</td>
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<tr>
<td>9:15 am - 10:00 am</td>
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<tr>
<td>Friday, November 11</td>
<td>Vocabulary Instruction in Non-academic Adult ESL Classrooms: Teachers’ Theories of Practice</td>
<td>Carol Cochi, Ph.D</td>
<td>Enchantment C</td>
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<tr>
<td>9:15 am - 10:00 am</td>
<td>Concurrent Session</td>
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<tr>
<td>Friday, November 11</td>
<td>Creating Space for Creating: Drama as Dialogic Practice in the Adult Classroom</td>
<td>Kathleen Rose McGovern</td>
<td>Enchantment C</td>
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<tr>
<td>10:30 am - 11:15 am</td>
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**Graduate Student Education**

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<tr>
<th>Date &amp; Time</th>
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<tbody>
<tr>
<td>Wednesday, November 9</td>
<td>Graduate Student Education</td>
<td>Brittany Davis, B.S., M.A., Amanda Young, B.S., M.A.</td>
<td>Pavilion VI</td>
</tr>
<tr>
<td>8:15 am - 9:00 am</td>
<td>Ciao tutti! Graduate Adult Education Students' Reflections from International Field Study and Future Directions</td>
<td>A. Natalie R. Hendrix, B.S., M.Ed., Ph.D., Student B.J. Spencer, AIA, Ph.D., Candidate Dr. Joellen Coryell, PhD</td>
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<tr>
<td>Roundtable</td>
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<tr>
<td>Thursday, November 10</td>
<td>Advising Graduate Students at a Distance: Empowerment Through Self-Directed Practices</td>
<td>Dr. Kalpana Gupta, Dr. Leann M.R. Kaiser</td>
<td>Pavilion VI</td>
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<tr>
<td>8:00 am - 8:45 am</td>
<td>Roundtable</td>
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<tr>
<td>Thursday, November 10</td>
<td>Slaying the Dragon: Collaboration as a Means to Combat the Challenges of Becoming an Academic</td>
<td>Cecilia A. Teal, MSW, Kellee Vess, PhD, Valerie K. Ambrose, PhD</td>
<td>Enchantment B</td>
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<tr>
<td>8:00 am - 8:45 am</td>
<td>Concurrent Session</td>
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</table>
| Thursday, November 10  | Interdependency as Power for Mutual Growth in Academic Adult Education | Jinhee Choi  
Carol Rogers-Shaw  
Davin Carr-Chellman | Fiesta IV |
|------------------------|--------------------------------------------------------------------------------|---------------------------------|
| Thursday, November 10  | The Past, Present, and Future of Self-Directed Learning: A Panel Discussion  | Kellee Vess PhD, RN  
Valerie K. Ambrose, PhD  
Cecillia Teal, LCSW  
Ralph Brockett, PhD | Enchantment B |
| Thursday, November 10  | A Phenomenological Pilot Study Exploring What Contributes to Education Doctoral Students Thriving in Doctoral Education | Smeon O. Edosomwan | Pavilion I |
| Thursday, November 10  | Perceptions of Self-Directed Learning in an Online Environment by Adult Education Graduate Students | Ms. Oluwakemi Elufiede, M.Ed  
Dr. Christy M. Rhodes, Ph.D. | Pavilion III |
| Thursday, November 10  | Experiences and Perceptions of Adult Indian International Students in American Universities | Priyadarshini Pattath | Pavilion III |
| Thursday, November 10  | Reported practices for addressing global leadership competencies in adult education graduate programs | Arthur Ray McCrory | Pavilion III |
| Thursday, November 10  | Supporting Students in Completing the Dissertation Process: Faculty and Institutional Perspectives | Dr. Lilian H Hill, PhD  
Simone C Conceição | Enchantment B |
| Thursday, November 10  | Transitioning to Online: Pedagogical, Administrative, and Marketing Insights of a Graduate Program in Adult Education | Dr. Joellen Coryell, PhD  
Andrea Flores  
A. Natalie R. Hendrix, B.S, M.Ed., Ph.D. Student  
Terrance McClain  
Dr. Robert F. Reardon, Ph.D., P.E. | Enchantment B |
| Friday, November 11  | Action Learning in Graduate Adult Learning curriculum: An Approach to Student Learning and Reflection | Dr. Robin Hurst | Pavilion VI |

**Health Professionals**

| Thursday, November 10  | Using Digital Signage with Self Care for Health Promotion in the community | Sola Popoola  
Dr. Constance Hendricks  
Valarie Thomas, MSN, RN | Enchantment E |
|------------------------|--------------------------------------------------------------------------------|---------------------------------|
| Thursday, November 10  | Self-Directed Learning and the Lupus Patient: Using Adult Education Strategies to Actively Cope with Chronic Illness | Kristin Brittain  
Dr. Valerie Bryan | Enchantment E |
| Thursday, November 10  | Harmonizing Self-Direction and Mandatory Continuing Education; Attitude of the Health Care Professional | Julie Hall, M.P.H., R.T. (R)(CT) | Pavilion III |
| Thursday, November 10  | Interpersonal Education 101: How Adult Educators Can Interface in the IPE Discipline | Dr. Kevin Nolley  
Dr. Joseph Armstrong | Pavilion VI |
### History and Philosophy of Adult Education

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<tr>
<th>Date</th>
<th>Time</th>
<th>Session Title</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>Wednesday, Nov 9</td>
<td>10:30 am - 11:15 am</td>
<td>Roundtable Study Circles: A Worldwide Phenomenon</td>
<td>Eunkyung Na</td>
<td>Pavilion VI</td>
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<td>Waynne James</td>
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<tr>
<td>Wednesday, Nov 9</td>
<td>2:45 pm - 3:30 pm</td>
<td>Concurrent Session The History of Adult Education Through a Look at the Rich Landscape of Recent AAACE Conferences</td>
<td>Dr. Waynne B. James, Tampa Douglas Smith, Ph.D.</td>
<td>Enchantment D</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>4:30 pm - 5:15 pm</td>
<td>Concurrent Session Taking Time to Reflect: Historical Foundations of Adult and Distance Education and Key Theorists</td>
<td>Dr William C Diehl, PhD</td>
<td>Enchantment E</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>4:30 pm - 5:15 pm</td>
<td>Roundtable The History of Distance Education</td>
<td>Heba AbuZayyad-Nuseibeh</td>
<td>Pavilion VI</td>
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<tr>
<td>Friday, Nov 11</td>
<td>8:15 am - 9:00 am</td>
<td>Concurrent Session Transformation and Personhood: Humanist Explorations into Adult Learning</td>
<td>Adrienne Pickett</td>
<td>Pavilion VI</td>
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<tr>
<td>Friday, Nov 11</td>
<td>10:30 am - 11:15 am</td>
<td>Concurrent Session History of Graduate Programs in Adult Education at Historically Black Colleges &amp; Universities (HBCUs)</td>
<td>Geleana Drew Alston, PhD Bernadine S. Chapman, Ed.D.</td>
<td>Fiesta III</td>
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### International Adult Education

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<tr>
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<tr>
<td>Wednesday, Nov 9</td>
<td>8:15 am - 9:00 am</td>
<td>Concurrent Session Celebrating the Value of Lifewide Learning : Policy and Practice</td>
<td>Prof. Alan Tuckett</td>
<td>Enchantment E</td>
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<tr>
<td>Wednesday, Nov 9</td>
<td>10:30 am - 11:15 am</td>
<td>Concurrent Session Enriching the Landscape of International Adult Learning through Circular Rubrics</td>
<td>Mejai B. M. Avoseh</td>
<td>Enchantment E</td>
</tr>
<tr>
<td>Wednesday, Nov 9</td>
<td>1:45 pm - 2:30 pm</td>
<td>Shared Concurrent Do College Instructors Have Implicit Bias Toward Latino-Accented English Speakers?</td>
<td>Eunkyung Na</td>
<td>Fiesta III</td>
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<tr>
<td>Wednesday, Nov 9</td>
<td>1:45 pm - 2:30 pm</td>
<td>Concurrent Session Building a Learning Society via Establishing Learning Cities in China: An Updated Review on Progress and Barriers of Policy, Research, and Practice</td>
<td>Qi Sun Dr. Dayong Yuan, Ph D</td>
<td>Enchantment E</td>
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<tr>
<td>Wednesday, Nov 9</td>
<td>2:45 pm - 3:30 pm</td>
<td>Concurrent Session Learning to Transform in Eastern Adult Education Context</td>
<td>Haijun Kang Qi Sun Lei Lyu</td>
<td>Enchantment E</td>
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<tr>
<td>Wednesday, Nov 9</td>
<td>2:45 pm - 3:30 pm</td>
<td>Concurrent Session Understanding Barriers to Educational Participation for Immigrants in South Korea</td>
<td>Jihyun Kim Thomas Valentine</td>
<td>Enchantment F</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>10:15 am - 12:30 pm</td>
<td>Poster The Social and Religious Boundaries of Adult Education Research and Practices in Saudi Arabia</td>
<td>Mohammed Awad Alasmrai</td>
<td>Pavilion II</td>
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<tr>
<td>Friday, Nov 11</td>
<td>8:15 am - 9:00 am</td>
<td>Roundtable Transformational Experiences of College Students Studying Abroad</td>
<td>Joe Askren</td>
<td>Pavilion VI</td>
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### Conference Sessions by Strand 

#### Military Education

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<tr>
<th>Date</th>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Presenter(s)</th>
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<tr>
<td>Wednesday, Nov 9</td>
<td>8:15 am - 9:00 am</td>
<td>Concurrent Session</td>
<td>Veterans in Higher Education: A Tool for Transition</td>
<td>Dr. Yvonne Hunter-Johnson, Mrs. Tingting Liu, MA Malinda Suprise</td>
<td>Enchantment C</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>8:00 am - 8:45 am</td>
<td>Roundtable</td>
<td>Human Performance Optimization During Conditions of Uncertainty: Women as Mandatory Equipment in Mixed Gender Teams</td>
<td>Constance Carpenter, Doctoral Student Susan M. Yelich Biniecki, PhD</td>
<td>Pavilion VI</td>
</tr>
<tr>
<td>Thursday, Nov 10</td>
<td>9:00 am - 9:45 am</td>
<td>Roundtable</td>
<td>The Evolution of Military Voluntary Adult Education Programs: Implications for Civilian Adult Education/HRD Programs</td>
<td>Mr Robert Craig, Jr, MPA</td>
<td>Pavilion VI</td>
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#### Professors of Adult Education

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Wednesday, Nov 9</td>
<td>1:45 pm - 2:30 pm</td>
<td>Concurrent Session</td>
<td>Are We Good Citizens? A Conceptual Exploration of Organizational Citizenship Behavior for University Faculty</td>
<td>Kevin Rose, Matt Bergman, Ph.D. Kobena Osam Kit Kacirek</td>
<td>Enchantment C</td>
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<tr>
<td>Wednesday, Nov 9</td>
<td>2:45 pm - 3:30 pm</td>
<td>Concurrent Session</td>
<td>Facilitating Transformation of International Chinese Adult students from Teacher-centered to Learner-centered Teaching through Online Class</td>
<td>Fujuan Tan, Ph.D. Dr. Lee W Nabb</td>
<td>Enchantment C</td>
</tr>
<tr>
<td>Wednesday, Nov 9</td>
<td>2:45 pm - 3:30 pm</td>
<td>Roundtable</td>
<td>Let Your Light Shine: Putting Your Expertise to Work in Your Community</td>
<td>Margaret H. Rice, Ph.D. JoAnn S Olson, Ph.D.</td>
<td>Pavilion VI</td>
</tr>
<tr>
<td>Thursday, Nov 10</td>
<td>8:00 am - 8:45 am</td>
<td>Concurrent Session</td>
<td>The Art of Getting Published: How to Respond To Reviewers’ Comments</td>
<td>Dr Lisa Baumgartner</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>8:00 am - 8:45 am</td>
<td>Shared Concurrent</td>
<td>Chasing the American Dream- Race and Adult and Continuing Education</td>
<td>Monique Glaspie</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>9:00 am - 9:45 am</td>
<td>Concurrent Session</td>
<td>Career Trajectories: Tenure, Promotion, and Life in the Professoriate</td>
<td>Simone C Conceição Dr. Amy D. Rose</td>
<td>Enchantment C</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>11:45 am - 12:30 pm</td>
<td>Concurrent Session</td>
<td>Adult Education at the Intersection of Diaspora, Migration, and Globalization</td>
<td>Dr. Mary V Alfred</td>
<td>Enchantment C</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>2:15 pm - 3:00 pm</td>
<td>Shared Concurrent</td>
<td>Teaching Social Justice: What Impacts Graduate Students?</td>
<td>Royce Ann Collins</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>3:30 pm - 4:15 pm</td>
<td>Shared Concurrent</td>
<td>Reaching the Unreachable College Student-Athlete: Changing the Entitlement Culture in the Classroom.</td>
<td>Chantel Tremitiere, MBA Dr. James E. Witte, PHD</td>
<td>Fiesta II</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>3:30 pm - 4:15 pm</td>
<td>Roundtable</td>
<td>“Enhancing Adult Learning Landscape: Guidelines for Teacher Leaders in Classrooms to Improve International Undergraduate Satisfaction”</td>
<td>Somanita Kheang, M.Ed John Arthur Henschke, Ed.D</td>
<td>Pavilion VI</td>
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<tr>
<td>Friday, Nov 11</td>
<td>8:15 am - 9:00 am</td>
<td>Concurrent Session</td>
<td>From Blocked to Breakthrough Creativity: Learning the Art of Stress-Free Writing</td>
<td>Dr. Dominique T. Chlup</td>
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### Conference Sessions by Strand (continued)

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<tr>
<td>Friday, November 11</td>
<td>8:15 am - 9:00 am</td>
<td>Reflections on the Co-development of a Master’s of Health Professions Program</td>
<td>Wendy M Green, PhD Dr. Catherine A Hansman, EdD</td>
<td>Pavilion VI</td>
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<tr>
<td>Friday, November 11</td>
<td>10:30 am - 11:15 am</td>
<td>A Distributed Leadership Model in an Adult Education and Training Graduate Program</td>
<td>Tobin P. Lopes, Ph. D. Kalpana Gupta, EdD Leann M.R. Kaiser, Ph.D Karen Kaminski, PhD</td>
<td>Pavilion VI</td>
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### Program Management and Administration

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<tr>
<td>Wednesday, November 9</td>
<td>10:30 am - 11:15 am</td>
<td>Developing Constructionist Positionalogical Policy Research on Anti-bullying in Adult, Higher, Continuing and Professional Education</td>
<td>Mitsunori Misawa, Ph.D.</td>
<td>Fiesta III</td>
</tr>
<tr>
<td>Thursday, November 10</td>
<td>10:15 am - 12:30 pm</td>
<td>Be the Wind Beneath the Wing: Creating Success of Minority Adult Undergraduates</td>
<td>Jie Ke, Ph.D. Millard Juette Bingham</td>
<td>Pavilion I</td>
</tr>
<tr>
<td>Friday, November 11</td>
<td>10:30 am - 11:15 am</td>
<td>Meet the Institutions and Post Traditional Students of Tomorrow</td>
<td>Crystal Toombs Cherron Hoppes, Ed.D.</td>
<td>Fiesta I</td>
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### Sustainability and Environmental Adult Education

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<th>Location</th>
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<tbody>
<tr>
<td>Wednesday, November 9</td>
<td>2:45 pm - 3:30 pm</td>
<td>Sustainability and Environmental Adult Education Expanding Conceptions of Self and Sustainability</td>
<td>Wendy Griswold</td>
<td>Fiesta IV</td>
</tr>
<tr>
<td>Friday, November 11</td>
<td>9:15 am - 10:00 am</td>
<td>Defensible Deceptions, Forgiveable Infringements and Condonable Heresies: Transgressive Practices to Achieve Sustainable Development</td>
<td>Dr. Thomas J. Sork, PhD</td>
<td>Fiesta I</td>
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### Workforce Development, Professional Development, Continuing Education, and Human Resource Development

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<tr>
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<tbody>
<tr>
<td>Wednesday, November 9</td>
<td>8:15 am - 9:00 am</td>
<td>Revisiting Approaches of Adult Education: An Analysis of the Workforce Investment Act (WIOA).</td>
<td>Marcia Muirhead, PhD Heather Bruce, PhD Michelle Johnson</td>
<td>Enchantment F</td>
</tr>
<tr>
<td>Wednesday, November 9</td>
<td>10:30 am - 11:15 am</td>
<td>A First Look at the Results from the PIAAC National Supplement</td>
<td>Phyllis Cummins</td>
<td>Fiesta IV</td>
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<tr>
<td>Wednesday, November 9</td>
<td>10:30 am - 11:15 am</td>
<td>Examining SoTL Literature for Teacher Pedagogical Constructs: A Method for Documenting a Rich Landscape</td>
<td>Vicki Sheri Towne, M.Ed.</td>
<td>Pavilion VI</td>
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<tr>
<td>Wednesday, November 9</td>
<td>1:45 pm - 2:30 pm</td>
<td>Using Conceptual Change Frameworks to Mitigate Training Resistance</td>
<td>Jonathan Taylor Dr. Steven B Frye, Ph.D.</td>
<td>Enchantment F</td>
</tr>
<tr>
<td>Thursday, November 10</td>
<td>8:00 am - 8:45 am</td>
<td>Rebranding Technical Programs To Attract the Non-Traditional Millennials</td>
<td>Dr Kim A Gordon, SPHR, SCP</td>
<td>Fiesta III</td>
</tr>
<tr>
<td>Thursday, November 10</td>
<td>8:00 am - 8:45 am</td>
<td>Measuring the Impact of MCLE on the Practice of Law - A Model for Kansas</td>
<td>Holly Fisher Dr W Franklin Spikes</td>
<td>Pavilion VI</td>
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<tr>
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<tr>
<td>Thursday, November 10</td>
<td>Exchanging Safety’s Value: Workers’ Construction of Knowledge in Hostile Environments</td>
<td>Dr Ramo J Lord</td>
<td>Enchantment A</td>
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<tr>
<td>8:00 am - 8:45 am</td>
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<td>Concurrent Session</td>
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<tr>
<td>Thursday, November 10</td>
<td>Needs of Adult Learners that Primarily Employ People with Developmental Disabilities</td>
<td>Jennifer Pollack Percival, M.Ed., CRC</td>
<td>Enchantment A</td>
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<tr>
<td>Thursday, November 10</td>
<td>WIOA: Innovations and Opportunities for Instructors</td>
<td>Kevin Franklin</td>
<td>Pavilion VI</td>
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<td>Thursday, November 10</td>
<td>Ex-Viscera: Guidance from within</td>
<td>TODD Stephenson, Ph.D.</td>
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<td>Thursday, November 10</td>
<td>Improving Industry Training by Leveraging University Expertise</td>
<td>Stephanie Jean Teague, BS, MAT Richard Teague, B.S.</td>
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<td>Thursday, November 10</td>
<td>Millennials and the Unemployment Hurdle</td>
<td>Ms. Sherrie Gilbert, B.A., M.A.</td>
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<td>Thursday, November 10</td>
<td>Align and Redesign: Evaluating Innovation and Transformation in an Adult Education Systemic Change Initiative</td>
<td>Laura Weisel, Ph.D.</td>
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<td>Knowledge Transfer from More to the Less Experienced Employees in Small Size Organizations</td>
<td>Christos Anagiotos</td>
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<td>You, Inc: Developing e-Portfolios to Expand Your Personal Brand</td>
<td>Jim Parrish Mr. Joel Hughes</td>
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<td>Six Years Later: Lessons Learned about Planning, Delivering and Evaluating Continuing Legal Education</td>
<td>W. Franklin Spikes Holly Fisher</td>
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<td>Re-conceptualizing Goal Directed Learners: Houle in 2016</td>
<td>Dr Jennifer K Holtz, Ph.D.</td>
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<td>Efficient, Effective, and Enjoyable Writing With Others: A Process, Tool, and Strategies to Maximize Productivity</td>
<td>Dr. Catherine A. Cherrstrom Dr. Jill Zarestky</td>
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<td>Job Characteristics Model: What Employers and Employees Can Learn From It.</td>
<td>Masita Misdi</td>
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<td>Embedded Formative Assessment: Improving Learning and Instruction in Human Services Training and Continuing Education</td>
<td>Cheryl Baldwin Angela Kelber Mary Pick</td>
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<td>Labour Education and Empowerment of University Academics for the attainment of University Goals in Nigeria</td>
<td>moshood hassan, ayinde, B.Ed, M.Ed, Ph.D Basirat Bolanle Akinloye</td>
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<td>Workforce Readiness Through Experiential Learning for Adult Learners</td>
<td>Charles Kilfoye</td>
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<td>Roundtable</td>
<td>Beyond Demand Driven... Are Your Programs Meeting the Needs of Your Students?</td>
<td>Mr. Philip Jordan, JD</td>
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<td>Roundtable</td>
<td>Instructional Design for Adaptive Training transfer</td>
<td>Doo Hun Lim, Ph.D. Yoonhee Park Junghwan Kim</td>
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<td>Revitalizing Workforce Opportunities among Vulnerable Urban Populations via Multiple Literacies</td>
<td>Dr. Jessyina M McDonald, PhD Janay Thomas, BS</td>
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<td>Roundtable</td>
<td>Feminist Perspectives on Workforce Development: Creating Programs to Meet Diverse Learners’ Needs.</td>
<td>Ovi Galvan Sarah M. Ray Dr. Jill Zarestky</td>
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<td>Negotiating Environmental Forces of Adult Education</td>
<td>Dr. Carmela Nanton, Ed. D; MSC, MSHRD</td>
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<td>Lessons from Neolithic Ireland: Optimum Work Group Sizes</td>
<td>Dr. Robert F. Reardon, Ph.D., P.E. Mrs. Rebecca Jones Reardon</td>
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<td>Learning Styles Assessments in the Workforce: Do they Promote Engagement and Retention</td>
<td>Dr. Kate Nelson Dr. James E. Witte</td>
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<td>Roundtable</td>
<td>How Do Senior Level Executives Experience Vulnerability as They Transition to the Role of CEO</td>
<td>Everett T. Shupe II</td>
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<td>Successful Avenues for Workforce Education: Developing Efficient Workforce Programs Through Stackable Credentials</td>
<td>Tashemia Jones Ovi Galvan</td>
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<td>Friday, November 11</td>
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<td>Selecting Appropriate Multimedia for Presentations</td>
<td>Dr. Charles E. Baukal, Jr., Ph.D., Ed.D.</td>
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<td>Experiential Learning: Leading Workforce Capability Improvements in a VUCA World</td>
<td>Robert Bing</td>
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<td>Integrating Wellness Coaching with Career Development to Empower Success</td>
<td>Michael Garamoni, M.S. Ed.</td>
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<td>Friday, November 11</td>
<td>Roundtable</td>
<td>Providing Effective Professional Development for Practitioners in Adult Education</td>
<td>Jeff Fantine</td>
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Commission on Adult Basic Education (COABE)
By presenters last name

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Z
New this year...

Poster Presentations

Wednesday, November 9th from 5:00 pm - 6:00 pm / Pavilion I, II, III
Thursday, November 10th from 10:15 am - 11:30 am / Pavilion I, II, III

This year AAACE is putting an emphasis on our Poster Presentations. Posters will be featured at the 2016 AAACE conference during two different times, giving you two opportunities to interact with attendees as they celebrate the rich landscape of adult learning. Posters will remain on display between the two sessions for attendees to browse at their leisure.

What is a poster presentation?
A poster is a visual summary of either a research study and its findings, or a project or a program. Effective posters contain both text and graphics. Graphics most often draw viewer’s attention first. Presenters explain and discuss the content of their posters with attendees during the interactive sessions.

Why present a poster?
Poster sessions at the AAACE conference allow for one-on-one networking between poster presenters and all conference attendees interested in their work. Posters allow the presenter to:
• Share new approaches and/or best practices with colleagues
• Discuss how “lessons learned” are being used to improve programs
• Showcase programs or projects to current and potential funders
• Outline research or evaluation findings or studies in progress
• Provide evidence that lessons from the program or project have been disseminated to a broader audience

We currently have 37 Poster Presentations this year. So stop by on Wednesday from 5:00 pm to 6:00 pm for the Wine and Cheese Reception in the Presentation room. If you don’t have the opportunity to see everyone on Wednesday, swing by on Thursday from 10:15 am - 11:30 am where we have once again allowed dedicated time for the Poster Presentations. Help us make our 2016 Poster Presentations a success! On the next page you will see a sample review form. We are asking all of our attendees to grade our poster presenters by ranking your top 3 choices.

Winners will be announced on Thursday during the Awards Luncheon.
# AAACE POSTER REVIEW FORM – ONE PER PARTICIPANT

Codes for key elements to be considered for your review:

- **V:** Visually appealing poster, titles and graphics easily readable from a distance of five or more feet
- **H:** Highlights/focuses on one readily-apparent and clearly stated element of a program/project/study
- **T:** Title of the poster understandable, authors/presenters and any funding source clearly stated
- **B:** Background or context clearly introduced early in three to five sentences and/or by a graphic or photograph
- **C:** Conceptual or theoretical framework of the program/project/study clearly identified
- **M:** Methodology of the program/project/study clearly and sufficiently described
- **F:** Findings or lessons learned, conclusions, and implications for future programs/projects/studies clearly stated
- **A:** APA 6th edition style used correctly to cite and reference all sources of information
- **G:** Graphic(s) or photograph(s) illustrate(s) progress and participants of program/project/study
- **E:** Entire text of poster readable in five minutes or less; available partition space used effectively
- **P:** Presenter clearly and succinctly articulated his/her program/project/study in 3 - 5 minutes

Identify your top three choices with a check mark in right hand column.

<table>
<thead>
<tr>
<th>Primary Presenter Name</th>
<th>Abbreviated Title</th>
<th>Notes (use of codes and + or - optional)</th>
<th>Top 3</th>
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**Commission for International Adult Education (CIAE)**

CIAE provides a forum for the discussion of international issues related to adult education in general, as well as adult education in various countries around the globe. The following purposes summarize the work of the Commission:

- To develop linkages with adult education associations in other countries.
- To encourage exchanges between AAACE and associations from other countries.
- To invite conference participation and presentation by interested adult educators around the world.
- To discuss how adult educators from AAACE and other nations may cooperate on projects of mutual interest and benefit to those we serve.

The Commission holds its annual Pre-Conference in conjunction with the AAACE Annual conference.

Director: Dr. Marcie Boucouvalas (Marcie@vt.edu)

**Commission of Professors of Adult Education (CPAE)**

The following five purposes define the purpose and work of the Commission:

- To act as a vehicle for strengthening and supporting excellence in academic programs in adult education.
- To identify and disseminate resources that support adult education as a field of study, research and practice.
- To provide opportunities for the professional development of professors of adult education.
- To study and disseminate positions on social issues of concern to adult education.
- To provide a forum for critical reflection and dialogue on scholarship and practice that reflects the diversity in adult education.

An additional and important purpose of CPAE is to provide a caring, supportive and collegial community for professors of adult education. We seek to achieve this through our annual meeting in conjunction with the annual AAACE conference. CPAE meetings include sessions designed to address current concerns of members in addition to building community and conducting the business of the Commission. Active Special Interest Groups (SIGs) include critical theory, faculty development, human resource development, instructional improvement, international/intercultural issues, research & theory, women’s research, and neuroscience. There is also often an additional less formal meeting at the annual Adult Education Research Conference (AERC) in early June. The Commission maintains an active listserv used to disseminate information to members and others concerned with the preparation of adult educators.

Director: Dr. Larry Martin (lmartin@uwm.edu)
CIAE Pre-Conference At-A-Glance

Sunday, November 6
7:00 pm - 9:30 pm  CIAE Meet and Greet and Community Building Session
Sierra Vista (19th floor)

Monday, November 7
9:00 am - 6:00 pm  Commission for International Adult Education (CIAE)
Enchantment A&B

Tuesday, November 8
9:00 am - 2:00 pm  Commission for International Adult Education (CIAE) continued
Enchantment A&B

CPAE Co-Conference At-A-Glance

Registration for CPAE will be at the AAACE Registration Desk.

Thursday, November 10
2:30 pm - 4:00 pm  CPAE Welcome and Opening Session
Pavilion V

4:15 pm - 5:15 pm  CPAE Concurrent Session 1
A - Pavilion I&II; B - Pavilion III; C - Pavilion VI

5:30 pm - 6:30 pm  CPAE Reception
Pavillion V

6:30 pm - 8:30 pm  CPAE Business Meeting
Pavlion VI

Friday, November 11
8:00 am - 9:00 am  CPAE Concurrent Session 2
A - Pavilion I&II; B - Pavilion III; C - Pavilion V

9:00 am - 9:15 am  CPAE Break
Pavilion Foyer

9:15 am - 10:15 am  CPAE Concurrent Session 3
A - Pavilion I&II; B - Pavilion III; C - Pavilion V

10:30 am - 11:30 am  CPAE Closing Session
Pavilion V
Self-Directed Learning Readiness among Undergraduate Students in Saudi Arabia
Presenter: Mousa Alfaifi

Career Transitions and Professional Development of Immigrants in the United States
Presenter: Iva Angelova

Preserving the Social Cohesiveness and Lifelong Learning Mission of Scotland’s Public Libraries: Evaluating the Scottish National Library Strategy through the Capabilities Approach
Presenter: Kiran Badwal

Factors Associated with International Students’ Academic Performance: A Comparative Analysis between the First Semester and the Current Semester in the U.S.
Presenter: Muhittin Cavusoglu

International Student Participant in U.S. Post Secondary English Language Programs
Presenter: Valeriana Colon

The Visual Language of Abstract Shapes in Crossing Borders
Presenter: Arthur Conroy

Training Programs for Older Adults in the U.S.: Country Comparisons Using PIAAC Data
Presenter: Phyllis Cummins

The Power of Relationship Building in International Short-Term Field Study Experiences at the Graduate Level
Presenters: Brittany Davis and Joellen Coryell

Theory into Practice: The power of storytelling in Adult Learning and Instruction
Presenters: Simeon Edosomwan and Claudette Peterson

Strategic Planning for Internationalization in Adult and Higher Education in Questions
Presenter: Emmanuel Jean Francois

My Experience and Reflections After Working at the Center for Refugees of Conetta, Italy
Presenter: Antonella Pascali

Sustainability Adult Education: Learning to Re-Create the World
Presenter: Wendy Griswold

Influential Perspectives from Recent Acquisitions Regarding Andragogy: A 2016 shortened version
Presenter: John Henschke

Against All Odds: Social and Cultural Influence on Nontraditional International Learners Pursuing Higher Education in the United States
Presenter: Yvonne Hunter-Johnson

Studying Abroad Has Transformed Me: Exploring The Learning Experiences of Bahamian Students Studying Abroad
Presenters: Yvonne Hunter-Johnson and Norrissa Newton

Designing Professional Learning Community through Understanding the Beliefs of Learning
Presenters: Jie Ke, Rui Kang, and Di Liu
Olympic Sport Coaching Education: An international perspective  
Presenter: Cameron Kiosoglous

An Examination of Global Leadership Competencies in Selected Adult Education Graduate Programs  
Presenters: Arthur McCrory and Waynne James

The Role of Library Resources in Teaching and Learning among Adult Education University Students in Nigeria  
Presenter: Chukwudi Mensah

Adult Development: A Global Imperative  
Presenter: Linda Morris

Henry Carmichael [1796 to 1862]: Australia’s Pioneer Adult Educator  
Presenter: Roger Morris

Are College Instructors Biased toward Latino-Accented English Speakers?  
Presenter: Eunkyung Na

Experimenting with Theory of Change for Interculturality and Mutual Learning in Adult Education  
Presenter: Annalisa L. Raymer

On Autobiography Learning, ‘Jibunshi’ in Japan  
Presenter: Koichi Sasagawa

Building a Learning Society via Establishing Learning Cities in China: An Updated Review on Progress and Barriers of Policy, Research, and Practice  
Presenters: Qi Sun and Dayong Yuan

Learning from the East: Voices of Well-Established International Adult Education Scholars from the West  
Presenters: Qi Sun and Haijun Kang

The Key-Role of Teachers Played within the Italian School-Work Alternance Programs  
Presenters: Concetta Tino and Monica Fedeli

Assessment of Open learning Method and Lecture Method in Teaching and Learning among 200-level Adult Education Students in Michael Okpara University of Agriculture, Umudike, Nigeria  
Presenter: Nneka Umezulike

An Analysis of Europe within Adult Education Literature  
Presenter: Susan M. Yelich-Biniecki

Participatory Community Education to Mitigate Human-Elephant Conflict in Botswana  
Presenter: Jill Zerestky and Leslie Ruyle
### Thursday, November 10, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Session/Event</th>
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<tbody>
<tr>
<td>2:30 p.m. - 4:00 p.m.</td>
<td>CPAE Opening Session&lt;br&gt;&lt;br&gt;Social Movements and Adult Education: Transformative Learning, Policy Development, and Research&lt;br&gt;Dr. John Holst, Associate Professor, University of St. Thomas&lt;br&gt;Dr. Holst will outline the major challenges social movements pose for adult education practitioners, participants, and scholars. Highlighting the importance of such movements, he will assist our understanding of the historical moment(s) in which we are currently engaged and outline elements of a vision for change. Observing that social movements have been and continue to be a major vehicle for policy initiatives, he argues that the changing nature, status, and diversity of movements today can and should be both incubators for policy initiatives and major forces for policy implementation.&lt;br&gt;&lt;br&gt;Panel Respondents: &lt;br&gt;❖ Dr. Leona English, Professor, St. Francis Xavier University &lt;br&gt;❖ Dr. Dionne Rosser-Mims, Associate Dean, College of Education, Troy University</td>
</tr>
<tr>
<td>4:15 p.m. - 5:15 p.m.</td>
<td>CPAE Concurrent Session 1&lt;br&gt;&lt;br&gt;Instructional Improvement SIG&lt;br&gt;Pavilion I&amp;II&lt;br&gt;&lt;br&gt;Annalisa Raymer&lt;br&gt;Eyes on the prize: Theory of Change for curricular design&lt;br&gt;Yes, you've constructed your course or program using backwards planning or Understanding by Design, and it is a great course. Yet, when you step back to look at the wider context—i.e. the change you seek to make in the world—does your course deliver? Theory of Change frames your course or curriculum within the bigger picture and provides ways of querying the thinking and assumptions. In this interactive session, participants will walk through “change maps” and uncover how the making of such maps offers opportunities for drawing colleagues into shared purpose and provides guidance for design.</td>
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<td>Tobin Lopes&lt;br&gt;Developing an instrument to measure culturally responsive teaching&lt;br&gt;This session describes early results for the development of an instrument to measure the four factors of Wlodkowski and Ginsberg’s Framework for Culturally Responsive Teaching. The instrument is being developed for both online and hybrid learning and will provide another tool for instructors to measure, and therefore develop, themselves and the learning environment they help create. Challenges, milestones, and results will be shared; next steps discussed.</td>
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### Research & Theory SIG  
**Pavilion III**

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Title</th>
<th>Summary</th>
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<tbody>
<tr>
<td>Christos Anagiotos</td>
<td>Socially learned identities: The case of young adults on the divided island of Cyprus</td>
<td>Cyprus is a divided island as a result of nationalist conflict between the Greek-Cypriot and the Turkish-Cypriot communities (the two major ethnic communities on the island), which lived apart from 1974 until 2003. This qualitative study examines the factors that influence ethno-national identity learning of young Greek-Cypriot and Turkish-Cypriot adults that were born and grew up during the segregation period. Such factors include education, politics, religion, social environment, social interactions and language/dialect. Based on my findings, I explore the idea that identity is learned (rather than constructed or formed) throughout an individual’s life—from childhood to adulthood.</td>
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### International/Intercultural SIG  
**Pavilion VI**

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Title</th>
<th>Summary</th>
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<tbody>
<tr>
<td>Arthur McCrory Waynne James</td>
<td>Examining global leadership competencies and the standards for graduate programs in adult education</td>
<td>Of the 2008 Standards for Graduate Programs in Adult Education, two dealt with issues of leadership and globalization. This session reports the findings of a dissertation that examined the extent to which an identified framework of nested global leadership competencies was addressed and developed in multiple adult education graduate programs in the United States and Western Europe.</td>
</tr>
<tr>
<td>Leona English</td>
<td>Political literacy: In support of learning to analyze global lifelong learning and gender policy</td>
<td>This paper discusses the need for education and learning to analyze global policies on lifelong learning, adult education, and gender. Until efforts are made to encourage the ability to read and critique these policies in terms of one’s context, needs and aspirations, the policies will remain ineffective. Political literacy is considered as a key skill for our field, to promote critical conversations and effect change at the global level.</td>
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5:30 p.m. - 6:30 p.m.  
**Pavilion V**  
CPAE Reception

6:30 p.m. - 8:30 p.m.  
**Pavilion VI**  
CPAE Business Meeting  
Larry Martin, CPAE Chair
### Friday, November 11, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>8:00 a.m. - 11:00 a.m.</td>
<td>CPAE Registration will take place at the AAACE main Registration Desk</td>
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<tr>
<td>8:00 a.m. - 9:00 a.m.</td>
<td>CPAE Concurrent Session 2</td>
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#### Women’s Research SIG Pavilion I&II

<table>
<thead>
<tr>
<th>Speaker(s)</th>
<th>Title</th>
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<tbody>
<tr>
<td>Constance Carpenter</td>
<td>U.S. Armed Forces gender integration: The deterministic inclusion of women within combat arms and special operations teams</td>
</tr>
<tr>
<td>Tom Valentine, Tatyana Pavluscenco, Jihyun Kim, Jamie Caudill</td>
<td>Marginalized women, learning, and the struggle for new lives: Findings from three interview-based studies</td>
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The Department of Defense’s removal of barriers to women serving in all military occupational specialties, to include frontline combat and asymmetrical special forces teams, leads to challenges in creating and implementing gender management and integration plans. This session explores the bureaucratic and political attractors associated with the overturning of the Direct Ground Combat Definition and Assignment Rule (DGCDAR), the implications resulting from the deterministic inclusion of women into combat arms and special operations teams, and the use of adult learning to promote gender integration.

For many women throughout the world, austerity can be a way of life. Their personal worlds can be characterized by economic and social deprivation, and only by taking dramatic action can they achieve the lives they desire. In this symposium, three women scholars—originally from three different continents—will present and explore empirically derived themes of learning and adaptation as told by women who have taken bold steps to change their lives. All three interview-based studies seek to illuminate the intersection of adult learning and families for three distinct groups of women.
<table>
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<tr>
<th>CPAE Program (continued)</th>
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**Dialogues in Andragogy SIG**  
**Pavilion III**

<table>
<thead>
<tr>
<th><strong>Marcie Boucouvalas</strong></th>
<th>Malcolm Knowles’s lifelong learning orientation: A missing piece. The group, community, societal emphasis</th>
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<tbody>
<tr>
<td>Knowles was concerned primarily, if not exclusively, with the individual, neglected social and learning contexts, focused on internal motivation, often to the exclusion of external motivators for adults, and purportedly spoke in general terms of a typical adult learner. Really? Those of us who studied extensively with Knowles came away with a different portrait. This presentation highlights the group, community, and societal emphasis in Knowles’s work.</td>
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<tr>
<th><strong>J. Bernard Bradley</strong></th>
<th>A new century of andragogy in online learning: Why are situational constraints and learner satisfaction paramount?</th>
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<tr>
<td>A one-size-fits-all approach is not recommended when utilizing the assumptions of andragogy online. Arguably, The College of Liberal Arts, a component of Chautauqua University, offered the first major distance education program in North America. It operated primarily as a correspondence school. However, dropout rates were high, and instructor feedback slow. Today, the assumptions of andragogy can be fully implemented through online learning, but online instructors must consider internal and external situational constraints while also promoting learner happiness to create dynamic student-centered learning environments that cultivate lifelong learning. Recent literature will be considered with emphasis on key findings and trends.</td>
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<tr>
<th><strong>Lori Risley</strong></th>
<th>Andragogy from Notepad to Ipad: Introducing the 7th assumption of the adult learner</th>
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<td>In this session we will reflect on how technology in and out of the classroom has affected adult learning. Andragogy has a long history of meeting the learners’ needs and recognizing how the environment shapes the learner. With this in mind, continuing research conducted at the University of Central Oklahoma will be shared, leading to the assertion that there is now a 7th assumption of adult learners.</td>
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<tr>
<th><strong>John A. Henschke</strong></th>
<th>The 2016 update of the history and philosophy of andragogy including influential new perspectives from a quasi-English translation of Dusan Savicevic’s 2000 work on roots in the world-wide development of andragogy from ancient times</th>
</tr>
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<tbody>
<tr>
<td>From 196 concepts and 268 names included in a quasi-English translation of Dusan Savicevic’s 2000 work on roots in the world-wide development of andragogy from ancient times, comes a treasured addition to the rich global history, philosophy and themes of andragogy. Of course, other sources are included this year that will also add to the conceptual framework of andragogy. These new sources, in English, are helping to expand the meaning, concept, and importance of an adult education concept and idea that many in the past have been desirous of eliminating from the lexicon of adult education. The strength of the continual findings in the global literature on andragogy brings the current total documents nearer to 600.</td>
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## Faculty Development

**Pavilion V**

<table>
<thead>
<tr>
<th>Kathy Lohr</th>
<th>Making the most of writing time: Managing schedules, co-authors, and resources.</th>
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<tbody>
<tr>
<td>Christy Rhodes</td>
<td>Of all the expectations that institutions of higher education place upon faculty, the most daunting for faculty is often publishing. Building and demonstrating strong academic writing skills requires setting aside time and using it wisely. The panelists facilitating this presentation will focus on three aspects of academic writing: making time for writing, writing with others, and organizing resources. Following a panel discussion, participants will be encouraged to share challenges and approaches they have discovered in their writing process.</td>
</tr>
<tr>
<td>Joann Olson</td>
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<tr>
<th>Anne Benoit</th>
<th>Surfacing faculty epistemology through powerful questions.</th>
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<td>Faculty beliefs and values inform teaching decisions and ways of enacting the faculty role. Models of “best practices” and new approaches to enhance teaching are plentiful. Yet those tasked with enhancing faculty learning are often frustrated by seeming resistance. What is needed is a method of uncovering the epistemology that informs faculty stance and teaching perspectives. This session examines faculty members’ relationship to knowledge and themselves as “knowers” and offers a questioning model that surfaces faculty beliefs and values. Attendees will leave with resources to support the process of critical questioning.</td>
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### Schedule

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00 a.m. – 9:15 a.m.</td>
<td>CPAE Break</td>
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<tr>
<td>Pavillon Foyer</td>
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<tr>
<td>9:15 a.m. - 10:15 a.m.</td>
<td>CPAE Concurrent Session 3</td>
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<tr>
<td>Critical Theory SIG</td>
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<tr>
<td>Pavillon I&amp;II</td>
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<tr>
<td>Shivaani Selvaraj</td>
<td>“Really useful knowledge” in the digital age: An exploration of organizational forms, practices, and consciousness</td>
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<td>This presentation focuses on an institutional ethnography of a social justice-oriented nonprofit organization during a period when they were awarded federal stimulus funds for public computer centers and digital literacy education in Philadelphia’s poorest neighborhoods during the economic recession. The presentation highlights the disorganization of work practices and interventions made by radical educators as they sought to continue oppositional politics while accomplishing grant obligations.</td>
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### Critical Theory SIG continued

**Pavilion I&II**

| Audrey M. Dentith | Addressing ecological issues in adult education: Critical approaches | Corporations enjoy seemingly unchecked power and authority over the world of work and consumption. Meanwhile climate change, pervasive pollution, drought, and water issues threaten all the world’s species. Adult education holds much potential for its ability to inform people about these important issues. No other field of education is more perfectly poised to confront environmental issues than the field of adult education. Adult education can maximize the capacity of adults to work together in strengthening communities that contribute to a sustainable future for all. This session will highlight creative ways that adult educators can integrate eco-justice principles into their classes. |

### Neuroscience SIG

**Pavilion III**

| Jennifer Hooks | YouTube™ in the classroom: How humorous videos enhance adult learning | This presentation will synthesize current neuroscience and adult learning research, summarize findings, and present one organization’s application of these findings related to the use of short, humorous, topic-specific videos in the classroom. This session will examine the transformation of this organization’s process improvement educational curriculum, resulting in a more relaxed learning environment, reinforced material taught in the classroom, which augmented the adult learners’ long-term retention of the material. This curriculum shift increased class attendance, demand for additional classes, and student satisfaction scores. This session is geared toward all levels of neuroscience and adult learning professionals. |

| Alexandra (Sandy) Bell | Ready, Set, Go: The neuroscience of early-stage learning and implications for supporting novices | A network of brain regions is dedicated early-stage learning. It is active whenever we learn something new—directing our attention, keeping us motivated, and enabling us to link our present with our past. Unfortunately, many educators work with novices in ways not aligned with this network, compounding the challenges of new learning. In this interactive session, participants will “learn something new” about brain structures and functions that support early-stage learning, including the roles novelty and surprise play in creating foundational knowledge and skills. Participants will apply concepts to situations in which they are responsible for supporting novices. |
| **Human Resource Development SIG** | **Contexts, practices, and challenges: Critical insights from continuing professional education** | **This panel discussion features authors from a recent New Directions for Adult & Continuing Education (release fall 2016) focusing on continuing professional education/learning. The collection updates the 2000 NDACE sourcebook Charting a Course for Continuing Professional Education, edited by Mott and Daley. The intent is to explore, analyze, question, and critique CPE trends and issues across a variety of contexts and to highlight new thinking and developments that will assist providers and practitioners to re-envision their roles and set new directions in the field of CPE. The authors will discuss their various contributions, highlighting enduring challenges and future vistas for action and research.** |
| **Pavilion V** | **Maureen Coady, Editor** | **Ronald Cervero, CPE as contested Terrain/Learning in CPE** |
| **Catherine Hansman** | **Mentoring** | **Laura Bierema, Work** |
| **Elizabeth Tisdell, Health** | **Ashley Gleiman & Jeff Zacharakis, Military** | **Facilitators:** |
| **10:30 a.m. - 11:30 a.m.** | **CPAE Closing Session** | **Larry G. Martin, Emeritus Professor, University of Wisconsin-Milwaukee** |
| **Pavilion V** | **CPAE Team Building Speed Networking** | **Ann Brooks, Professor, Texas State University** |
| **Facilitators:** | **Elizabeth A. Roumell, Assistant Professor, Texas A&M University** | **11:30 a.m. - 2:00 p.m.** |
| **Join AAACE for Keynote Speaker, Annual Meeting and Lunch** | **Pavilion VI** | **11:30 a.m. - 2:00 p.m.** |
Thank You to our 2016 Exhibitors!

We appreciate your support in AAACE!

AHEA
Align and Redesign
Alpha Sigma Lambda
ANTSHE
Aslanian Market Research
Central New Mexico Community College
CNM Workforce Training Center
Collegis Education
Commission on Adult Basic Education (COABE)
Council for Accelerated Programs (CAP)
Destiny Solutions
East Carolina University
Geographic Solutions
International Association of Continuing Education and Training (IACET)
Learning Games Studios
Mountain Plains Adult Education Association
National Geographic Learning
Penn State University
The Center for Work Ethic Development
Vocational Research Institute
Sunday - Tuesday Detailed Schedule

Sunday, November 6, 2016

7:00 pm - 9:30 pm  Commission for International Adult Education (CIAE) Meet and Greet and Community Building
Sierra Vista (located on the 19th floor)

Monday, November 7, 2016

8:00 am - 10:00 am  CIAE and Research2Practice Registration
Pavilion Landing Prefunction

9:00 am - 6:00 pm  CIAE Pre-Conference
Enchantment A&B

9:00 am - 6:00 pm  Research-to-Practice Pre-Conference
Fiesta I&II

6:30 pm - 9:00 pm  AAACE Board of Directors Meeting
Sierra Vista (located on the 19th floor)

Tuesday, November 8, 2016

8:00 am - 2:00 pm  CIAE Pre-Conference
Enchantment A&B

8:00 am - 2:00 pm  Research-to-Practice Pre-Conference
Fiesta I&II

8:00 am - 2:00 pm  Innovating Adult Education: Aligning and Redesigning Services under WIOA to Maximize Student, Program, and Partner Success - Laura Wiesel, PowerPath
Enchantment E&F

1:00 pm - 6:30 pm  Registration Desk Open (open thru Reception)
Pavilion Landing Prefunction

3:00 pm - 5:00 pm  AAACE General Session and Conference Welcome
Pavilion VI

5:00 pm - 6:30 pm  President’s Reception and Exhibit Opening (cash bar)
Atrium Prefunction

Henry S. Merrill, Ed. D.
Adult Educator-at-Large

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Wednesday Detailed Schedule

Wednesday, November 9, 2016

7:00 am - 4:00 pm  Registration Desk Open
Pavilion Landing Prefunction

7:00 am - 4:00 pm  AAACE / Connection Central Open
Pavilion Landing Prefunction

7:00 am - 8:00 am  Continental Breakfast
Atrium Prefunction

8:15 am - 9:00 am  Using data collection apps in single-case designs to investigate the effects of nonformal learning programs
Kevin M. Roessger, Ph.D., University of Arkansas
Fiesta I
This session describes how researchers created a smartphone app to collect longitudinal data to evaluate a nonformal experiential farming program for veterans. We describe the app's functions and explain its integration in a single-case design. Threats to internal validity, design controls, and visual and statistical analysis of data are reviewed.

8:15 am - 9:00 am  Stories of Resistance and Social Justice Struggles in On-line Classrooms
Professor Juanita Johnson-Bailey, The University of Georgia, Professor Thomas Valentine, The University of Georgia
Fiesta II
Adult Education professors will present examples of student resistance and social justice struggles from their on-line classes. In addition, the professors will discuss strategies for coping with these dilemmas that were developed during their 15 years of teaching in an on-line master's program.

8:15 am - 9:00 am  Shared Concurrent Session
Fiesta III

Tired of Death by PowerPoint? Create a Pecha Kucha Presentation!
Claudette M. Peterson, Ed.D., North Dakota State University, Corina Todoran, North Dakota State University, Tim O. Peterson, PhD, North Dakota State University
Pecha Kucha is a presentation format that shows 20 images, each for 20 seconds. The images advance automatically while the presenter narrates. These short, concise presentations can be used for classroom presentations, public social presentations, or for business meetings.

Need Tech?: Technology Tools for Adult Educators to Enhance Teaching, Training, and Learning
Dr. Carrie J Boden-McGill, Ph.D., Texas State University, Dr. Catherine A. Cherrstrom, Texas State University, Stacey Robbins, Teachers College, Columbia University
Technology increasingly influences adult learning's rich landscape, including new tools for teaching, training, and learning. Whether interested or compelled, adult educators face challenging questions about which tools and how to use them. This session shares technology tools and implementation strategies to enhance teaching, training, and learning.

8:15 am - 9:00 am  Shared Concurrent Session
Fiesta IV

Arts-based learning for social justice education
Dianna Bartel, MS, Kansas State University
Arts-based learning offers opportunities for students to develop creative avenues for processing difficult subjects like social justice education. This session will explore how instructors and adult learners might further developing critical thinking skills by utilizing arts-based learning within social change education and other adult classrooms.

Traffic Jam: Perceptions of the Prevalence of Sexual Slavery in the United States
Raja Kumar, Me.D., University of Arkansas Fayetteville, Kit Kacirek, University of Arkansas Fayetteville
The increase and sophistication of sex trafficking has generated international debate about how to stem this human rights atrocity. While not considered the epicenter of sex trafficking, networks
Wednesday Detailed Schedule (continued)

operate within the United States. This study examines the perceptions of adult educators regarding the prevalence of sex trafficking within the country.

8:15 am - 9:00 am

**Art Education in the Workplace: A New Look At Arts Integration**  
*Jeanne Mackenzie, Colorado State University*

**Enchantment A**

Many companies enhance their workplace with the collection of art. This artwork may prove to be the perfect educational tool to bring creative learning opportunities to the workforce. This session will share a research study that assessed and evaluated the viability of using workplace art as an effective learning opportunity.

8:15 am - 9:00 am

**The Digital Divide Among Black Men: Improving Technology Access, Skills, and Use**  
*Dr. Larry G. Martin, University of Wisconsin-Milwaukee; Simone C Conceição, University of Wisconsin-Milwaukee*

**Enchantment B**

In an increasingly networked world, the notion of a digital divide is critically important to Black men in America. This session explores the role adult educators can play in assisting Black men to overcome the challenges faced in accessing and using digital technology and acquiring appropriate skills.

8:15 am - 9:00 am

**Veterans in Higher Education: A Tool for Transition**  
*Dr. Yvonne Hunter-Johnson, Southern Illinois University; Mrs. Tingting Liu, MA, Southern Illinois University; Malinda Surprise, Southern Illinois University*

**Enchantment C**

This qualitative study explores the experiences of veterans utilizing higher education as a tool for transitioning from the military to the civilian workforce. Emphasis is placed on factors such as veterans as adult learners, motivation, perceived barriers, supports systems and institutions of higher learning as a transitioning tool.

8:15 am - 9:00 am

**“It's Like a Mountain”: The Lived Experience of Homeless College Students**  
*Dr. Valerie K. Ambrose, University of Tennessee, Knoxville*

**Enchantment D**

What are homeless students' experiences of college? This session presents the findings of a phenomenological study that explored that question. The findings will be connected to learning and motivation theory and the presenter and attendees will engage in dialogue about the implications of this study for students, colleges, and society.

8:15 am - 9:00 am

**Celebrating the value of lifewide learning : Policy and practice**  
*Professor Alan Tuckett, University of Wolverhampton*

**Enchantment E**

Adult learning encompasses the full range of people’s individual and collective curiosity and creativity. The session analyses the rise and fall of inclusive life-wide and learning in England; its successes in securing participation by under-represented groups, and the tensions in public policy between economic imperatives and social inclusion.

8:15 am - 9:00 am

**Revisiting Approaches of Adult Education: An Analysis of the Workforce Investment Act (WIOA)**  
*Marcia Muirhead, Ph.D, Heather Bruce, PHD, University of the District of Columbia, Michelle Johnson, Office of the State Superintendent of Education*

**Enchantment F**

Exploring adult education approaches and mindset, as States align their unified/combined plans to revitalize the workforce system, per the workforce investment mandates. From a national, state and adult learner perspective, explication of emerging adult learner profile, revealed through statistical research and concepts/practices important to US global sustainability.

8:15 am - 9:00 am

**Roundtables**

*Pavilion IV*

**How Faculty Learn to Teach Online: What Administrators Need to Know**  
*Steve Schmidt, East Carolina University*

Many studies on distance education point to the importance of training for online instructors.
Few studies go into specifics about exactly what that training should look like. The purpose of this discussion is to examine best practices in professional development for instructors learning to teach online.

A Nudge in the Right Direction: Incorporating Coaching into Your Instructional Design  
Joann S Olson, Ph.D., University of Houston-Victoria, Dr. Margaret Rice, University of Houston-Victoria  
Student retention is one of the most challenging issues facing higher education. This presentation suggests that an instructor who intentionally approaches class design with a coaching mindset will be well equipped to help incoming students develop grit and tenacity that may, in turn, promote retention, persistence, and academic success.

Microinequities: When Sweating the Small Stuff Matters  
Josie L. Andrews, BS, MBA, MS, Troy University  
A qualitative research, inspired by Rowe’s (1973) theory of microinequities, is in progress to explore the phenomenon of microinequities and to gain insight into whether a learner’s perception of bias communication creates a learning environment that discourages the sharing of ideas, promotes marginalization, and/or diminishes engagement in the classroom.

Social Change Agents  
Ms. Jacqueline Carter, Med, University of Missouri Saint Louis  
How can religious leaders develop better strategies for social advocacy in Black communities? An exploration of the educational experiences of religious leaders could further the understanding of how commitments are selected. This interactive presentation will discuss informal education strategies for communities experiencing social injustice.

Ciao tutti! Graduate Adult Education Students’ Reflections from International Field Study and Future Directions, Ms. Brittany Davis, Texas State University  
Amanda Young, B.S., M.A. Student, Texas State University, A. Natalie R. Hendrix, B.S, M.Ed., Ph.D. Student, Texas State University, BJ Spencer, Texas State University  
Presenters analyzed cross-cultural and intrapersonal learning in a short-term international study tour and its impact on graduate adult education students’ understandings about knowledge, reflection, and adult education practice. Participants will be encouraged to share reflections of personal experiences with field studies at the graduate level.

Let’s Dialogue—Intentional Adult Development—Is It Important? How Might It Help Increase Our Capabilities?  
Clare D. Klunk, Ph.D., CDK Consulting, Dr. Linda E. Morris, Ed.D, Adult Development Associates, Bill Morrison, Ph.D., Gallapty Family College of Education and Human Development, Northwestern State University  
How can we prepare ourselves and other adult educators to play a key role in building individual, organizational, and societal capabilities required to address complex challenges we currently face? After reviewing adult development current research and practices. we will dialog on ideas and concepts to apply to practice and/or research.

9:00 am - 4:00 pm  
Exhibits Open  
Atrium Prefunction

9:15 am - 10:00 am  
Commission Sponsored Sessions - Chose to attend one of these special Commission sponsored sessions.

Commissions for Affiliate Organizations - Fiesta I  
The Commission for Affiliate Organizations will host a meet and great with new affiliates and partners, along with a discussion on how to build relationships and networking across adult education organizations.

Commissions for Workforce and Professional Development - Fiesta II  
The Commission for Workforce and Professional Development (CWPD) will discuss the activities done over the past year. They will also use this time to brainstorm commission activities for the next year.
Commissions on Community, Minority, and Non-Formal Education - Fiesta III
The Commission on Community, Minority, and Non-Formal Education will be hosting a meeting to showcase the work of the commission members and to plan the direction and activities that the group will pursue in the upcoming year. This meeting will include a discussion of the AAACE in Action project, the Diversity Task Force, and the development of a commission relaunch-renaming plan.

Commission for Adult Basic Education and Literacy - Fiesta IV
The Commission for Adult Basic Education and Literacy will be holding a session entitled “Practitioners Learning Through Doing: Discussion of Flipped Professional Development Models for Adult Educators”.
  
Duren Thompson

Research states that effective professional development (PD) is extended over time and incorporates reflection, collaboration, active learning, classroom application, and accountability. Despite these recommendations, PD for educators is still generally delivered via traditional one-shot lecture/webinar. Integrating presentation with small and large group discussions, this session will model one possible solution – a flipped approach to professional development. Explore and discuss research supporting this approach, examine its key components and bust common implementation myths/challenges. Participants will leave having created a plan for integrating at least one element of the flipped approach into their professional practice. Primarily intended for those involved in the design and delivery of professional development for faculty and educational practitioners, this session may also provide insights to workforce trainers, administrators, policy makers, and those involved in the design of online and blended learning. Before the session, attendees are strongly encouraged to try 'flipping their PD' by completing tasks listed at: https://flipping4literacy.wordpress.com/aaace2016

Commission for Distance Learning and Technology - Pavilion V
CDLT will host a panel entitled Transition from Face-to-Face to Online: What is there for Adult Educators?
  Simone C.O. Conceição, Ph.D., Joellen E. Coryell, Ph.D., William C. Diehl, Ph.D.

Distance learning is growing exponentially because of the convenience of time and place. This interactive panel discussion focuses on strategies for both transitioning existing courses or designing new ones for online delivery and creating a sense of presence among virtual adult learners in the U.S. and across the globe. Current and prospective online instructors, instructional designers, distance education administrators, consultants, and graduate students in higher education, community-based, or business settings will all benefit from this pragmatic session. Attendees are encouraged to pose questions or share their own best practices and artifacts with colleagues.

10:00 am - 10:30 am  
Break
  Atrium Prefunction

10:30 am - 11:15 am  
VALUEUSA Annual Membership Meeting
  Fiesta I

10:30 am - 11:15 am  
Advocating for Adult Basic Education: COABE and the COABE Journal
  Dr. Amy D. Rose, Northern Illinois University
  Fiesta II

This session will introduce COABE and the COABE Journal. It will discuss COABE's approach to advocacy as well as the possible ways to publish work in the journal.

10:30 am - 11:15 am  
Shared Concurrent Session
  Fiesta III

Developing Constructionist Positionalagical Policy Research on Anti-bullying in Adult, Higher, Continuing and Professional Education
  Mitsunori Misawa, Ph.D., The University of Memphis

Policy oriented research and policy analysis are pivotal to contemporary adult, higher, continuing,
Investigating Cyberbullying in Higher Education: A Pilot Study
Mitsunori Misawa, Ph.D., The University of Memphis
The proliferation of electronic technology has provided a new forum for bullies to extend the amount of damage they cause and the number of victims they create. The purpose of the pilot study was to examine cyberbullying in higher education to reveal its characteristics, prevalence, and impact via survey research.

10:30 am - 11:15 am
Shared Concurrent Session
Fiesta IV

At The Intersection of the Post-Traditional Learner and Generation Z
Drew Melendres, MBA, Collegis Education
This session will focus on behaviors of post-traditional learners today as well as the characteristics of generation Z, who will make up the next generation of post-traditional learners. Attendees of this session will have a better understanding of these students think and how to better attract, recruit, and support students.

The Allegory of Mount Everest: The Importance of Critical Reflection, and Roleplay in Adult Learning
Dwight Nimblett, Ardith A. Clayton-Wright, MPH, RDN
Enchantment A
The Allegory of Mount Everest embraces extended metaphor in the form of roleplay. Extended metaphor, represented by Mount Everest, is both familiar and symbolic to cultures, communities, and individuals. Active learning, critical reflection, and roleplay, form the core of this innovative activity that dramatizes Mezirow’s Ten Phases of Adult Learning.

Strategies to Identify Online Diploma Mills and Reputable Institutions when Seeking College Teaching Positions or Degrees
J. Bernard Bradley, PhD, American Council on Grant Writing
Enchantment B
Distance education degrees for adults are increasing. However, despite new state laws, diploma mills are multiplying. Attendees will identify universities with legitimate accreditation, those legally allowed to confer degrees, and diploma mills. Savvy adults may then enhance their educational or teaching prospects through reputable providers of anytime anyplace learning.

Examining Options: Candidacy Examinations as a Tool for Reflection, Synthesis, and Program Evaluation
Kit Kacirek, University of Arkansas Fayetteville, Dr. Kenda S. Grover, Ed.D., University of Arkansas
Enchantment C
Candidacy examinations have historically been gatekeepers for doctoral students moving from coursework to dissertation. While administration processes vary across academic institutions, candidacy examinations typically focus on course content. This session proposes a multi-dimensional process that taps the reflections of adult education practitioners regarding program content, utility, and impact.

The Remediation Paradigm Shift: Playing to Win
Dr. Tom Pierce, PhD, Morton College, Dr. Muddassir Siddiqi, PhD, Morton College
Enchantment D
Presenters will share remedial reform initiatives that have been adopted by Morton College,
which have been adopted to support adult and developmental education students. Attendees will evaluate the merits of a variety of currently popular remedial initiatives through taking part in a game like activity, concluding with a group discussion.

10:30 am - 11:15 am

**Enriching the Landscape of International Adult Learning through Circular Rubrics**

Mejai B. M. Avoseh, The University of South Dakota

**Enchantment E**

The presentation argues that internationalizing the landscape of adult learning must be inclusive of indigenous rubrics from outside the dominant linear rubric that hitherto represents the alpha and omega of adult learning.

10:30 am - 11:15 am

**Developing the Essential Soft Skills For Success In College and Employment**

Laura Weisel, Ph.D., The TLP Group

**Enchantment F**

Traditional teaching hasn’t created leaners who know how to learn/work with others. WIOA redirects us to build workers/learners, demanding rethinking how to help all participants succeed. New participatory methodologies build social capital/social emotional skills with academic competencies. Learn the skills employers desire and how to shift classrooms into learning communities.

10:30 am - 11:15 am

**Roundtables**

Pavilion IV

**Furthering the Discussion: Addressing Undesirable Student Behavior in the Online Classroom**

Margaret A. Eggleston, PhD, Capella University, Charlotte Chase, PhD, Capella University

This session is a follow-on to the 2015 AAACE Conference presentation entitled When Andragogy Runs Amuck: Techniques to Address Undesirable Student Behavior in the Online Classroom. This year, we focus on continuing the dialog, sharing techniques, and collaborating on ideas to maintain the peace and decorum in our online classrooms.

**Night, Accelerated, Compressed, On-line - now what? The future of program delivery**

Sarah Strom Kays, Ph.D., Elmhurst College, Teresa Hayes, MA, DeVry University

Our goal is to reach adult learners and over the years we have tried different methods - from correspondence courses to night classes to online delivery. Are you looking for something different? In this idea-generating session, we will talk about successes, failures, and opportunities for the future.

**Teaching Cultural Diversity. Effective Strategies and Techniques**

Corina Todoran, North Dakota State University, Claudette M. Peterson, Ed.D., North Dakota State University

Teaching cultural diversity in an area in which students do not have much exposure to multiculturalism can be a challenge. This session will present the experiences of two instructors while developing and teaching cultural diversity course. The participants are invited to brainstorm teaching strategies that empower learners and address multiculturalism.

**Examining SoTL Literature for Teacher Pedagogical Constructs: A Method for Documenting a Rich Landscape**

Vicki Sheri Towne, M.Ed., Practical Teaching & Learning

This session explores a method based on Hashweh’s (2005) TPC model to document the pedagogical construct elements within SoTL literature or one’s own teaching practice. The method includes a template designed to facilitate analyzing and transcribing the TPC elements and to create a shareable artifact for study and reflection.

**Asking for Help: Converting an Intensive Seminar from In-Person to Online Delivery**

Dr Marjorie E Treff, Ed.D., Indiana University

With academic institutions increasing online education offerings, faculty may often be encouraged to create online courses that parallel, or replace, traditionally-delivered face-to-face courses. Where and how can faculty find instructional support in these situations, and what questions are the most useful as we design courses for a different delivery method?
Well-Held: A Study of Prior Holding Environments and Adult Transformation: Two Diverse Cases
Anne Benoit, Ph.D., Curry College
This roundtable reports the findings of a study which explored the influence of prior holding environments on two diverse adult learners' navigation of a critical learning event. Biographical factors, along with the quality or absence of being “well-held,” variably influenced meaning making orientations and capacities in the transformative experience.

Teaching in a Leisure Setting: Emerging Themes
Rhonda R. Newton, Penn State University
If anyone can become a teacher, who does? Many leisure/hobby communities do not certify teachers, so there is neither a barrier to entry nor a stepping stone for new teachers. This roundtable will explore emerging themes from a study of quilling teachers and discuss the implications for practice.

Study Circles: A Worldwide Phenomenon
Eunkyung Na, University of South Florida, Dr. Wayne B. James, Tampa, University of South Florida
This session will review the phenomenon of selected study circles on six continents. Historically, study circles have been around for hundreds of years—from Japan to Sweden, from the US to Saudi Arabia. The session will also provide resources on how to start and run study group and future research recommendations.

11:30 am - 12:30 pm
General Keynote Session with Dr. Margery Ginsberg and Dr. Raymond Wlodkowski
Pavilion VI

12:30 pm - 1:45 pm
Lunch on Your Own or Join a Group

1:45 pm - 2:30 pm
Contextualized Knowledges from Africa and Diaspora, Mesoamerica, and Complexity Thinking: Insights for Teaching and Learning
Dr. Peggy Cain, Ph.D., Westminster College School of Education, Jennifer L Kushner, EdD, University of Wisconsin-Extension
Fiesta I
This session explores understandings of knowledge as contextualized and emergent. Examples from Kenya, Haiti, Mesoamerica, and complexity science will demonstrate principles of knowledge as relational, situated, partial, and emergent. Participants will explore implications for this approach to knowledge for understanding their adult learners and for shaping their pedagogies and institutions.

1:45 pm - 2:30 pm
Effective Online Learning for Adults: Linking Theory to Practice
Robin Brekke, Iowa State University Extension and Outreach, Carol Heaverlo, PhD, Iowa State University Extension and Outreach
Fiesta II
Identify, share, discuss, and apply best practices for adult online learning. Participants will evaluate the Effective Learning for Adults online series: Learning Objectives, Effective Design Methods, and Effective Instructional Activities. Take away best practices in online learning for adults and how you and your colleagues can utilize these online modules.

1:45 pm - 2:30 pm
Shared Concurrent Session
Fiesta III

Do College Instructors Have Implicit Bias Toward Latino-accented English Speakers?
Eunkyung Na, University of South Florida
This session intends to expose the audience to a rarely researched area, hidden bias of college instructors toward Latino-accented English speakers. The presentation will describe a recent study and an innovative tool that measures accent bias. The implication of the results and future research recommendations will also be presented.

Pronunciation for Adult ESL
Marcie Smith, Intercambio Uniting Communities

This workshop uses two powerful pronunciation tools to help adult ELL improve their pronunciation of vowel and consonant sounds of English. We will also learn how to integrate these techniques into your lesson. Pronunciation is key to retaining adults as they want to say things correctly to use their English.

1:45 pm - 2:30 pm

Shared Concurrent Session
Fiesta IV

Structuring Learner Centered Interactions: Reflections on Teaching in Face-to-Face, Blended, & Online Formats
Dr. Catherine A Hansman, EdD, Cleveland State University, Dr. Kathryn Ann McAtee, BA, MBA, MEd, PhD, Cuyahoga Community College, Dr. Michele Pickett, Cuyahoga Community College, Dr. George M Amolsch, PhD, Cleveland State University

This session examines the challenges to creating learning environments conducive to social interactions between diverse students in face-to-face, blended and online classes in universities and community colleges. Autoethnographies of presenters reflect upon their experiences teaching in the changing landscape of higher education and highlights thoughtful methods for engaging adult learners.

Adult Education Video Project at the University of Central Oklahoma
Dr. Len A. Bogner, University of Central Oklahoma, Mr Brett King, University of Central Oklahoma

The Adult Education and Safety Science (AESS) Department and the Center for eLearning and Connected Environments (CeCE) at the University of Central Oklahoma (UCO) have combined to create an Adult Education Video project, to be used by all in Adult Education courses.

1:45 pm - 2:30 pm

Are TED Talk events the new Chautauqua (400 years of informal adult learning in America)?
Dr. Henry S Merrill, Merrill LOR

Enchantment A

Interactive discussion exploring informal adult learning from mechanics societies, the American Philosophical Association, lyceums and Chautauqua movement of the 18th- early 20th centuries to the late 20th-21st centuries learning opportunities such as TED Talks, South by Southwest Festival, and the Aspen Ideas Festival that create reusable digital learning objects.

1:45 pm - 2:30 pm

Formal and Informal Mentoring Applications in Multiple Contexts
Rita Kenahan, EdD, DePuy Synthes Institute, Dr. Kathy Peno, University of Rhode Island

Enchantment B

In this session, we will summarize and share applications of formal and informal mentoring strategies in Education, Business, and Healthcare as outlined in a recently released book entitled, Mentoring in Formal and Informal.

1:45 pm - 2:30 pm

Are We Good Citizens? A Conceptual Exploration of Organizational Citizenship Behavior for University Faculty
Kevin Rose, University of Louisville, Matt Bergman, Ph.D., University of Louisville, Kobena Osam, University of Louisville, Kit Kacirek, University of Arkansas Fayetteville

Enchantment C

Organizational citizenship behaviors (OCB) are positive, voluntary behaviors that contribute to the success of an organization or team. In many organizational settings, these behaviors are seen as a desired facet of employee performance. This session will explore whether or not that is true for faculty in higher education.

1:45 pm - 2:30 pm

Civic, Political, and Social Engagement by Means of Competency-based Education, Dr. Gabriele Strohschen, DePaul University-School for New Learning
Mr Afonso Rodriguez, DePaul University-School for New Learning

Enchantment D

Our team of students and their mentor showcase a competency-based, situational approach to learning. Empowerment by means of education among students, community residents, and DePaul University-School for New Learning builds and maintains relationships for social action/civic engagement while facilitating competence in academic knowledge and skills.
1:45 pm - 2:30 pm  Building a Learning Society via Establishing Learning Cities in China: An Updated Review on Progress and Barriers of Policy, Research, and Practice
QI Sun, University of Wyoming, Dr. Dayong Yuan, PhD, Beijing Academy of Educational Sciences (BAES), China

Enchantment E
This presentation provides an updated review on progress and barriers of developing learning cities in China illustrating Chinese governmental vision building a learning society towards Chinese Dream. Holford and Jarvis’ four models of learning society is applied to examine current policies, research, and practices for future improvement.

1:45 pm - 2:30 pm  Using Conceptual Change Frameworks to Mitigate Training Resistance
Jonathan Taylor, Troy University, Dr. Steven B Frye, Ph.D. - Adult Education, University of Tennessee, Tennessee Technological University

Enchantment F
This session will examine the practical aspects of using conceptual change frameworks to mitigate active and passive learning resistance in workplace training contexts. This interactive presentation will include the introduction of a theoretical foundation and the facilitation of collaborative discussion regarding practical strategies for the physical and virtual training classroom.

1:45 pm - 2:30 pm  Roundtables
Pavilion IV

Building Community in Online Classrooms: Shaping Expectations of Adults New to Distance Learning
Dr. Kathy Lohr, Ed.D., East Carolina University
This session will provide insight into why some online adult education courses develop healthy learning communities while other distance courses result in student attrition and apathy. The ideas shared are particularly relevant to educators who are facilitating courses at the beginning of an online adult education program.

Transgenerational Trauma
Meltem Oztan-Meli, PhD, The University of Central Florida
This study explores the psychological dimension of trauma that is transmissible and demonstrates the ways in which the initial trauma of enslavement reinvents itself.

Influence of Institutional Support Services on Veteran Student Retention at Community Colleges
Dr. Duane Akroyd, North Carolina State University, Dr. Janice Sitzes, North Carolina State University
This study used Bean and Metzner’s (1985) model of nontraditional undergraduate student attrition and social support theory to examine the impact of institutional support mechanisms on veteran student persistence at 17 North Carolina community colleges. Results found that four institutional support variables and one environmental variable significantly impacted veteran's persistence.

Case study of service learning in a community context
Bo Chang, Ball State University
The purpose of this paper is to study how to conduct service learning by collaborating with the community partners, through which the author aims to identify the strategies of how to conduct service learning in the community and the challenges in conducting service learning.

College Developmental Math Instructors’ Perceptions of Student Success
Jonah Winkler
This qualitative analysis of college developmental math instructors’ perceptions of success is a rich and contextually significant description of student success. Instructors interviewed made little reference to course completion in terms of success. They experience success, know what success is, and routinely promote success of students according to their perceptions.

Andragogy as the Instructional Framework in the Freshmen Classroom
Kathy Petroff, Lindenwood University
Student persistence was examined in this SoTL study situated in a student success course. Andragogy...
informs the philosophical grounding and classroom practice in this study. A welcoming and supportive classroom climate may impact a learner’s ability to persist. Data from this research will be shared in this session.

**Financial Literacy and Women of Color**  
*Freda Bryson, Texas State University*

Americans engage in a culture of borrowing and spending, financial educators are tasked with teaching individuals to manage personal finances, save for emergencies, and invest in their future. Yet, conflicting messages to spend and participate in the marketplace are offered simultaneous to women-many of them aimed at women of color.

**Dual Enrollment: A National Model for Earning College Credit While Still in High School**  
*Dr Richard Fleming, College of Southern Maryland*

Dual enrollment is not a new concept. However, in recent years it has become a relevant topic in educational and political dialogues. This roundtable will acquaint the attendee with the dual enrollment model, its current status, and its future.

2:45 pm - 3:30 pm  
**Story Swap: Reading Stories and Impacting Lives**  
*Dr. Paige F. Paquette, BA, MA, PhD, Troy University*

Fiesta I

An aspect of literature is each person brings in his or her own life experiences while reading it. This has been the case for Army veterans participating in a unique reading group, Story Swap, at Fort Benning, GA. This same reading concept could be used for most adult people groups.

2:45 pm - 3:30 pm  
**An Educator's Effect on Adult Learners' Creative Insight**  
*Ben Schaap, University of South Dakota: Educational Leadership Div., Dr. Mejai Bola Avoseh, University of South Dakota: Educational Leadership Div.*

Fiesta II

This paper presents creativity as a means to establish a foundation for further discussion of how creative growth in adult learners can occur. It uses Amabile’s componential theory of creativity to show how existing curricula and surroundings can be used to build and strengthen a student’s ability for creative insight.

2:45 pm - 3:30 pm

**Shared Concurrent Session**  
Fiesta III

**Catering to Mobile: Recipes for Professional Development in the Network Era**  
*Ezzard C. Bryant, Jr., Ph. D., University of South Florida, Heba AbuZayyad-Nuseibeh, University of South Florida*

Your smartphone could guide a NASA spaceship! What can mobile devices do for you? Grounded within the theory of connectivism and networked learning, this session will motivate you to upgrade your professional development plan with tools like Evernote, ProProfs, social media, and MOOCs to enhance your learning activities.

**Creating Educational Material for the Digital Future**  
*Tyler L. Weldon, Alabama Cooperative Extension System*

ACES has recently been developing new digital formats to improve the quality of the educational material and to reach larger audiences. These new formats include iBooks, ePubs, mobile applications, and online courses. Join us as we discuss the development process of creating educational material for a digital future.

2:45 pm - 3:30 pm  
**Shared Concurrent Session**  
Fiesta IV

**Educating the Professional: The Link between Transformative Learning and Professional Identity Formation**  
*Terry Carter, EdD, Virginia Commonwealth University School of Medicine, Dr. Kathy Peno, University of Rhode Island, Dr. Carrie J Boden-McGill, Ph.D., Texas State University*

Professional education fosters specialized skills and knowledge and also shapes an identity as the
lay person assumes the values, beliefs, and underlying assumptions of the profession during training. This session examines the link between transformative learning and professional identity formation, with particular emphasis on healthcare and the helping professions.

**Expanding Conceptions of Self and Sustainability**  
*Wendy Griswold, University of Memphis*

Facilitating the development of sustainability mindsets in our learners is an emerging task for adult educators in many fields. This session explores the development of learners’ multifaceted concepts about sustainability and their expanding and emerging roles in creating sustainable societies.

**2:45 pm - 3:30 pm**  
**Advancing Corporate and Strategic Partnerships to Impact Adult Student Enrollment**  
*Matt Bergman, Ph.D., University of Louisville, Kevin Rose, University of Louisville*

Enchantment A

This session is designed for adult educators that would like to enhance strategic partnerships with corporate and other external constituents to grow program enrollment. The presenters will explore various partnerships and identify strategies utilized to form and leverage those tactical connections at the University of Louisville.

**2:45 pm - 3:30 pm**  
**What Do Adult Educators Say Without Words? /The Value of Nonverbal Communication to Adult Learners**  
*Dr. Jane Teel, PHD, Auburn University*

Enchantment B

The purpose of this session will be to discuss the importance of nonverbal communication when teaching adult learners. Discussion will focus on the identification of nonverbal behaviors and the role that immediacy plays in increased teaching effectiveness and student learning. Relevant research, discussion and application will be included.

**2:45 pm - 3:30 pm**  
**Facilitating Transformation of International Chinese Adult students from Teacher-centered to Learner-centered Teaching through Online Class**  
*Fujuan Tan, Ph.D., Morehead State University, Dr Lee W Nabb, Morehead State University*

Enchantment C

This session examines instructional facilitation of international Chinese adult learners’ transformation to learner-centered teaching through online courses, from students’ perspectives. Results illuminate particular areas of adult development and suggestions to facilitate international students’ academic success and personal growth.

**2:45 pm - 3:30 pm**  
**The History of Adult Education Through a Look at the Rich Landscape of Recent AAACE Conferences**  
*Dr. Wayne B. James, Tampa, University of South Florida, Douglas Smith, PhD., Florida International University*

Enchantment D

The annual conference is one of the most important functions of any professional association. Adult education conferences have been conducted for 90 years. Two AAACE presidents will discuss the recent rich history of conferences and their contributions to the field. Conference programs, brochures, photos, and other memorabilia will be shared.

**2:45 pm - 3:30 pm**  
**Learning to transform in Eastern adult education context**  
*Haijun Kang, Ph.D., Kansas State University, QI Sun, University of Wyoming, Lei Lyu, Beijing Institute of Education (China)*

Enchantment E

In this study, Transformative Learning Theory (TL) was used to examine adult learning experience in Eastern context. In-depth interviews were conducted with four school leaders in China. Their TL experiences were examined in the following areas: Education philosophy, self-perception, ways of thinking, and ways of doing.

**2:45 pm - 3:30 pm**  
**Understanding Barriers to Educational Participation for Immigrants in South Korea**  
*Jihyun Kim, The University of Georgia, Professor Thomas Valentine, The University of Georgia*

Enchantment F

This session will present findings from a study on adult immigrants’ barriers to participation in
second language education in South Korea. Three major factors of barriers will be described; five groups of non-participants depending on their deterring factors and strategies for recruitments and retention for each group will be discussed.

2:45 pm - 3:30 pm

**Roundtables**
Pavilion IV

**Faculty Self-Efficacy for Instructing in a Hybrid Learning Environment at a Career College**  
*Donna J Gosselin, Ed.D. (c), M.Ed, MBA, Walden University*

Learning to teach in a hybrid learning environment involves significant pedagogical changes that require instructors to gain new skills and assume multiple roles. Faculty must re-examine course outcomes, develop new face-to-face and online learning activities, use new types of classroom assessment techniques, and interact with students in new ways.

**Cultivating Rich Virtual Communities in Adult Education Programs**  
*V Colon, Virginia Commonwealth University*

Building a virtual community can strengthen online learning and increase student engagement. This session combines adult learning theory with online teaching practices to leverage blogs and Twitter in a meaningful way to foster a learning community for adult learners.

**The Impact of Social and Cultural Capital on Degree Completion of Community College Students**  
*Yaxin Zheng, M.Ed, North Carolina State University, Dr. Duane Akroyd, North Carolina State University, Heidi McCann, North Carolina State University*

Educational attainment is a key measurement of student success. This study uses Educational Longitudinal Study (2002/2012) data and investigates the predicted value of social capital, cultural capital and psychological outcomes of degree completion for students in community colleges. This session will present findings and address implications for practice and policy.

**Let Your Light Shine: Putting Your Expertise to Work in Your Community**  
*Dr. Margaret Rice, University of Houston-Victoria, Joann S. Olson, Ph.D., University of Houston-Victoria*

There are almost endless ways that faculty of adult education can invest in their communities. This session will look at some examples of using faculty expertise to help community entities, such as libraries or nonprofit organizations, fulfill their educational missions. Participants will brainstorm ideas for their own involvement.

**‘Who We Answer To’: Adult Educators Navigating a Neoliberal Funding Regime**  
*Shivaani Selvaraj, Pennsylvania State University*

This research-based presentation focuses on a justice-oriented nonprofit organization when they were awarded stimulus funds for public computer centers and digital literacy education in Philadelphia’s poorest neighborhoods. The presentation highlights the reorganization of work and interventions made by educators as they sought to continue oppositional politics while accomplishing grant obligations.

**The gift of learning: adult learning, volunteers and the gift relationship**  
*Prof Peter R Lavender, CertEd, BEd, PhD, University of Wolverhampton*

Learning for the Fourth Age (L4A) is a social enterprise matching ‘learning mentors’ with older people wanting to learn who were living in care or domiciliary settings. This independent evaluation highlights the rich experiences of these volunteers, who were unexpected mutual beneficiaries; most of whom were students in higher education.

**Two Andragogues in a Pedagogical World**  
*Dr. Lori Risley, EdD, MSN, RN, University of Central Oklahoma, Kathy Petroff, Lindenwood University*

Adult learners desire adult friendly learning environments, creating the climate is paramount to the development of these environments. Join us in a discussion of the challenges faced and strategies used by two Andragogues in a pedagogical world, while trying to create a climate for adult learners to thrive.
ESL Learners’ Motivation to Write: Lessons Learned from the Literature
Kayon Murray-Johnson, PhD, University of Rhode Island
This roundtable will share preliminary findings from a critical literature review of studies examining adult ESL learners’ motivation to write. Both the findings presented and the discussion that follows are aimed at examining how ESL instructors might foster more effective strategies for motivating their learners throughout the writing process.

3:30 pm - 4:00 pm  BREAK
Atrium Prefunction

4:00 pm - 5:00 pm  AAACE General Session: Bridging the Gaps - Practice to Theory to Practice
Panelists: Margery Ginsberg; Roxanne Gonzales, Executive Dean, Venango College, Clarion University; David Grebel, Director of Extended Education, Texas Christian University; Judy Hofer, UNM Taos; Gloria Rael, Albuquerque GED; Gloria Rael, Albuquerque GED; Raymond Wlodkowski, Professor Emeritus, Regis University-Denver
Pavilion VI

A conversation among adult education researchers and practitioners focusing on the theory to practice cycle and its specific application to practitioners in higher education and community education.

5:00 pm - 6:00 pm  Introduction of Poster Presentations and Wine and Cheese Reception (cash bar)
Pavilion I-III
For a complete list of poster sessions, see page 83.
Thursday Detailed Schedule

7:00 am - 7:45 am  Graduate Student Breakfast *(reservations and tickets required)*
Pavilion VI

7:00 am - 7:45 am  Continental Breakfast
Atrium Area

7:30 am - 8:45 am  Past Presidents’ Breakfast
Boardroom East

8:00 am - 4:00 am  Registration Desk Open *(CPAE Registration)*
Prefunction Area

8:00 am - 4:30 am  Exhibits Open
Atrium Prefunction

8:00 am - 8:45 am  Celebrating the Rich Landscape of Adult Learner Leadership: Final ALLIES Evaluation Findings
Dr Margaret Patterson, PhD, Research Allies for Lifelong Learning, Marty Finsterbusch, VALUEUSA
Fiesta I
This session presents final evaluation findings of a two-year student leadership evaluation, Adult Learner Leadership in Education Services (ALLIES). ALLIES survey, assessment, and observation data were collected in seven states. Learners received leadership training and ran a project. Learn how it benefited their leadership skills, learning outcomes, and local programs.

8:00 am - 8:45 am  Shared Concurrent Session
Fiesta II

Aging Workers in Changing Labor Markets and Career Learning
Vera Krekanova, University of Pittsburgh
The session focuses on workforce aging and the provision of career learning at later stages of people’s professional lives. It combines quantitative and qualitative findings of a case study of current labor market dynamics and career struggles of aging professionals conducted this year in the Pittsburgh Metropolitan Area.

Chasing the American Dream- Race and Adult and Continuing Education
Monique Glaspie, Ball State University
The presentation provides an overview of the vast areas of multiculturalism, which include and go beyond race and gender. It also includes an overview and critique of various contemporary race-based theories. It will conclude with defining and developing safe spaces to evolve racial inclusiveness.

8:00 am - 8:45 am  Shared Concurrent Session
Fiesta III

Rebranding Technical Programs To Attract the Non-Traditional Millennials
Dr Kim A Gordon, SPHR, SCP, University of Arkansas - Fort Smith
This program highlights a purposeful endeavor— the regional workforce development program -- to close the chasm that now exists between the skills of the labor market and the needs of business and industry which in turn will support community stabilization and individual prosperity.

Non-traditional Students in the Ronald E. McNair Scholars Program
LaChelle Nichols, North Carolina A&T State University
This session will present findings on a research paper exploring non-traditional adult learners, ages twenty-five years and older, participation in the Ronald E. McNair Scholars Program.

8:00 am - 8:45 am  Shared Concurrent Session
Fiesta IV

Interdependency as Power for Mutual Growth in Academic Adult Education
Jinhee Choi, Pennsylvania State University, Carol Rogers-Shaw, Pennsylvania State University, Davin
Carr-Chellman, Pennsylvania State University
Diverse doctoral students struggle adapting to new academic environments, especially international and non-traditional adult learners with schooling gaps and language barriers. Using the conceptual framework of Lorde’s (1984) interdependency, we reveal how differences between culturally dissimilar learners prompted mutual growth as they found ways of being in a new world.

8:00 am - 8:45 am
Exchanging Safety’s Value: Workers’ Construction of Knowledge in Hostile Environments
Dr Ramo J Lord, Walden University
Enchantment A
This session uses findings from a research study that explored workers descriptions of co-constructing a safety culture when continuously subjected to a hazardous work environment stemming from unaddressed and repeated safety violations. Discusses the impact of a worker-developed safety culture contrasted against the employer’s safety program.

8:00 am - 8:45 am
Slaying the Dragon: Collaboration as a Means to Combat the Challenges of Becoming an Academic
Cecilia Teal, University of Tennessee, Knoxville, Kellee Vess, Valerie K. Ambrose
Enchantment B
Graduate student collaboration is an under-examined area of research. In this session, the presenters will explore the findings of their study that examined the ways in which collaboration affects the development of graduate students as scholars. Participants will also engage in dialogue surrounding collaboration and share their experiences with collaboration.

8:00 am - 8:45 am
The Art of Getting Published: How to Respond To Reviewers’ Comments
Dr Lisa Baumgartner, Educational Administration and Human Resource Development
Enchantment C
The purpose of this session is to have participants receive strategies and practice how to respond to journal manuscript reviewers’ comments. Participants will view manuscript reviewer forms, discuss the resubmission process, analyze “best practices” for responding to reviewers’ comments, view real examples of authors’ responses and practice responding to comments.

8:00 am - 8:45 am
Adult Learners Overcoming Struggles: Navigating Institutional Changes to Meet the Needs of Adult Learners
Dr. Gloria Smith, Jackson State University
Enchantment D
Adult learners are going back to college because of the increasing global market, changing technology skills, or the lack of job training. No matter what the reasons are, they are faced with challenges not addressed by administrators of Institutions of Higher Learning. This is an untapped area that needs attention.

8:00 am - 8:45 am
Using Digital Signage with Self Care for Health Promotion in the community
Sola Popoola, Auburn University, Dr. Constance Hendricks, Concordia University, Valarie Thomas, MSN, RN, Auburn University
Enchantment E
Promoting healthy personal lifestyle choices made in a social context can have a powerful influence over one’s health status. Health promotion using digital signage are advantageous to the public and community. The content displayed in digital signage to promote self-care for health promotion can be adapted to real life context.

8:00 am - 8:45 am
Collaborative, Virtual Mentoring. What a concept!
Dr. Kathy Peno, University of Rhode Island, Jane Northup, University of Rhode Island, Kayon Murray-Johnson, PhD, University of Rhode Island, Kristina Perrelli, University of Rhode Island
Enchantment F
In this session, we will share our experience with collaborative, virtual mentoring, between a faculty member and four doctoral students studying Adult and Higher education. What began as a way to support multiple students, became an effective community of practice between the four students in a virtual and face-to-face environment.
Thursday Detailed Schedule (continued)

8:00 am - 8:45 am

Roundtables
Pavilion IV

Fluffy Women of Color: Examining Identities of Plus-Sized Hispanic & African American Women Utilizing Intersectionality
A. Natalie R. Hendrix, B.S., M.Ed., Ph.D. Student, Texas State University
In popular culture, there is a growing trend for plus-sized women to advocate for self-acceptance. The literature refers to fluffy women as those who are plus-sized and also possess a high level of self-confidence. This session examines the identities of fluffy women of color through a lens of intersectionality.

Developing Student Leadership Capacity
Dr. Maria Martinez Witte, EdD, Auburn University, Dr. James E. Witte, PHD, Auburn University,
Dr Leslie Cordie, PHD, Auburn University, Dr. Jane Teel, PHD, Auburn University
The purpose of the roundtable will be to identify and discuss student focused capacity building programs that develop leadership skills. The concept of leadership has changed over the past couple of decades to be more focused on process and service-orientations. Plan for discussion of some of the best practices.

Career Transitions in the Third Age – A Study of Women Pediatricians
Judith Ellen Livingston, Med, University of Texas Health Science Center at San Antonio/Department of Pediatrics
This roundtable session will review preliminary findings of a qualitative interview study on the career transitions of third age women pediatricians. The research applies Nancy Schlossberg’s theoretical framework for transition, informed by life course and career theories, and with epistemological underpinnings of social constructionism and feminism.

The Three W’s of the Third Age Learner
Susan Hanny, Univeristy of Central Oklahoma, Dr. Lori Risley, EdD, MSN, RN, Univeristy of Central Oklahoma
All around the world people are living longer and staying mentally and physically active well into retirement. The “Third Age Learner” is a large part of this demographic. Join us in an interactive session and “get to know” the Third Age Learner.

Measuring the Impact of MCLE on the Practice of Law – A Model for Kansas
Holly Fisher, Kansas State University, Dr. W Franklin Spikes, Kansas State University
This session shares research findings on the current MCLE program evaluation methods utilized by Kansas providers and proposes a model for multiplayer, multilevel assessment to improve practice-impact measurement. Session participants will be asked to brainstorm ideas about the potential benefits and challenges or enablers/barriers to implementing this model.

Advising Graduate Students at a Distance: Empowerment Through Self-Directed Practices
Dr. Kalpana Gupta, Colorado State University, Dr. Leann M.R. Kaiser, Ph.D, Colorado State University
In this session, we will discuss challenges and strategies for advising graduate adult learners at a distance. The strategies bridge philosophical and pedagogical elements of developmental advising and self-directed practices. We utilize a framework that incorporate these elements, while avoiding a one size fits all model.

Human Performance Optimization During Conditions of Uncertainty: Women as Mandatory Equipment in Mixed Gender Teams
Constance Carpenter, Doctoral Student, Kansas State University, Susan M. Yelich Biniecki, PhD, Kansas State University
Roles, characteristics, and biases are associated with women as mandatory equipment where bureaucratic and political organizations deterministically integrate females into male dominant, high performing teams. This session explores adult learning in promoting individual and team mixed gender human performance optimization (HPO) under conditions of cultural change, chaos and uncertainty.
Learning analytics as an assessment tool in online higher education
Tutaleni I Asino, PhD, Oklahoma State University, Christos Anagiotos, Pennsylvania State University
This presentation will: Offer an overview of what can be achieved when using Learning Analytics (LA), present examples on how LA can help determine the learning effectiveness of video, audio and text in online courses and show how LA combined with other assessment tools can offer a more comprehensive learning assessment.

8:00 am - 8:45 am
Adult Learning Editors’ Meeting
Sierra Vista (19th floor)

9:00 am - 9:45 am
Adult learners’ resistance revisited: How alienation is reproduced in a national lifelong learning education system
K.P. Joo, Korea National Open University, Professor. Dahyeon Cho, PhD, Korea University
Fiesta I
This presentation addresses adult learners’ resistance in the national lifelong education system of the Republic of Korea. The study critically examined how a national institution’s top-down, bureaucratic pedagogical system for distance adult learners collided with their individual expectations and needs.

9:00 am - 9:45 am
Shared Concurrent Session
Fiesta II
Deaf Adults and Post-Soviet Marriage Immigrant Adults: Common Needs for Different Approaches to Adult Learning
Sheryl Ballenger, Ph.D., AMAC Accessibility Solutions, Tatyana Pavluscenco, Ph.D., Georgia Highlands College
Deaf adults and post-Soviet marriage immigrants have something in common. Adult learning as a transition tool provides access and opportunity. The presentation will highlight expressions of agency, discovering social networks, the need for a return to adult life task training and the expectations in adult learning these adults share.

9:00 am - 9:45 am
Connecting Dots in Teaching Minority Adult Undergraduates
Deidre L. Wheaton, Ph.D., Jackson State University, Jie Ke, Ph.D., Jackson State University
This qualitative study used structured interviews to collect information from full-time, adjunct faculty and faculty with administrator status at an HBCU in the Southeast region. Seven interviewees/participants reflected on their experiences of teaching and observing adult undergraduates in terms of preparing learners, cultivating learning climate, needs assessments, and evaluation.

9:00 am - 9:45 am
Shared Concurrent Session
Fiesta III
A Statewide e-Learning University-Community College Partnership for Increased Access to Post-Secondary Education and Workforce Development
Dr. Bill Morrison, Northwestern State University
This presentation discusses challenges of increasing access to post-secondary education and workforce development and how a collaborative partnership between Northwestern State University and the Louisiana Technical Community College System is leveraging e-learning to meet these challenges by creating engaging online experiences through “master” community college courses that are distributed statewide.

The Practice and Science of Compassion and Altruism in Adult Education
Ann Brooks, Texas State University, Moira Martin, St Edwards University
Compassion is a human quality that is often overlooked in today’s competitive environment. An interactive conversation on its usefulness to adult education follows a review of the recent scientific research.

9:00 am - 9:45 am
Shared Concurrent Session
Fiesta IV
Learning and Teaching: Skype and Zoom Online Conferencing Tools
Dr Lisa Kangas, Walden University, Dr. Gwendolyn C Dooley, EDD, Walden University
Successful distance education in the 21st century requires that adult educators use technologies and autonomous learning strategies. The psychological and communication spaces in an online environment are never the same between any two adult learners and instructors. This transaction distance is what deeply impacts learning and teaching.

Beauty and the Beast: Learning from a comparison of two online courses
Alisa Belzer, Alisa, PhD, Rutgers University, Daria Silvestro, Teach for America Hawaii
This session describes two online courses in an adult education masters program. One received high student evaluations and the other low. It will provide insight on strategies that seem to boost student satisfaction, engagement, and learning based on comparative analysis of activities, assignments, formats and instructor behaviors.

9:00 am - 9:45 am
Needs of adult learners that primarily employ people with developmental disabilities
Jennifer Pollack Percival, M.Ed., CRC, Florida Atlantic University

Enchantment A
Employment opportunities for people with developmental disabilities are limited. As a result, a new form of employment for this population is emerging. Small businesses and micro-enterprises focused on employing these individuals are being developed across the nation. The needs of the adult learners creating this type employment are unique because available resources focus on supporting a neurotypical workforce.

9:00 am - 9:45 am
The Past, Present, and Future of Self-Directed Learning: A Panel Discussion
Kellee Vess, Tennessee Wesleyan College of Nursing, Dr. Valerie K. Ambrose, University of Tennessee, Knoxville, Cecilia Teal, University of Tennessee, Knoxville, Ralph Brockett, University of Tennessee

Enchantment B
As Self-Directed Learning expands into different disciplines, we need to assess where we have been, where we are, and where we are going. This panel discussion will include a conversation about SDL history by experts in the field, an analysis of recent research, and a discussion of future directions.

9:00 am - 9:45 am
Career Trajectories: Tenure, Promotion, and Life in the Professoriate
Simone C Conceição, University of Wisconsin Milwaukee, Dr. Amy D. Rose, Northern Illinois University

Enchantment C
Adult education faculty members face unique challenges such as time management, pressure to publish, and teaching and service commitments. In addition, they also deal with uncomprehending colleagues and administrators. We propose to discuss the varying ways that these dynamics affect work-life balance and the achievement of tenure and promotion.

9:00 am - 9:45 am
Mindsets: How Cognitive Psychology and Neuroscience Create Understanding of Learners Behavior After Making a Mistake - CANCELLED
Dr. Jane Fishback, Kansas State University

Enchantment D
Current research in cognitive psychology examines how learners react when they make mistakes. Mindsets theory claims learners with fixed mindsets demonstrate avoidance behavior in contrast to learners with growth mindsets. Growth mindsets display engagement behaviors, such as problem-solving. Recent research using neuroimaging correlate brain activity with growth and fixed mindsets.

9:00 am - 9:45 am
Self-Directed Learning and the Lupus Patient: Using Adult Education Strategies to Actively Cope with Chronic Illness
Kristin Brittain, Florida Atlantic University, Dr. Valerie Bryan, Florida Atlantic University

Enchantment E
The purpose is 1) to examine the significance of a patient’s active or passive role in terms of health management; 2) to determine if a relationship exists between active and passive scores and his/her self-directed learning readiness, and 3) to identify self-directed learning characteristics.
How Mobile Games Improve Outcomes and Delight Learners  
*Ira Sockowitz, Learning Games Studios, Peter Stidwill, Learning Games Studios*

**Enchantment F**

This hands-on session explores game-based learning through both discussion and live participation in a game. Designed for both practitioners and program administrators, it will explore how to use evidence-based and highly engaging learning games to improve learning outcomes, delight users, increase program results and reach more learners cost-effectively.

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

**Roundtables**

Pavilion IV

**Rethinking the status quo: An exploration of how teachers learn and improve as educators**  
*Kelly McCarthy, University of South Florida*

This session will share results from a large-scale study that explored the professional learning habits of middle and secondary mathematics teachers in the southeast. Trends in teacher learning will be shared as well as policy and programmatic issues facing the field of teacher education.

**Communities of Practice, Community Education: Elements of Social and Experiential Learning in High-Level Sports Officiating**  
*Dr. Kenda S. Grover, Ed.D., University of Arkansas*

This session presents findings from research exploring how a Community of Practice (CoP) has emerged among officials who direct national-level sporting events. Their experiences represent formal, nonformal, and informal education and illustrate how various theories including social, experiential learning and situated learning intersect to improve practice and encourage lifelong learning.

**Designing Courses for Significant Learning: Integrated Course Design**  
*Lynn Sorenson, Dee Fink & Associates*

Explore Dee Fink's Integrated Course Design from his best-selling book, *Creating Significant Learning Experiences: An Integrated Approach to Designing Courses* (2013, 2003). This systematic, course-design strategy can make important differences in both student learning and teacher satisfaction. Leave with materials to design your own course effectively.

**WIOA: Innovations and Opportunities for Instructors**  
*Kevin Franklin, Virginia Adult Learning Resource Center*

During the early implementation stages of WIOA, explain to adult education instructors will need to understand contextualization and career pathways instruction in the classroom. This session begins that conversation, exploring how contextualization and a shift in focus away from high school equivalency examinations will shape the future of adult education.

**The Digital Divide: Mobile Technology**  
*Onna Jordan, Freddie Mckinney*

This session will present the effects of and efforts taken to assist individuals in low income communities suffering from a lack of computer knowledge, function, and computer and internet access.

**The Evolution of Military Voluntary Adult Education Programs: Implications for Civilian Adult Education/HRD Programs**  
*Robert Craig, Jr, MPA, Virginia Commonwealth University*

This paper reviews the adult learning theories-in-practice that have influenced the way adult learning is supported today in the U.S. military. In particular, it reviews the military's adult learning voluntary education programs from 1943 through present day and discusses how the adult learning theories-in-practice have influenced the programs.

**Creating Community in the Distance Learning Space**  
*Kelly McKenna, Ph.D., Colorado State University*

Creating community is essential for student success, especially in the distance space. This can be achieved through student interaction, ownership, and collaboration. The facilitator will share data on the importance of creating a learning community in online education and initiate a
discussion on how to achieve this in online learning.

Smart(er) phones: Smartphones and their impact on Social Justice
Christiana S Kyles, Dr. Lori Risley, EdD, MSN, RN, University of Central Oklahoma
Statistics show that more people have a phone but not their own toilet. This statistic is unfortunate, yet opening doors when it comes to social justice. The purpose of this session is to examine the resources available on smartphones and how they can be used to promote education for all.

9:00 am - 9:45 am
AEQ Editors’ Meeting
Sierra Vista

9:45 am - 10:15 am
BREAK
Atrium Prefunction

10:15 am - 11:30 am
Poster Presentations
Pavilion I - III

Enrollment Trends of a Two-Year Technical College in a Correctional Institution
Robert Dale Southard, Ingram State Technical College
An in-depth look at trends for enrollment over a significant amount of time for a two-year technical college located in Alabama Correctional Institutions. This study will also attempt to identify the possible causes of the increases and decreases of these trends.

Finding Your Focus: A Data-Based Approach to Tightly Defining YOUR Adult Student Target, first last
Jeff Meola
Many education marketers target “adults” using off-the-shelf marketing plans with broadly defined demographics and geographies. There is a better way. Employing first-, second- and third-party data you can create a customized, strategic media plan with audience-specific data, tiered geo-strategies and marketing intelligence leading to highly efficient and effective campaigns

Adult Development and Learning, and Aging
Dr. Lucille A Green, Jackson State University/ School of Lifelong Learning
What is adult development? What relevance do adult development theories and models have to the practice of adult basic education? Our philosophy of adult development informs our teaching. For example, if we believe that people mature by passively absorbing knowledge and reacting to their environments, our instruction differs from others.

A phenomenological pilot study exploring what contributes to education doctoral students thriving in doctoral education
Smeon O. Edosomwan, North Dakota State University
This phenomenological pilot study through the medium of unstructured interviews explore what factors contributed to three education doctoral students thriving in doctoral education? Findings indicates, growth and development, supportive learning environment, faculty and family support, time investment, motivation, and self-discipline were contributing influences found in individual experience of thriving.

Advancing Equitable Access for All Students: Rollins College Strategic Goals and Strategies for Healthcare Students
Bob McKinlay, Rollins College
Rollins College is committed to multiculturalism, diversity, and inclusion and the Center for Health Innovation’s commitment to these goals will be described, including our forging community partnerships with organizations representing ethnic minorities, immigrant populations, and the working poor to identify and address barriers to education.

Finish What You Started Program: A Success Story for Returning Adult Learners
Nancy Rabidoux, University of Rhode Island
Explore the success of the Finish What You Started Program at the University of Rhode Island. Conceptualized in 2012 as a pathway for non-traditional students to return to the classroom, the
program provides mentors for adult learners from admission to matriculation to graduation. Hear our success stories and strategies.

Teaching Adults with Dyslexia or Dyscalculia, Elizabeth Wadlington, Southeastern Louisiana University
Dr. Patrick L Wadlington, Ph.D., Wadlington Consulting
Based upon our research, we will describe teachers’ beliefs regarding dyslexia and dyscalculia. We will also report how learning disabilities have affected the lives of adults with them. Finally, we will make recommendations regarding how to teach others about dyslexia and dyscalculia to prevent bias in school and work settings.

Comparative Analysis of Demographics and technology use of Florida and non-Florida Osher Lifelong Learning Institutes.
Jung Min Lee, University of South Florida
This study compares data between the national OLLI profile and the Florida profile. A survey was conducted to compare demographic factors as well as preferences regarding course content, and usage of technology and social networks. Results indicated significant difference between OLLI profiles. Implications for OLLI directors are discussed.

Perceptions of Self-Directed Learning in an Online Environment by Adult Education Graduate Students
Oluwakemi Elufiede, M.Ed, Tennessee State University, Dr. Christy M. Rhodes, Ph.D., East Carolina University
Online education is continuously growing for higher education in all majors fields. There is a growing number of graduate students who decide on online learning because of the flexibility an the self-direction. For many adult learners, online programs meet the needs for a working adults with various responsibilities. A phenomenological research approach will serve to explore the meaning adult education graduate students construct about the concept of self-directed learning in an online learning environment and its relationship to their development of critical thinking skills.

Academic Stress and Coping Strategies of Veteran Students
Xi Lin, Auburn University, Minerva R Brauss, MPS, BS, Auburn University, Barbara A Baker, PhD, Women’s Leadership Institute, Dr. Maria Martinez Witte, EdD, Auburn University
The number of returning veteran students is increasing rapidly. However, limited research has been done focusing on veteran students’ academic stress and their coping strategies. Therefore, the present study investigated the academic stress and coping strategies of this particular student group.

Culturally Responsive Teaching Patterns of ESOL and EAP Adult Educators
Dr. Christy M. Rhodes, Ph.D., East Carolina University
Adult English language educators regularly incorporate learners’ cultures into their classrooms through an approach known as culturally responsive teaching. This poster session will present the findings of a nationwide study of these practices and implications for professional development in the fields of second language acquisition and adult literacy education.

Filled with What? Leadership and Hope in the Faculty Senate
Dr. Everett A Smith, University of Cincinnati, Michael T. Miller, Ed.D., University of Arkansas, Kit Kacirek, University of Arkansas
This session will report the findings of a national study of faculty senate leaders and their perspectives on leadership needs in higher education and their levels of hope as a trait. These findings are also correlated to perspectives on senate effectiveness and impact on institutional decision making.

Student and Instructor Experiences with Types of Teaching and Learning
Emily Gray, University of Tennessee
This action research project sought to describe experiences with three types of teaching and learning. The instructor-researcher hoped to better understand her pedagogy and contribute to related literature. Students were interviewed to describe their experiences, and what stood out for
Biases
S. Renée Jones, Texas State University, John ANSAH Lowney, Texas State University, Owusu Ansah Boakye, Texas State University
Unconscious bias, we all have them. Not recognizing these biases comes with consequences on students. This presentation is expected to help higher education Institutions (HEIs) comprehend unconscious bias, and find how to lessen its effect, with specific reference to local and international students in colleges and universities in United States.

Ex-Viscera: Guidance from within
Todd Stephenson, PhD
This presentation shares the results of a study on International Human Resource Managers and how they make meaning of expatriate adjustment, followed by various ways the managers eventually intervene and advise their employees.

Improving Industry Training by Leveraging University Expertise
Stephanie Jean Teague, BS, MAT, University of Tennessee, Richard Teague, B.S., S4 Quality, LLC
When industry experts and university instructional designers establish cooperative partnerships, industrial training benefits greatly. This presentation uses an international training course developed collaboratively between an industry expert and an instructional design graduate student to highlight key lessons for those interested in industrial training.

Successfully Leading through the e-Learning Landscape, XI LIN, Auburn University
Dr. James E. Witte, PhD, Leslie Cordie, Auburn University
e-Learning is becoming an essential instructional component across a broad spectrum of higher education institutions. This poster discusses the key issues and concerns for institutions of higher education related to e-Learning. The poster proposes how educational leaders may better utilize the enormous potential of e-Learning through enhanced development of e-Leadership.

Mohammed Alasmrai, University of Georgia & University of Tabuk
Western trained Adult educators, who work in Saudi Arabia, have faced a number of challenges in their educational endeavors in that are directly attributable to cultural differences. This article describes differences and constraints in adult education research and practice in Adult Education in Saudi with special focus on gender-oriented education.

Assessing the Assessor
Dr. Paulette Isaac-Savage, University of Missouri-St. Louis
The presenter discusses findings from a campus-wide learning assessment survey of full- and part-time faculty.

Experiences and perceptions of adult Indian international students in American universities
Priyadarshini Pattath, Virginia Commonwealth University
This qualitative study explores the experiences, perceptions and coping mechanism of adult Indian international students during graduate program in American universities. Results will help other adult international students and increase university personnel’s intercultural awareness to create feasible academic support, become more attractive to potential future students and improve retention.

The proven superiority of independent learning objects
Christopher Martinez, M.A., Ph.D. (cand.), AAACE
Students (n=99) at a junior college studied a unit of religion online using an independent learning object and a narrated PowerPoint presentation. Those who interacted with the learning object scored an average of seven points higher than those who listed to the PowerPoint.

Reported practices for addressing global leadership competencies in adult education graduate programs
Dr. Arthur Ray McCrory, University of South Florida
This session presents findings of a qualitative, multiple-case study. Both curricular and co-curricular
best practices are described with regards to the development of global leadership competencies addressed in seven selected adult education graduate programs located in the United States and Western Europe.

The Kaleidoscope of Learners: Universal Design for Learning in Distance Education
Carol Rogers-Shaw, Pennsylvania State University, Jinhee Choi, Pennsylvania State University, Davin Carr-Chellman, Pennsylvania State University
As distance education instructors face increasingly diverse students with disabilities, language barriers, and significant skill deficiencies, traditional behavioristic methods, such as multiple choice assessments, do not effectively capitalize on their differences. Universal Design for Learning provides a way of reimagining the teaching/learning process to increase success for all students.

Narratives of the Forgotten
Dr. Tennille Lasker-Scott, L, Arkansas Tech University
Qualitative study exploring how class and race membership affect the beliefs of socioeconomically disadvantaged African American adults towards educational participation through the examination of their narratives.

Diagramming Prior Knowledge in the Classroom
Arthur T Conroy, III, MS, Virginia Tech
Why a Diagram is (Sometimes) Worth Ten Thousand Words (Larkin and Simon, 1987) is a seminal article in cognitive science. This presentation describes the history, background, and development of a novel abstract diagram elicitation protocol (draw aloud protocol) based on diagram research in adult learning at Virginia Tech (ALHRD Program).

Impact Teaching
Carl Olson
Good teaching that produces effective outcomes requires the teacher to have knowledge of the subject matter and the ability to use tools and methods to engage all of the students. To be effective, that material must be presented using methods that acknowledge and respect all learning styles and levels of attention.

Harmonizing self-direction and mandatory continuing education; Attitude of the health care professional
Julie Hall, M.P.H., R.T. (R)(CT), Roane State Community College
We will explore attitudes of health care professionals as they encounter self-directed programs of study for mandatory continuing education.

Millennials and the Unemployment Hurdle
Sherrie Gilbert, B.A., M.A., Auburn University
In addition to the many stereotypes that portray Millennials, those who are unemployed are having to deal with additional financial, psychological, and physical stress. This session will look at the impact that unemployment can have on young adults’ self-esteem and also some potential solutions for this issue.

Beyond Type III: A Case Study of the Body in Martial Arts
Michael Duncan Overton, University of Tennessee, Knoxville
This article turns to an embodied way of knowing (martial arts) offering a perspective on how a typology of teaching and learning, Peters and Armstrong (1998), might potentially be blended into one approach. This perspective views the body as an other way of knowing that challenges dominant Western perspectives.

Align and Redesign: Evaluating Innovation and Transformation in an Adult Education Systemic Change Initiative
Laura Weisel, Ph.D., The TLP Group
Align & Redesign is an innovative, transformational, strategic multi-year effort to transform how adult education and literacy deliver services to improve student outcomes. This three-year initiative redesigned adult education and literacy services by aligning services with research and evidence-
Knowledge transfer from more to the less experienced employees in small size organizations
Christos Anagiotos, Penn State University
Small size organizations face particular challenges when trying to facilitate knowledge transfer from more to less experienced employees. We will present an overview of approaches/tools that can easily be implemented in small organizations. Such approaches/tools include, mentoring, job shadowing, communities of practice, storyboard, storytelling, best-practice meetings, critical incident interviews.

The Transfer Student Perception: Experiences of the Adult Learner Transfer Student
Kimberly Young Walker, PhD, University of South Carolina-Columbia
This session describes research regarding the perceptions of community college transfer students at a North Carolina university and what they believe university administrators can do to improve their experiences. This study was intended to understand the transfer student experience; however, the sample revealed the students were—overwhelmingly—adult learners.

Building meaningful relationships with non-traditional students through trust
Robert A Stephens, BS, University of Central Oklahoma, Dr. Lori Risley, EdD, MSN, RN, University of Central Oklahoma
Understanding the needs of the Non-traditional student is vital if we want to make the learning transaction truly successful. Do you want to become more active in the learning process? This can be done by building meaningful student relationships through trust.

Flipped Learning in Higher Education: A Case Study of the Lived Experiences of Nursing Faculty and Students
Kafiya Harris
The session will provide attendees with findings related to the innovative instructional approach in two separate learning environments.

Contemplative Practices As Pedagogical Practice: Where Does Adult Education Fit?
Keondria E McClish, Kansas State University
To expand opportunities for adult growth and development, the connection of faith and spiritual development in the later years is explored using gerotranscendence theory and contemplative practices. This presentation looks to demonstrate how contemplative practices fits into the realm of adult education.

Celebrating the Rich Landscape of Adult Learning through Immersive Learning Project
Doreath Lomax, Ball State University, Dr. Ruby Cain, Ball State University
What’s in a name, why is this community center or library named after this person? Investigate the history behind this individual. Sources like Ancestry, library archives, and oral histories can help you gain knowledge that may encourage youth to reenact this person’s life. Let’s celebrate adult learning through immersive learning.

Be the Wind Beneath the Wing: Creating Success of Minority Adult Undergraduates
Jie Ke, Ph.D., Jackson State University, Millard Juette Bingham, Jackson State University
More and more adults re-enter universities to obtain their Bachelor’s degree, yet with different motivations and expectations. This session presents a qualitative study of 20 African American adult undergraduates, which was designed to help improve retention of those students through providing the supports needed.

Education as the Practice of Freedom: Educating Adult Learners about Social Change
Dr Eric Castillo, Ph.D., Springfield College
Fiesta I
Advocacy and social change are (in part) contingent upon decolonizing andragogy that connect students with communities. A grassroots approach to education relies on connecting theory to
practice and in developing knowledge that invests in the lives of communities we serve.

11:45 am - 12:30 pm  
**Shared Concurrent Session**  
Fiesta II

**Video To Enhance Face-To-Face and/or Online Instruction, Presence, And Interaction**  
*Brent A. Anders, M.Ed., Kansas State University*  
This presentation is geared towards application/best practices in using video as a tool to enhance instructor presence and student/content/instructor interaction in face-to-face and online instruction. An exemplar course will showcase different uses and techniques of video to maximize presence and interaction.

**Building Lifelong Learning Skills Through Peer-supported Formative Assessment: An OER Model for Flipped Professional Development**  
*Lisa Shipley, University of Tennessee, Duren Thompson, Center for Literacy, Education and Employment*  
This discussion-based session examines an innovative professional development (PD) framework synthesizing theory and practice across disciplinary fields. Authors seek to increase PD effectiveness and accountability through a flexible design incorporating collaboration and self-reflection, assessment of both knowledge and proficiency, and employee-created PD plans that are aligned with the organizational mission.

11:45 am - 12:30 pm  
**Shared Concurrent Session**  
Fiesta III

**ETS High School Equivalency Testing (HiSET®) Program**  
*Gladys Recinos, ETS, HiSET Program*  
In 2014, ETS launched the HiSET exam. The exam gives out-of-school youth and adults an opportunity to demonstrate their skills and earn a state-issued high school equivalency credential. The exam features paper- and computer-based formats in English and Spanish, and has been adopted in more than 25 states and jurisdictions.

**Two Birds with One Stone: Addressing Digital Literacies in Writing Courses**  
*Randall Pinder, PhD, College of The Bahamas*  
The digital literacies that students use to access and engage with technology in writing vary greatly (Grabill, 2003; Selfe, 2007). Instructors should not assume a general competence with technology but should directly address their students’ digital literacies and their writing skills to improve overall student learning.

11:45 am - 12:30 pm  
**Shared Concurrent Session**  
Fiesta IV

**Organizational Change & the Aftermath: The impact on Adult Learning and Personal Professional Development**  
*Dr. Lynn Taylor, PhD, TaylorMade Careers*  
This session explores the outcomes of a case study that focused on the impact of organizational change on Adult Learning and the pursuit of Professional Development for personnel that remained with the organization. Results of this research support that HR Professionals need to address the impact on Adult Learning.

**“Developing a Rich Lifelong Learning Landscape: Celebrating Effective Leader/Leadership Competencies in Facilitating Andragogical/Organizational Learning”**  
*Dr. John Arthur Henschke, Ed.D.; M.Th., Lindenwood University, Somanita Kheang, M.Ed, Lindenwood University*  
This session will explore effective facilitation of adults learning with the description of 4 strategies/competencies of effective leaders/leadership: management of – attention through vision, meaning through communication, trust through positioning, deployment of self through positive self-regard and the Wallenda factor; and, enhanced by experimentation, risk taking, dialogue, and participative decision-making.
11:45 am - 12:30 pm  You, Inc: Developing e-Portfolios to Expand Your Personal Brand
Jim Parrish, Auburn University College of Education, Department of Adult Education, Joel Hughes, Auburn University College of Education, Department of Adult Education
Enchantment A
Learn more about the features and benefits of e-Portfolios and how you can utilize these digital resources to leverage your personal brand.

11:45 am - 12:30 pm  Supporting Students in Completing the Dissertation Process: Faculty and Institutional Perspectives
Dr. Lilian H Hill, PhD, University of Southern Mississippi, Simone C Conceição, University of Wisconsin-Milwaukee
Enchantment B
An exploration of the dissertation process and types of faculty and institutional support that can be provided to those involved including graduate students preparing for or engaged in the process; faculty serving as dissertation chairs, committee members and methodologists/statisticians; and administrators with responsibilities for facilitating students’ progression through the process.

11:45 am - 12:30 pm  Adult Education at the Intersection of Diaspora, Migration, and Globalization
Dr. Mary V Alfred, Texas A&M University
Enchantment C
Diaspora, migration, and globalization are changing the demographic landscape, with increasing ethnic and economic diversity among adult learners. This presentation calls for expanding the discourse of adult education to incorporate critical studies of diaspora, making visible the inequality and imbalance of power inherent in the process of migration and resettlement.

11:45 am - 12:30 pm  Rethinking the use of local community recreation centers to provide a space for Adult Learners
Niesha Douglas, Ed.D, North Carolina A&T State University, Devonte Williams, North Carolina A&T State University
Enchantment D
This session will examine how community recreation centers can and should be utilized to engage adults within a community of learners. This session will also highlight some issues concerning adult learners in specific communities and provide some examples on how community recreation centers could be used as lifelong learning centers.

11:45 am - 12:30 pm  Facilitating Success and Retention by Meeting Non-Academic Needs of At-Risk Adult Learners
Cynthia Noblin Perry, M.S., M.Ed., University of Tennessee
Enchantment E
Adult learners often experience challenges to their success and retention because of unmet non-academic needs. This session will provide an overview of non-academic student needs, as well as strategies for addressing them so that students can not only survive, but thrive, in the educational environment.

11:45 am - 12:30 pm  STEM & Web Accessibility: Best Practices for Adult Student Retention in Online Courses
Melissa Smiley, MSEd, University of Wisconsin Madison; Department of Engineering Professional Development
Enchantment F
Online learning and distance education as continue to grow in popularity and individuals with disabilities continue to be left behind as the technology and course design does not decrease or limit barriers to accessibility. This presentation explores the learning theory associated with universal instructional design for online adult STEM classes.

11:45 am - 12:30 pm  Roundtables
Pavilion Foyer (This particular session will take place in the Pavilion Foyer, located next to Pavilion IV.)

Student Voice and The Adult Learner
Blaine Alexander, Arkansas Leadership Academy
This session will focus on research that investigates the adult learning component of a student, teacher relationship in public schools. Interviews from both the student and adult perspective will be
Presented in this session with implications for practice.

**Former welfare recipients as case managers: Investigating the influences of discretionary power and personal experiences**  
Michelle A Johnson, MS, Texas A&M University  
This basic qualitative study investigates how welfare case managers, who are former welfare recipients, learn to become case managers, discover the boundaries of their discretionary power, and how their experiences as former recipients influence their case load management.

**Retention, Transfer and Application of Basic Math Concepts for an Algebra Class**  
Darin Gray  
As adult students progress in math courses, they often forget concepts they learned in prior courses. In this session, educators will discuss how to incorporate previously learned concepts and acquired skills into new lessons and assessments so that students are able to retain and apply knowledge in an algebra course.

**Power Mapping and Positive Interactions in the Adult Education Classroom**  
Tesa Leon, University of the District of Columbia  
Power structures inside the classroom impact adult education and the adult learner. Through a solution-based activity, participants will analyze social and personal power structures that influence adult educators and the student-teacher dynamic.

**Interpersonal Education 101: How Adult Educators can interface in the IPE discipline**  
Dr. Kevin Nolley, Ball State University, Dr. Joseph Armstrong, Ball State University  
Interprofessional education (IPE) represents students from two or more professions in health and social care working in concert during their professional training with the object of cultivating collaborative practice[1] for providing client- or patient-centered health care. It is imperative that Adult Educators understand how to interface with this discipline effectively.

**Chuoagogy: Time to Stand Up and Be Recognized?**  
Dr Leslie Cordie, PHD, Auburn University, Michael Wooten, Auburn University  
Pedagogy, andragogy, and heutagogy are key terms in the lexicon of educators. Educational theory has advanced to a point that we believe an additional term is now warranted. We propose the term “Chuoagogy” (Chuo – College, from Swahili) for the practice, theory, and research relating specifically to college level instruction.

**Six Years Later: Lessons Learned about Planning, Delivering and Evaluating Continuing Legal Education**  
Dr W Franklin Spikes, Kansas State University, Holly Fisher, Kansas State University  
This session will focus upon identifying and describing lessons learned about program planning, delivery, and evaluation during the author’s six-year term as a member of a state regulatory commission concerned with continuing legal education and how this information can be applied to similar settings for other professions.

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11:45 am - 12:30 pm  
**Journal of Transformative Education Editors’ Meeting**  
Boardroom East

12:45 pm - 2:00 pm  
**Awards Luncheon**  
Pavilion IV, V, VI

2:15 pm - 3:00 pm  
**“A Big and Excellent Opportunity”: A Virtual Panel on Adult Learner Leadership**  
Marty Finsterbusch, VALUEUSA  
Fiesta I  
This session introduces a two-year student leadership evaluation, ALLIES. In seven states adult learners received leadership training and ran a project to meet program needs. Hear from VALUEUSA’s executive director and a virtual panel of learners how the leadership project
challenged them and boosted their leadership skills and learning outcomes.

2:15 pm - 3:00 pm  
**Shared Concurrent Session**  
Fiesta II

**Reflecting About Profound Learning and Living**  
*Dr. Michael Kroth, Ph.D., M.B.A., University of Idaho*  
Adult education professionals make a positive difference in the world every day—would it be possible to serve others even more profoundly? What are the qualities of profundity? What are profound learning experiences and how can we seek them throughout our lives? These are the types of questions we will reflect upon together during this presentation.

**Teaching Social Justice: What Impacts Graduate Students?**  
*Royce Ann Collins, Kansas State University*  
Using student learning outcome assessment data, what impacts adult education graduate students the most on the topic of social issues? In this session, topics will include themes addressed in student portfolios concerning social justice, students’ reactions to social justice education, and their future action plans.

2:15 pm - 3:00 pm  
**Shared Concurrent Session**  
Fiesta III

**Tips for Transformative Leaders: Using Action Learning to Boost Follower Efficacy**  
*Dr. Kristin Tardiff, EdD, UAFS, Dr. Kim A Gordon, SPHR, SCP, University of Arkansas - Fort Smith*  
Transformational leaders are regarded as such because of their ability to impact the trajectory of their followers. When done effectively, followers develop a greater sense of self efficacy. A tried and true method for boosting follower efficacy is to engage them in action learning opportunities.

**Faculty use and Knowledge of Best Practices in the Online Environment**  
*Gladys Montane, Ed.D, Rutgers State University of New Jersey-School of Health related professions*  
This study examined faculty skills and practices with regard to online instruction best practices at an American university. Using a qualitative case study, 11 participants were interviewed. Six themes emerged. Theses themes formed a policy paper to guide faculty and professional development needs.

2:15 pm - 3:00 pm  
**Shared Concurrent Session**  
Fiesta IV

**Efficient, Effective, and Enjoyable Writing With Others: A Process, Tool, and Strategies to Maximize Productivity**  
*Dr. Catherine A. Cherrstrom, Texas State University, Dr. Jill Zarestky, Texas A&M University*  
Adult educators face challenging priorities, including writing to contribute to theory, practice, and policy and to fund research and projects. In this session, we share a group (two or more) writing process, tool, and research- and practice-based strategies to productively partner with others to efficiently, effectively, and even enjoyably write.

**Priming the Pipeline: Applications of Project Management Strategies to Maximize Academic Productivity**  
*Dr. Jill Zarestky, Texas A&M University, Dr. Catherine A. Cherrstrom, Texas State University*  
Attention to workflow at all project stages is important for balancing competing obligations and ensuring consistent publication and funding. In this session, we present a conceptual model and strategies to help adult educators apply the model to research projects, program planning, writing for publication, and the pursuit of external funding.

2:15 pm - 3:00 pm  
**Reconceptualizing Goal Directed Learners: Houle in 2016**  
*Dr Jennifer K Holtz, Ph.D., University of Arkansas at Little Rock*  
**Enchantment A**  
Adult learners change as society itself changes; contemporary practice must flex to accommodate
differences. Houle's (1961) conceptualization of goal-directed learners remains largely current, but the scope of goal-directed learning is now broader and deeper, encompassing learners and environments not realized during Houle's time. This session explores impacts on current practice.

2:15 pm - 3:00 pm  
**Transitioning to Online: Pedagogical, Administrative, and Marketing Insights of a Graduate Program in Adult Education**

Dr. Joellen Coryell, PhD, Texas State University, Andrea Flores, Texas State University, A. Natalie R. Hendrix, B.S, M.Ed., Ph.D. Student, Texas State University, Terrance McClain, Texas State University

**Enchantment B**

Presenters will offer analysis of survey, interviews, marketing, and budgeting research on transitioning a graduate program in adult education to a fully online format. Session participants will be invited to discuss issues, insights, successes, and lessons learned of our and their own programs’ processes of transition to an online format.

2:15 pm - 3:00 pm  
**Jekyll & Hyde: Paradoxical Team Functioning in an Online Group Dynamics Course**

Judy Favor, Ph.D., Kansas State University

**Enchantment D**

This session reviews paradoxical team functioning in two adult teams enrolled in an online group dynamics course. Despite similar group composition and identical decision-making tasks, stark contrasts in communication, trust, cohesion, and conflict during synchronous experiential learning activities demonstrated how individual-level factors can affect team dynamics and learning.

2:15 pm - 3:00 pm  
**Beyond Discussion: Facilitation Tools to Enhance Online Learning**

Dr. Leann M.R. Kaiser, Ph.D, Colorado State University, Kelly McKenna, Ph.D., Colorado State University

**Enchantment F**

Discussion is one of the most popular online facilitation techniques. But, using a variety of tools in online learning has many advantages. In this session specific facilitation tools will be shared to help online educators move “beyond discussion” and meet learning outcomes in new and effective ways.

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

Pavilion IV

**Managing Challenging Students in the Online Environment**

Dr Tricia Berry, Kaplan University, Dr. Lanie Wright, Kaplan University

The online learning environment creates new classroom management challenges. This presentation will explore those challenges and their impact on student success. Participants will engage in brainstorming and create a list of techniques for managing challenging behaviors in the online environment.

**Malcolm Knowles: Father, Facilitator, and Futurist**

Shelly Walters, University of Arkansas, Kit Kacirek, University of Arkansas, Kay Murphy, University of Arkansas, Dr. Kenda S. Grover, Ed.D., University of Arkansas

The focus of this roundtable conversation is a critical reflection on the current and future states of adult and lifelong learning inspired by Malcolm Knowles’ dream of the field of adult education in 2016. Presenters will share current trends and issues presciently described by Knowles in 1991.

**Copyright explained for the Adult Educator: What is it, how does it work (for us)?**

Dr Lee W Nabb, Morehead State University

Copyright is pervasive in adult and other education, yet practitioners know relatively little about what it is and how to effectively operate under its limitations. This session provides useful information to empower adult educators to make their own informed decisions regarding the fair and legal use copyrighted material.

**Let's Get Bored!**

Dr Carrie Johnson, Eastern Illinois University

We are continually bombarded with stimuli at work and during our leisure time, allowing little opportunity for boredom. Recent research suggests this leads to a lack of creativity and diminishes our problem-solving abilities. This session will discuss this phenomena; participants will be invited to
share their challenges and potential solutions.

**Tough Cases for Accelerating Learner Expertise**  
*Ralph Soule, The George Washington University*

Baby boomers are retiring faster than their Gen-X and Millennial replacements can be trained. Adult Educators and HRD professionals need tough cases to accelerate expertise to fill this gap since accumulating expertise conventionally takes too long. This session will operationally define tough cases and suggest how to use them.

**Job Characteristics Model: What employers and employees can learn from it**  
*Masita Misdi, Southern Illinois University*

Job Characteristics Model is a framework that guides employers on how to evaluate employees’ satisfaction from the task that they do at work. It comprises of five characteristics that are generally needed to evaluate job scope. These five characteristics deals with cognitive, affect, and psycho-motor domain of learning.

2:15 pm - 3:00 pm  
**How to Write for Adult Education Quarterly (AEQ), Adult Learning (AL), Journal of Transformative Education (JTED)**  
Boardroom East

2:30 pm - 4:00 pm  
**CPAE Co-Conference Welcome and Opening Session**  
(additional registration required)  
Pavilion VI

3:00 pm - 3:30 pm  
**BREAK**  
Atrium Prefunction

3:30 pm - 4:15 pm  
**Maximizing Your Leadership Performance as an Adult Educator: Affecting Social Change**  
*Carole Pearce, Walden University*

**Fiesta I**

This session will examine best practices of an effective higher education leader based on current literature. Effective ideas to support meaningful social change and innovation for adult learners will be addressed. The relationship between the learning leader and the learning higher education organization to support the success of adult learners will be discussed.

3:30 pm - 4:15 pm  
**Shared Concurrent Session**  
Fiesta II

**Reaching the Unreachable College Student-Athlete: Changing the Entitlement Culture in the Classroom**  
*Chantel Tremthiere, MBA, Auburn University, Dr. James E. Witte, PHD, Auburn University*

In this session, presenters describe best practices in changing the entitlement culture of college-athletes while helping them prepare for their future away of the spotlight.

**Learning Through Uncertainty: Older, Professional Men Coping Adaptively with Involuntary Job Loss**  
*Brian Hentz, University of Connecticut*

The speaker will present findings from a phenomenological study that explored (a) how older, professional men cope adaptively with involuntary job loss, as well as (b) the role learning plays in this process. Results underscore the importance of self-regulation, time use, and social supports for learning through uncertainty.

3:30 pm - 4:15 pm  
**Shared Concurrent Session**  
Fiesta III

**Labour Education and Empowerment of University Academics for the Attainment of University Goals in Nigeria**  
*Moshood Hassan, Gyinde, B.Ed, M.Ed, Ph.D, Adekunle Ajiasin University, Basirat Bolanle Akinloye, Independent National Electoral Commission (INEC)*
The economic meltdown in Nigeria, fall in the prices of oil, and corruption among the heads of Governments have negatively affected workers through nonpayment or irregular salaries. The labour and management need to work together in University system by providing labour education to empower workers to achieve the University goals.

**Update on the Center for the Study of Adult Literacy**

*Dr. Daphne Greenberg, PhD, Center for the Study of Adult Literacy*

The Center for the Study of Adult Literacy focuses on adults who read between the third and eighth grade levels. Results from two aims of this Center will be presented: 1. Five hundred participants’ performance on 37 different literacy related measures; description of reading curriculum development and feasibility outcomes.

3:30 pm - 4:15 pm  
**Shared Concurrent Session**  
Fiesta IV

**Mentoring the Nontraditional Student**

*John Bannister, Johnson C. Smith University, Dr. Cheryl Harris Curtis, Johnson C. Smith University*

In serving the nontraditional student population of Johnson C. Smith University, Metropolitan College has cultivated strategies to motivate student to achieve successful outcomes. The presenters will speak to the evolving definition of nontraditional learners, the difference in mentoring adults, and provide examples of the strategies used to generate student success.

**Adult Education in Community Colleges: New Challenges to Old Problems**

*Michael T. Miller, Ed.D., University of Arkansas, Dr. Kenda S. Grover, Ed.D., University of Arkansas, Lucas Adair, University of Alabama, David M. Deggs, PhD, Southern Methodist University*

Results of a national study of state community college directors about their adult education programs, particularly high school equivalency programs such as the GED. Data were stratified and reported based on state-designed funding of community colleges. Results indicated significant differences in the types of supports available to colleges.

3:30 pm - 4:15 pm  
**Embedded Formative Assessment: Improving Learning and Instruction in Human Services Training and Continuing Education**  
Cheryl Baldwin, UW Milwaukee, Angela Kelber, UW-Milwaukee School of Continuing Education
Mary Pick, UW-Milwaukee School of Continuing Education

**Enchantment A**

This session illustrates use of embedded formative assessment in a professional development program for human services practitioners. Examples of training activities designed as assessments of how practitioners’ engage, construct and transform their practice perspectives are reviewed and use of this information to improve training design and trainer practices is discussed.

3:30 pm - 4:15 pm  
**A Comparison of Learning Outcomes for Adult Students in Service-Learning and e-Service-Learning Courses**  
Dr. Jeremy Schwehm, Arkansas Tech University, Ms. Oluwakemi Elufiede, M.Ed, Tennessee State University, Dr. Tennille Lasker-Scott, The University of Georgia

**Enchantment B**

Adult students have limited access to service-learning opportunities because they are primarily offered in traditional settings. Online service-learning (e-service-learning) can increase access, but there is little empirical evidence supporting its effectiveness compared to traditional delivery. This study compares the learning outcomes of adult students in e-service-learning and face-to-face service-learning courses.

3:30 pm - 4:15 pm  
**Community College Intergenerational Learners: Navigating a Student Success Environment**  
Dr Susan J Barcinas, North Carolina State University, Dr Duane Akroyd, North Carolina State University, Ms. Tracy A Kachur, JD, North Carolina State University

**Enchantment C**

This qualitative study presents empirical data on adult learner and traditional age community learners’ perceptions of their perceptions and experiences of studying within a community college environment that is intensely focused upon student success reform initiatives.

3:30 pm - 4:15 pm  
**Reversing Adverse Emotional Effects Often Associated with Learning**
Enchantment D

Brookfield identifies two conditions that have an adverse effect upon institutional efforts to recruit and retain students: impostership and cultural suicide (2006). This study was designed to identify student populations most likely to suffer from one of these two conditions and determine effective means to lessen their effects.

3:30 pm - 4:15 pm
The Journey of the Gifted Adult: Yes, You Are Gifted!
Joslyn Johnson, Texas State University

Enchantment E

Rarely do you see the phrase “gifted adult” and with even greater rarity do you find adults that embrace the label “gifted” as fitting for who they are as a person. During this presentation you will go on a journey of discovering that, YES YOU are gifted!

3:30 pm - 4:15 pm
“Now I Know that I Don’t Know”: Metacognitive Instruction for Adult ESL Learners’ Speaking
Taewoong Kim, The University of Oklahoma, Junghwan Kim, The University of Oklahoma

Enchantment F

This session will discuss a case study’s findings that examines a technology-mediated metacognitive instruction implemented for adult ESL college students. The presenter will share the instructional design, student examples, and interview data. The participants will grapple with the theoretical understanding of metacognition and how to incorporate it in the classroom.

3:30 pm - 4:15 pm
Roundtables
Pavilion IV

Separate but equal: Gender, literacy and the challenges of colonial legacy in French West Africa
Daphne Ntiri, PhD, Wayne State University

The legacy of colonial education lingers on even fifty years after independence of many African countries as is the case of Burkina Faso. Though African governments have struggled to maintain respectable levels of investment in education even with the economic recession and structural adjustment problems, there is the continuing persistent inequality between the sexes in educational attainment despite increased access of educational opportunities for women over the last four decades.

Trust...the balancing act in the workplace
John E. Roland, PhD, Spring, Judith A Stang, DPA, Springfield College

Emerging trends in higher education includes crisis management of producing results to solve problems. Leadership faces an ethical crisis that stops our work, decreases bottom line decision-making and wipes out hope. The crisis is a lack of trust. Trust changes everything! Low trust causes friction, hidden agendas, interpersonal conflict, interdepartmental rivalries, win-lose thinking and defensive communication. All of these reduce trust. The lack of trust is created by our behavior and taking the exponential leap of faith that makes all the difference in restoring it. Impacting ethics is one of the hot topics today as it is fundamentally important. The hope for the future lies with trust as the root of ethical decision making, communication and the most important is working relationship to produce in the workplace. Trust is something you can do something about. Come and join this conversation to learn how you can create trust!

Guiding the Adult Learner to the Finish Line
Jeannie Smith, BS MA, Tennessee Tech University, Tammy Keylon, BS MA, Tennessee Tech University

Tennessee Tech University created an accessible and effective pathway for adult learners and stop-out students to complete a bachelor’s degree through the creation of 2+2 cohort programs for area community colleges. The program offers relevant curriculum delivered through 5-week accelerated evening offerings at local community colleges.

Enhancing Adult Learning Landscape: Guidelines for Teacher Leaders in Classrooms to Improve International Undergraduate Satisfaction
Somanita Kheang, M.Ed, Lindenwood University, Dr. John Arthur Henschke, Ed.D.; M.Th., Lindenwood University
This session will explore guidelines for teacher leaders to enhance international undergraduate satisfaction through teachers’ beliefs, teachers’ feelings, and teachers’ behaviors. These qualities are associated with 5 levels of leadership: level 1 (position), level 2 (permission), level 3 (production), level 4 (people development), and level 5 (pinnacle).

A dramaturgical perspective of online learning  
Ms. Anita Samuel, University of Wisconsin - Milwaukee  
Online education has become an integral part of higher education. This session will use a dramaturgical perspective to present a cognitive reframing of online learning and faculty-student interactions. The session looks ahead at how a reframing could affect online faculty satisfaction.

Auburn University Adult & Higher Education Programs’ Extension Educator Certificate  
Rusty Presley, ACES - Auburn University  
Overview of the Extension Educator Certificate. Auburn University in coordination with the Alabama Cooperative Extension System (ACES) offers a Graduate Certificate titled Extension Educator for working professionals within Extension who want to enrich their personal knowledge, enhance their teaching credentials, increase promotability, and consider the possibility of a graduate degree.

Building Resilience for Adult Educators and Learners  
Shawnette Williams, Kansas State University, Susan M. Yelich Biniecki, PhD, Kansas State University  
This session will focus on adult learners’ emotional well-being and optimism about academic performance. The focus of this session is to help adult educators and learners understand how emotions affect how we feel and influence our day. This session will explore how self awareness can be used to increase resilience.

4:15 pm - 5:15 pm  
CPAE Co-Conference Concurrent Session 1A - Instructional Improvement SIG  
(additional registration required)  
Pavilion I & II

4:15 pm - 5:15 pm  
CPAE Co-Conference Concurrent Session 1B - Research & Theory SIG  
(additional registration required)  
Pavilion III

4:15 pm - 5:15 pm  
CPAE Co-Conference Concurrent Session 1C - International / Intercultural SIG  
(additional registration required)  
Pavilion VI

4:30 pm - 5:15 pm  
Telling the International Students Stories: Challenges of Adult International Learners in U.S Colleges/Universities  
Owusu Ansah Bookye, B.A, M.ED, PhD, Student, Texas State University  
Fiesta I  
Settling on the choice to attend higher educational institution in America is a significant life event that influences non-traditional age, adult international students. The motivation behind this paper is to tell the lived encounters of adjusting to the U.S. society among non-traditional age, adult international while attending higher education institution.

4:30 pm - 5:15 pm  
Using the Heuristic Elicitation Methodology to Examine the Impact of Online Courses for Adult Learners  
Vicki Dieffenderfer, PhD, University of Arkansas  
Fiesta II  
The Heuristic Elicitation Methodology (HEM) is used in this study to examine the impact of online instructional design strategies for adult students in degree completion programs. Adult distance education students’ perspectives of various instructional design strategies which enhance and challenge their learning will be discussed.

4:30 pm - 5:15 pm  
Shared Concurrent Sessions  
Fiesta III
Learning from Experience: Heron’s Extended Epistemology of Knowledge Acquisition  
Nancy Winfrey  
This session overviews an action research study following Heron’s epistemology of knowledge acquisition - a holistic approach including pre-reflective creative expression in addition to words, concepts, and actions. Discussion will focus on the learning design, creation of communicative space, and the relevance to teaching and learning in a higher education context.

Experiential Learning: Dance at the Community College  
Lamaiya Lancaster, Ball State University  
“Learning is experience. Everything else is just information” by Albert Einstein. Experiential Learning: Dance at the Community College is a lecture/performance presentation that explores the learning that takes place through the engagement in dance at the community college level. Presenting comparative analysis with dance education and Kolb’s learning styles.

4:30 pm - 5:15 pm  
Shared Concurrent Sessions  
Fiesta IV  

How to Be an Ally for Your ESL Students  
Marcela Movit, Ph.D., American Institutes for Research, Amanda Duffy, American Institutes for Research  
Did you know that being “an ally” is not defined by who you are, but by what you do? Come hear about simple ways you can support your ESL students, working as allies to be part of social change in your work as adult educators and in your community.

Gender differences in the role of non-formal learning in earnings: The case of South Korea  
Kibum Kwon, Penn State University, Jiwon Park, Penn State University, Soo-yong Byun, Penn State University  
This paper examines whether there is a relationship between non-formal learning activities and earnings and how, if any, such the relationship differs by gender in South Korea using data from the Programme for the International Assessment of Adult Competencies (PIAAC).

Workforce Readiness Through Experiential Learning for Adult Learners  
Charles Kilfoye, Northeastern University Online  
Enchantment A  
Today’s employers expect graduates to be workforce ready when they hire them. Students must prepare for the workforce during their academic programs, not after they graduate. This presentation showcases working models to help students get work experience while they complete their degrees and fulfill their responsibilities to job and family.

It’s Not Incidental If It Changes Your Life: Learning from Rock, TV, Film, and Fandom  
Dr. Robin Redmon Wright, Ph.D., Penn State University, Harrisburg  
Enchantment D  
This session provides an overview of how popular culture operates as an arena of education and a site of adult learning, and reviews the most recent literature within adult education focused on lifelong learning through popular culture. I will illustrate how popular culture can either reinforce oppression or encourage resistance.

Taking Time to Reflect: Historical Foundations of Adult and Distance Education and Key Theorists  
Dr. William C Diehl, PhD, The Pennsylvania State University  
Enchantment E  
This session will focus on historical foundations of adult and distance education and on contemporary figures that pioneered the field of distance education. Discussion of key theorists (e.g. Charles A. Wedemeyer (University of Wisconsin) Otto Peters (Germany) and Börge Holmberg (Sweden) and others) provide a context for online education today.

Learned ethno-national identities on the divided island of Cyprus: Young adults narratives  
Marios Antoniou, PhD, Christos Anagiotos, Pennsylvania State University  
Enchantment F
Based on our findings from a study on ethic and national identity among young adults on the divided island of Cyprus, we explore the idea that identity is learned (rather than constructed or formed) throughout an individual’s life—from childhood to adulthood- and that identities adapt to changing environments.

**Roundtables**

Pavilion VI

**Perceptions of librarians in one university on how they acquire knowledge in their content areas**
Irene Machowa Lubker, MLS, MPH, RD., Virginia Commonwealth University

The study explored the perceptions of health sciences librarians on how they acquire knowledge in their content areas. The sample consisted of health science librarians who work in a variety of schools. Individual interviews and a focus group were used to collect the data which was analyzed using content analysis.

**Faculty as Adult Learners: The Delicate Matter of Establishing a Center for Teaching and Learning**
Cynthia Edwards, University of South Florida, St. Petersburg

A Center for Innovative Teaching and Learning has the potential to improve faculty's effectiveness in the classroom, but the creation of such a space can be fraught with objection, rejection, and denial. However, in the right hands, forging a center for teaching can be inspiring, motivating, and game-changing.

**Student Success and Retention through Nurturing the Human Spirit**
Kymn Rutigliano, State University of New York Empire State College

In this highly interactive session, we will explore the philosophy and practice of “nurturing the human spirit” in the context of adult education, face-to-face and online. We will show how positive organizational scholarship, positive psychology, motivation and other research can easily be applied to support student success.

**The History of Distance Education**
Heba AbuZayyad-Nuseibeh, University of South Florida

The goal of distance education is to make it accessible for all types of learners. Distance education evolved drastically through the years. It started as early as the eighteenth century and still growing until this time. A discussion of the the history and the used technology will be presented.

**Experiences of Female First Generation College Students: A Critical Feminist Perspective**
Sarah Miller, M.A., The University of Oklahoma, Junghwan Kim, The University of Oklahoma

Current research still lacks information regarding female first generation college students (FGCSs). Female FGCSs are dropping out at higher rates than males, yet not much research on their college experiences has been conducted. This session presents the study's findings from a critical theoretical study on rationale behind their dropouts.

**Celebrating and Supporting the Bi-Racial/Multi-Cultural student within the rich landscape of Adult Learning**
Autumn Guel, MSIS, Texas State University

This session explores strategies and tools for retaining and engaging bi-racial and multi-cultural adult learners by expanding understanding and opportunities within a university setting. Please join us to learn new tools and to contribute new strategies to best practices within higher education.

**Beyond Demand Driven... Are Your Programs Meeting the Needs of Your Students?**
Philip Jordan, JD, Economic Advancement Research Institute

“Employer engagement” and “demand-driven” are the new buzzwords in talent development. While emphasis on employer needs is critical, it is equally important to understand the populations being served. Research suggests that self-esteem and supports that facilitate risk taking – including career navigation skills – are the most important for success.

**Instructional design for adaptive training transfer**
Doo Hun Lim, Ph.D., University of Oklahoma, Yoon Hee Park, Korea University of Technology and
This session provides a comprehensive review of training transfer literature and identifies a unique approach of training design for adaptive transfer that allows application of learned knowledge and skills from a training to employee’s job setting that may be different from the training context or setting.

5:30 pm - 6:30 pm
CPAE Co-Conference Reception
(additional registration required)
Pavilion V

6:30 pm - 8:30 pm
CPAE Co-Conference Business Meeting, Larry Martin, CPAE Chair
(additional registration required)
Pavilion VI

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Friday Detailed Sessions (continued)

7:00 am - 8:00 am  AAACE Board of Directors Meeting
Sierra Vista (19th floor)

7:00 am - 7:45 am  Continental Breakfast
Atrium Prefunction

8:00 am - 10:30 am  Registration Desk Open (CPAE Registration Desk)

8:00 am - 9:00 am  CPAE Co-Conference Concurrent Session 2A - Women's Research SIG
Pavilion I&II

CPAE Co-Conference Concurrent Session 2B - Dialogues in Andragogy SIG
Pavilion III

CPAE Co-Conference Concurrent Session 2C - Faculty Development
Pavilion V

8:15 am - 9:00 am  From Blocked to Breakthrough Creativity: Learning the Art of Stress-Free Writing
Dr. Dominique T. Chlup, Inspiring the Creative Within®, LLC
Fiesta I
Feeling blocked in your writing? Putting the “pro” in procrastination? Ready for a creative breakthrough? In this session, you’ll learn inspirational, stress-free methods designed to help you generate ideas (the ideas everyone wants to have!), get unstuck (and stay unstuck!), and share your work (brilliantly and fearlessly!) with the world.

8:15 am - 9:00 am  You Gotta Smuggle It In: Bringing Collaborative Communication into Other Disciplines
Will Ruttencutter, Valdosta State University; Gwendolyn S. Ruttencutter, University of Tennessee Knoxville
CANCELLED
Fiesta II
Collaborative Communication is a way of “laboring together” in the co-construction of new knowledge among learners. A marked departure from traditional pedagogical approaches in higher education, CC invites faculty and students to engage as co-learners. This session provides an overview of CC and strategies for “smuggling” CC into other disciplines.

8:15 am - 9:00 am  Counter-Storytelling: Alternatives to the Marginalization of ABE Learners
Amy Pickard, Rutgers University GSE
Fiesta III
The social, economic, and educational marginalization of adult basic education (ABE) participants is exacerbated when programs promote policy goals over learners’ own goals. This session will use data from an ethnographic study of ABE learners and the Critical Race Theory methodology of counter-storytelling to envision alternatives grounded in learner-centered instruction.

8:15 am - 9:00 am  Shared Concurrent Session
Fiesta IV

Feminist Perspectives on Workforce Development: Creating Programs to Meet Diverse Learners’ Needs
Ovi Galvan, Jr., MLA, Texas A&M University; Sarah Ray, Texas A&M University; Dr. Jill Zarestky, Texas A&M University
Given the changing needs and opportunities for American workers, workforce development programs that support diverse learners are increasingly necessary. We present applications of Feminist Theory to the creation of more inclusive workforce programs, including practices and approaches to help increase enrollment and overall completion rates for women and diverse learners.
Come “Hangout” with Google!, Terri Gustafson, MAED, New Mexico Distance Education
Learning Technologies
Jamie Bearden, New Mexico Distance Education Learning Technologies
It’s your invitation to Hangout! This interactive session will show you how to set-up, schedule, and broadcast a Google Hangout. Come explore the many ways this free online tool can be incorporated both in and outside your classroom. Participants are asked to create a Gmail account prior to the presentation.

8:15 am - 9:00 am  
**Negotiating Environmental Forces of Adult Education**
Dr. Carmela Nanton, Ed. D; MSC, MSHRD, Carmel Connections Inc.
**Enchantment A**
This session focuses on an exploration of the various forces interacting with the adult education environment. Forces are addressed through the metaphoric lens of tectonic plates, and strategic methods for negotiated responses and programmatic agility in the dynamic environment are presented.

8:15 am - 9:00 am  
**Virtual Internship: Stakeholder Perceptions of Distance and Online Experiential Learning**
Melody Jackson, MBA, PhD, University of Phoenix
**Enchantment B**
Virtual internships are increasing exponentially as a distance and online experiential learning tool. The purpose of this session is to inform attendees of past virtual internship research and program successes that can be used in program creation, implementation, and management to meet adult learner needs.

8:15 am - 9:00 am  
**Effective, Free and Open Accessibility Training for Adult Education Providers**
Kathleen Stone, Ed.D, Western Governors University, Antonia Jokelova, Ph.D., Empire State College
**Enchantment C**
Accessibility is one of key factors for educational success of adult learners; however, professional development opportunities on how to design and teach accessibly have been lacking. This session introduces a free and open professional development course on accessibility and related research on its effectiveness.

8:15 am - 9:00 am  
**Revitalizing Workforce Opportunities among Vulnerable Urban Populations via Multiple Literacies**
Dr. Jessyna M McDonald, PhD, University of the District of Columbia, Janay Thomas, BS, WIN Learning
**Enchantment D**
Bridging the opportunity gap among vulnerable urban populations is critical to creating a competitive 21st Century U.S. workforce. The purpose of this session is to describe a work readiness program which uses a multiple/digital literacy approach for engaging urban adults to explore career pathways and successful employment.

8:15 am - 9:00 am  
**Using Participatory Practices for Individual and Organizational Change**
Ericka Turley, Ed.D., Seattle University
**Enchantment E**
This session introduces a participatory practice model that can be used in any setting where people want to learn and have a voice in the decisions that directly impact them. By identifying their own learning needs first, participants will see how using participatory practices can promote individual and organizational change.

8:15 am - 9:00 am  
**Expertise in Teaching in Higher Education and Adult Education**
Robert Dale Southard, Auburn University
**Enchantment F**
This study attempted a qualitative analysis of what constitutes expertise in teaching in Adult Education/Higher Education. The researcher studied peer nominated educators in an attempt to ascertain what qualities they believed helped them excel in teaching adult students.
8:15 am - 9:00 am  **Roundtables**  
**Pavilion IV**

**Transformational Experiences of College Students Studying Abroad**  
*Professor Joe Askren, MBA, University of South Florida*  
College students traveled to Florence, Italy and studied international food and culture for six weeks during the summer of 2015. The professor/researcher encouraged students to discuss their transformational learning experiences using the well-known Mezirow theory as a backdrop and self-reflection too. Journals, face-to-face discussions, and final reflection papers were used.

**Teaching Strategic, Collaborative Leadership Skills Through A Nonverbal, Outdoor, Problem-Solving Activity**  
*Dr. Marion Nesbit, Lesley University*  
This session features a non-verbal, theory-to-practice leadership training exercise liberally adapted from OSS training ideas for adult learners in a Group Leadership and Consultation course. Students worked in teams of four outdoors for two-hours to surmount a set of environmental obstacles while working through a problem collaboratively and non-verbally.

**Action Learning in Graduate Adult Learning curriculum: An Approach to Student Learning and Reflection**  
*Dr. Robin Hurst, Virginia Commonwealth University*  
This session is designed to explore the effectiveness of student groups partnering with organizations to address their critical issues using Action Learning, as well as understanding student learning during the process. The focus is on graduate Adult Learning education and the learning outcomes using this approach.

**Design thinking to leverage diversity in higher education**  
*Stacey Robbins, Texas State University, Dr. Victoria J. Marsick, PhD, Teachers College, Columbia University*  
Design thinking is a structured approach to generating and evolving ideas that is human-centered, collaborative, optimistic, and experimental (Brown, 2008). In this session, we will share our experience facilitating this process with students and faculty to answer the question, “How might we better leverage diversity in the MA program?”

**Reflections on the Co-development of a Master’s of Health Professions Program**  
*Wendy M Green, PhD, Cleveland State University, Dr. Catherine A Hansman, EdD, Cleveland State University*  
Using a constructivist lens and drawing on Cervero & Wilson’s (2006) framework, this presentation provides insights and lessons-learned from a partnership between a State University and a top-tier Medical School during the co-development a Master’s of Health Professions Education program.

**Transformation and Personhood: Humanist Explorations into Adult Learning**  
*Adrienne Pickett, University of Illinois at Urbana-Champaign*  
I argue that adult learners should critically engage learning situations to develop thinking and broaden their understanding during the course of their education. I make this argument by comparing existential learning models. Ultimately, I uphold Hannah Arendt’s concept of natality, or rebirth, which best inspires such dispositions in adult learners.

**Why Serve? Trustee Motivation to Influence Change at Colleges and Universities**  
*Dr. Everett A Smith, University of Cincinnati*  
Trustees at American colleges and universities play a critical role in institutional develop but often forgo direct material compensation for their service (Michael, et al., 1999). This roundtable discusses adult work motivation (Braskamp, 1985; Maehr & Braskamp, 1986; Miller, 2002) as a framework to explore trustee institutional governance.
Taking charge: Experiences of women electricians in a male-dominated trade occupation
Maniphone S. Dickerson, Ph.D., San Jose City College

The purpose of this study was to understand the reasons the four female participants decided to pursue electrician technician training, their perspectives of the apprenticeship program, their perceptions of successful employment in a male-dominated occupation, and differences in treatment based on their gender.

9:00 am - 9:15 am
CPAE Co-Conference Break (open to CPAE Registrants only)
Pavilion Foyer

9:15 am - 10:00 am
Defensible Deceptions, Forgivable Infringements and Condonable Heresies: Transgressive Practices to Achieve Sustainable Development
Dr. Thomas J. Sork, PhD, University of British Columbia
Fiesta I
In 2015, the United Nations released “Transforming our World: The 2030 Agenda for Sustainable Development.” Adult learning and education will play vital roles in achieving the ambitious goals embedded in this document, but meaningful impact is not likely unless we employ transgressive practices which are antithetical to conventional wisdom.

9:15 am - 10:00 am
University of South Carolina Palmetto College: Creating Access, Affordability, and Flexibility for Adult Students
Dr Susan A Elkins, EdD, American Association for Adult and Continuing Education
Fiesta II
In 2013, the University of South Carolina created Palmetto College to provide greater access, affordability, and flexibility to bachelor’s degrees. The innovative system model combines four two-year campuses with online bachelor’s degrees completion programs from three comprehensive campuses and the Research 1 institution to reach students across the state.

9:15 am - 10:00 am
Self-directed Learning, Grades, and the Large Lecture Course: Connections, Implications, and Strategies for Practice
Ralph Brockett, University of Tennessee, Gwendolyn S. Ruttencutter, University of Tennessee Knoxville
Fiesta III
This session presents the findings and implications of a pilot study that investigated relationships between student self-directedness in learning and end-of-course grades within the context of a large lecture course. This session will also present ways in which educators can foster SDL among learners particularly within the large lecture format.

9:15 am - 10:00 am
Shared Concurrent Session
Fiesta IV
Community College Alumni Engaging Adults from Under-Served Groups in Southern Appalachia
Mitchell Williams, Old Dominion University
The study explores how alumni can help community colleges recruit adult learners from groups traditionally under-served by higher education. Interviews conducted with alumni directors and admissions officers at community colleges explore how alumni help to recruit, motive, and retain adult students. Examples of “best practices” are discussed.

Student Council: Organizing for School, Local and State Success
Denise A Carrasco, San Mateo Adult School
Student leadership in the form of a student council gives students the power and voice needed to advocate for and meet student needs, organize to respond to crises, and contribute to the larger functioning of an Adult School, the larger community and the Adult Education system.
Lessons from Neolithic Ireland: Optimum work group sizes  
Dr. Robert F. Reardon, Ph.D., P.E., Texas State University, Mrs. Rebecca Jones Reardon  
Enchantment A  
Archeologists have developed an image of life in Neolithic Ireland. Groups of 3-5 families lived communally, cultivated fields and raised livestock. These communities learned to survive harsh conditions without written language. Social network theories have been applied to these communities and can apply to workgroup design to support situated learning.

Implementing Continuous Improvement Processes in Online Learning: Technology and the Transformation of Learning  
Shannon L Cooper, MSEd, Indiana University School of Medicine, Jennifer Burba, MSEd, Indiana University Department of Family Medicine, Hayley Mayall, PhD, Northern Illinois University, Scott Renshaw, MD, Indiana University School of Medicine  
Enchantment B  
This session explores the transformation of lecture-based instruction into asynchronous online modules and how learning activities can be enhanced using learner-centered continuous improvement. The development of online module, corresponding assessment tools, student learning gains, and student feedback and learner performance measures that influenced the redesign process will be discussed.

Vocabulary Instruction in Non-academic Adult ESL Classrooms: Teachers' Theories of Practice  
Carol Cochi, BA, MAT, Ph.D, Bergen County Technical Schools, Adult ESL & HSE Program  
Enchantment C  
Vocabulary is an important first step in learning a language; however, not all vocabulary instruction is equal. This study was an investigation of instructional practices used by teachers in a non-academic adult ESL program to teach oral vocabulary to beginner-level students, and the theories of practice that informed their decisions.

Learning Styles Assessments in the Workforce: Do they Promote Engagement and Retention  
Kate Nelson, Ph.D., Auburn University, Dr. James E. Witte, PHD, Auburn University  
Enchantment D  
Employee engagement and retention are areas of focus within industry that help organizations assess training effectiveness and workplace culture. Several methods exist with which to research engagement and retention levels yet there has been little research into the effectiveness of learning styles assessments and their contribution to engagement and retention.

Align and Redesign: Career Pathways Strategies for Small Programs and Low-Level Learners  
Jeff Fantine, Fantine Academic and Career Training Services  
Enchantment E  
Career Pathways, a component of the Align and Redesign Initiative, is the recent rage in education, especially in ABE under WIOA. However, most career pathways models promoted nationally exclude small programs and low-lever learners. This session will highlight strategies to support career pathways for these groups.

Universal Design for Learning and the ELA College and Career Readiness Standards  
Amanda Duffy, American Institutes for Research, Marcela Movit, Ph.D., American Institutes for Research  
Enchantment F  
In this interactive session, instructors will receive an overview of the three primary principles of Universal Design for Learning (UDL). Using real-world scenarios and standards, participants in this workshop will leave with ready-to-use UDL activities that meet the demands of the ELA CCRS.
How Do Senior Level Executives Experience Vulnerability as They Transition to the Role of CEO
Everett T. Shupe II, The George Washington University
This study seeks to understand how executives experience vulnerability as they transition into the position of CEO; especially as the new executive learns about his or her new role, responsibilities, relationships with the staff, community leaders and the organization’s Board of Directors.

Getting Stuck in the “Grit”
Dr. Jennifer L. Pemberton, D.Ed., M.S., L.C.P.C., Community College of Baltimore County, Ted McCadden, Community College of Baltimore County
In this discussion, we will frame the grit mindset as a superficial solution to a complex problem and begin a new conversation about how faculty and administrator mindsets can better support student success.

Successful Avenues for Workforce Education: Developing Efficient Workforce Programs Through Stackable Credentials
Tashemia Jones, Texas Tech University, Ovi Galvan, Jr., MLA, Texas A&M University
In this session we will discuss some of the successful recruitment and retention practices carried out by the workforce departments at a large community college. Specifically, we will discuss how the incorporation of stackable credentials in areas such as welding and machining have increased workforce completion and student retention rates.

Mixed Messages: Adult-Focused Practitioners’ Contradictory Discourses About Adult Undergraduate Lives and Learning
Danielle Gioia, University of Pennsylvania
This session presents findings from a year-long, interview-based qualitative dissertation study of adult undergraduate learning practices situated in adult learning-focused institutions. It focuses on the shifts and contradictions evident in practitioner discourse about students’ lives and learning, with implications for instructional and academic support practices.

Democracy in the Classroom: Applications of a Learning Activity
Sarah Ray, Texas A&M University, Dr. Jill Zarestky, Texas A&M University
Increasingly multicultural classrooms and workplaces create growing needs for democratic learning environments. Instructors may move towards achieving democracy in higher education and organizational classrooms by using teaching activities that support student voice development. A learning activity will be discussed as one means to help achieve democracy in various educational contexts.

Jamaican Reggae Music: What is its Impact on marginalized communities?
Donald Stoddart, Texas A&M University, Dr. Mary V Alfred, Texas A&M University
This study is designed to explore the influence of Jamaican music on the life of individuals living in a Jamaican garrison community. A phenomenological approach will be employed to unearth the meaning from participants’ stories. The findings will begin a discussion on how Jamaican music may be used as a tool to reshape people’s life.

Weaving Meaning and Utility: Facilitating Self-Awareness and Purpose with Adult Learners
Anne Rapp, AAACE
Because their educational and work histories have been circuitous, adult students may divest their past work of meaning and devalue the knowledge they have gained from experience. This session explores ways of encouraging students to construct and reconstruct their past, current, and future selves as active and purposeful lifelong learners.

Trading Spaces: When the Anti-Racist Ally/Educator Becomes the Oppressor in the Academy
Dr. Ruby Cain, Ball State University
Can we authentically tend to eliminating racism without coming to terms with our own cultural
identities? Can understanding our background, environment, and subliminal messages from our cultural experiences shed insight to our own implicit biases? This session will highlight successful and well-intended unsuccessful efforts toward this end.

9:15 am - 10:15 am  CPAE Co-Conference Breakout Session 3A - Critical Theory SIG  
Pavilion I&II

CPAE Co-Conference Breakout Session 3B - Neuroscience SIG  
Pavilion III

CPAE Co-Conference Breakout Session 3C - Human Resource Development SIG  
Pavilion V

10:00 am - 10:30 am  BREAK  
Atrium

10:30 am - 11:15 am  Meet the Institutions and Post Traditional Students of Tomorrow  
Dr. Crystal Toombs, Brenau University, Cherron Hoppes, Ed.D., Helix Education  
Fiesta I  
Keeping pace with tomorrow’s students means institutions need to adopt new technologies, data processes and OPM strategies to keep learners engaged. We’ll explore the shift in learner demographics - who they are, what they want, and how they are motivated, and how this impacts program discipline and management.

10:30 am - 11:15 am  Is your Adult Education brand strong? Positioning Adult Education within your own institution and beyond.  
Anna Miarka-Grzelak  
Fiesta II  
Feel like Adult Education is an answer to many educational ails of the society, yet nobody seems to recognize it as such? Learn how to talk about Adult Education from an organizational and market perspective to make its position stronger without compromising its academic soul.

10:30 am - 11:15 am  History of Graduate Programs in Adult Education at Historically Black Colleges & Universities (HBCUs)  
Geleana Drew Alston, PhD, North Carolina A&T State University, Bernadine S. Chapman, Ed.D., Independent Researcher  
Fiesta III  
This session will illuminate the history of graduate programs in adult education at three HBCUs: Cheyney University, Coppin State University, and North Carolina Agricultural and Technical State University.

10:30 am - 11:15 am  Selecting Appropriate Multimedia for Presentations  
Dr. Charles E. Baukal, Jr., Ph.D., Ed.D., John Zink Institute  
Enchantment A  
The Multimedia Cone of Abstraction was developed to help teachers and instructional designers select appropriate multimedia based on learners’ prior knowledge. Multimedia categories include verbal, static graphics, non-interactive dynamic graphics, and interactive dynamic graphics. Novice learners need more concrete multimedia compared to expert learners who may prefer more abstract multimedia.

10:30 am - 11:15 am  Integrating Wellness Coaching with Career Development to Empower Success  
Michael Garamoni, M.S. Ed., University of Wisconsin - Milwaukee  
Enchantment B  
In the knowledge economy, workplace wellness programs have demonstrated results for increasing worker productivity, retention, and well-being. Holistic personal wellness is important throughout one’s career. This session will provide participants with wellness tools and strategies to empower students and clients on the path to attaining the career of a lifetime.
10:30 am - 11:15 am  **Creating Space for Creating: Drama as Dialogic Practice in the Adult Classroom**  
*Kathleen Rose McGovern, University of Georgia*  
**Enchantment C**  
What can art offer adult language education? A brief presentation will share findings of a yearlong study in which adult immigrant ESL students created plays based on their lives for performance in the community. Participants will then engage in drama activities, reflecting on their challenges and potentials across different contexts.

10:30 am - 11:15 am  **Experiential Learning: Leading Workforce Capability Improvements in a VUCA World**  
*Robert Bing, American Association For Adult & Continuing Education*  
**Enchantment D**  
How do organizations increase workforce capability and performance in a volatile, uncertain, complex, and ambiguous (VUCA) environment? Training, alone, is insufficient. Traditional expert knowledge resists the unprecedented demand for adaptability. This presentation suggests (a) a framework for experienced-based workplace learning solutions and (b) the vital role of reflective leadership.

10:30 am - 11:15 am  **Learning Innovations – Using Interactive Approaches in Educational Design and Practice**  
*Jennifer Burba, MSEd, Indiana University Department of Family Medicine, Matthew Holley, PhD, Indiana University School of Medicine, Scott Renshaw, MD, Indiana University School of Medicine, Shannon L Cooper, MSEd, Indiana University School of Medicine*  
**Enchantment E**  
Participants will learn how to integrate formal active group learning into curricula by experiencing a mini-version of a cultural competency series highlighting various active learning techniques and methods. These include games, simulations, case-studies, and facilitated discussion. Participants will walk away with instructional strategies and support documents for their course design.

10:30 am - 11:15 am  **The Adjunct Institute: Promoting Student Success by Providing Educational Training for Adjunct Faculty**  
**Enchantment F**  
College of DuPage (Glen Ellyn, IL) has initiated the Adjunct Institute in order to provide a comprehensive professional development program for adjunct faculty to help them develop into master teachers. The presenters will discuss the content of the course, as well as the outcomes for the instructors and their students.

10:30 am - 11:15 am  **Roundtables**  
*Pavilion IV*  

**A Distributed Leadership Model in an Adult Education and Training Graduate Program**  
*Tobin P. Lopes, Ph.D., Colorado State University, Kalpana Gupta, EdD, Colorado State University Dr Leann M.R. Kaiser, Ph.D, Colorado State University, Dr. Karen Kaminski, PhD, Colorado State University*  
In this roundtable we will share the experience of the Colorado State University Adult Education and Training Program's Distributed Leadership model. We'll cover how we share work, hold ourselves accountable, make decisions, the challenges we’ve had, and the power of working together to complete our administrative and leadership duties.

**Epistemological Change as an Important Outcome of Adult Learning**  
*Chad Hoggan, Ed.D., North Carolina State University*  
A change in one's epistemology, or the habitual ways that the person evaluates knowledge claims in constructing their own knowledge, is an important yet often unrecognized outcome of adult learning. This session will present and explore different forms of epistemological change and their significance for learners, educators, and researchers.
The Relationship Between Creativity, Learning Styles, and Age in Adult Learners
James L. Christensen, B.A., M.M., Ph.D., Auburn University Montgomery
Based on a new study of the relationship between creativity and learning style preference, findings confirmed previous findings indicating that there is not a significant relationship between the two. Findings for the study do introduce the possibility of a relationship between creativity and age as a regression toward the mean.

Providing Effective Professional Development for Practitioners in Adult Education
Jeff Fantine, Fantine Academic and Career Training Services
We have known for a long time that traditional professional development delivery to practitioners in education has little impact on practice and learner outcomes. Participants will become familiar with an initiative called Align and Redesign, share effective professional development strategies, and discuss ways to motivate innovation in professional development.

Faculty Assessment of Student Transformation Learning
Gail Goulet, Western Washington University
This reports on research conducted into faculty perceptions of student transformative learning potential in placement courses at United Kingdom universities, and which pedagogies might be more supportive of TL. Specific actions to support faculty working with placement learning courses are recommended.

Collaborative Communication: Leaving the Lectern to Form a Circle of Learners in Graduate Engineering Education, Gwendolyn S. Ruttencutter, University of Tennessee Knoxville
CANCELLED
Dr Robert S Freeland, University of Tennessee
Graduate engineering programs are producing technically proficient graduates who lack “soft skills” required for problem solving, communicating effectively, and working within teams. This session presents findings and tips from an action research project that brought Collaborative Communication to the graduate engineering classroom in an effort to bridge this gap.

Critical Feedback and Transformational Learning: A Developmental Perspective
Stuti Shukla, Ed.D Candidate, Harvard University
I will present insights from an interdisciplinary study of critical feedback to address two questions: what are the hidden psychological demands of receiving critical feedback in a manner that advances learning; and in what ways can individual’s developmental capacity be a resource for receiving critical feedback from a shared-inquiry perspective?

10:30 am - 11:15 am
CPAE Co-Conference Closing Session
(additional registration required)
Grand Pavilion V

11:30 am - 1:00 pm
Closing Luncheon and Business Meeting
Grand Pavilion VI
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