

Celebrating the rich landscape of adult learning...



Photo courtesy of the Albuquerque Convention and Visitors Bureau

*American Association
for
Adult and Continuing
Education Conference*

AAACE

American Association for Adult and Continuing Education

November 8 - 11, 2016
Hyatt Regency Albuquerque
Albuquerque, NM



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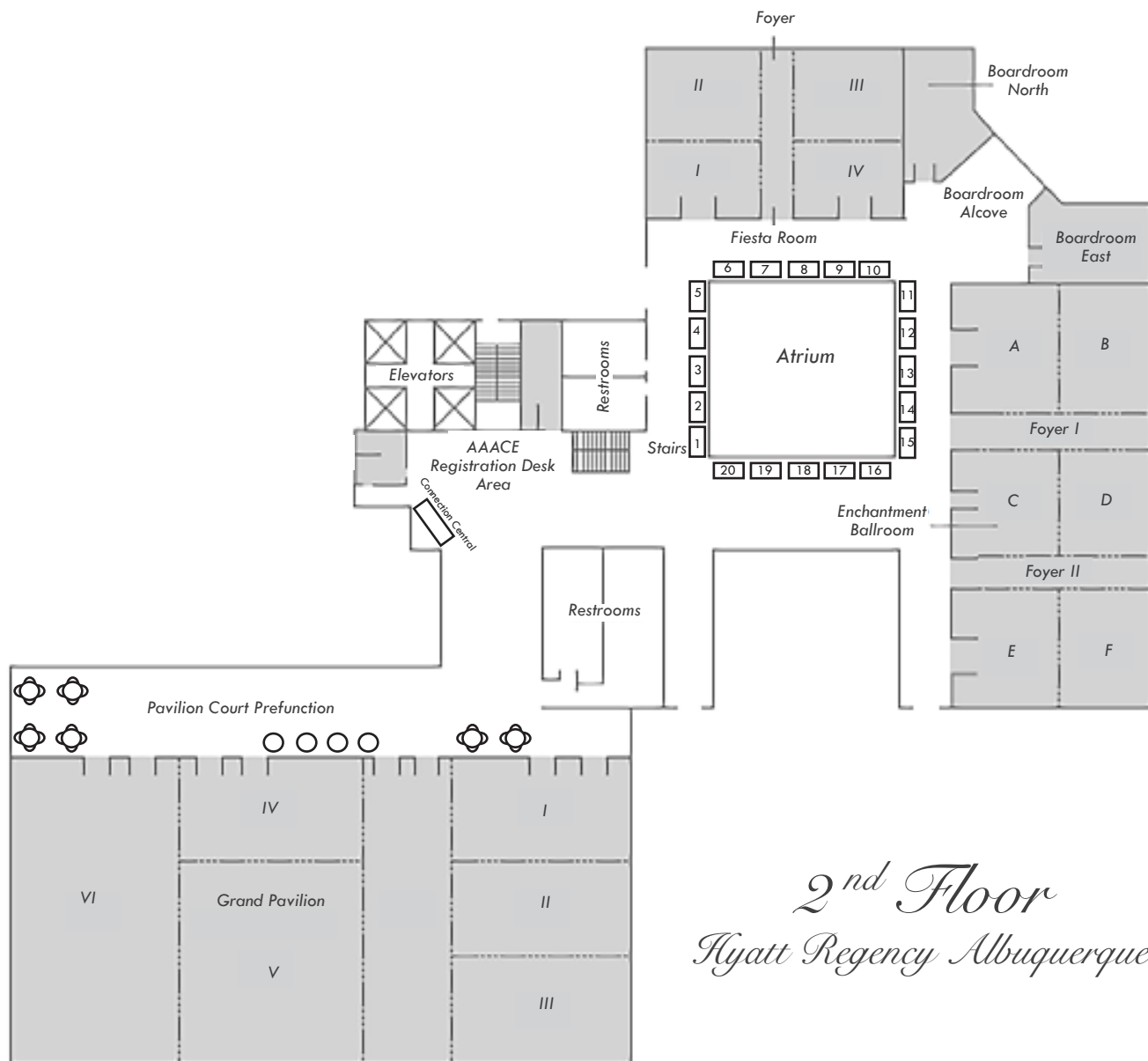
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Schedule at a Glance

TIME	EVENT	LOCATION
SUNDAY		
7:00 pm - 9:30 pm	Commission for International Adult Education (CIAE) Meet and Greet and Community Building	Sierra Vista (19th floor)
MONDAY		
8:00 am - 10:00 am	CIAE and Research-to-Practice Registration	Pavilion Prefunction
9:00 am - 6:00 pm	Commission for International Adult Education (<i>Additional Registration Required</i>)	Enchantment A&B
9:00 am - 6:00 pm	Research-to-Practice Pre-Conference (<i>Additional Registration Required</i>)	Fiesta I&II
TUESDAY		
8:00 am - 9:00 am	Commission for International Adult Education (CIAE) Preconference (<i>Additional Registration Required</i>)	Enchantment A&B
8:00 am - 2:00 pm	Research-to-Practice Pre-Conference (<i>Additional Registration Required</i>)	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 Weisel, PowerPath (<i>Additional Registration Required</i>)	Enchantment E&F
1:00 pm - 6:30 pm	Registration Desk Open (open though reception)	Pavilion Foyer
3:00 pm - 5:00 pm	General Keynote Session with Carol Aslanian and Conference Welcome	Pavilion VI
5:00 pm - 6:30 pm	President's Reception and Exhibit Hall Opening (cash bar)	Atrium Prefunction
WEDNESDAY		
7:00 am - 4:00 pm	AAACE Registration Desk Open and Connection Central	Pavilion Landing Prefunction
7:00 am - 8:00 am	Continental Breakfast	Atrium Prefunction
8:15 am - 9:00 am	Session 1 - Concurrent Sessions and Roundtable Discussions	See Tab 3
9:00 am - 4:00 pm	Exhibits Open	Atrium Pre-Function
9:15 am - 10:00 am	Commission Sponsored Sessions (CABEL, CAE, CCMNFE, CDLT, CPM, CWPD) (<i>Attend the session of your choice to help forge the future!</i>)	See Tab 3
10:00 am - 10:30 am	Break	Atrium Prefunction
10:30 am - 11:15 am	Session 2 - Concurrent Sessions and Roundtable Discussions	See Tab 3
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	Session 3 - Concurrent Sessions and Roundtable Discussions	See Tab 3
2:45 pm - 3:30 pm	Session 4 - Concurrent Sessions and Roundtable Discussions	See Tab 3
3:30 pm - 4:00 pm	Break	Atrium Prefunction
4:00 pm - 5:00 pm	AAACE General Session / Panel	Pavilion VI

5:00 pm - 6:00 pm	Poster Presentations and Wine and Cheese Reception (cash bar)	Pavilion I- III
THURSDAY		
7:00 am - 7:45 am	Graduate Student Breakfast <i>(Reservations and tickets required)</i>	Pavilion VI
7:00 am - 7:45 am	Continental Breakfast	Atrium Prefunction
7:30 am - 8:45 am	Past President's Breakfast <i>(by invitation)</i>	Boardroom East
8:00 am - 4:00 pm	AAACE Registration Desk Open and Connection Central	Pavilion Landing Prefunction
8:00 am - 4:30 pm	Exhibits Open	Atrium Prefunction
8:00 am - 8:45 am	Session 5 - Concurrent Sessions and Roundtable Discussions	See tab 4
8:00 am - 8:45 am	Adult Learning Editors' Meeting	Seirra Vista
9:00 am - 9:45 am	Session 6 - Concurrent Sessions and Roundtable Discussions	See tab 4
9:00 am - 9:45 am	AEQ Editors' Meeting	Seirra Vista
9:45 am - 10:15 am	Break	Atrium Prefunction
10:15 am - 11:30 am	Poster Presentations	Pavilion I-III
11:45 am - 12:30 pm	Session 7 - Concurrent Sessions and Roundtable Discussions	See tab 4
11:45 am - 12:30 pm	Journal of <i>Transformative Education</i> Editors' Meeting	Boardroom East
12:45 pm - 2:00 pm	Awards Luncheon	Pavilion VI
2:15 pm - 3:00 pm	Session 8 - Concurrent Sessions and Roundtable Discussions	See tab 4
2:15 pm - 3:00 pm	How to Write for AEQ (Adult Education Quarterly), AL (Adult Learning), JTED (Journal of Transformative Education)	Boardroom East
2:30 pm - 4:00 pm	CPAE Co-Conference Welcome and Opening Session <i>(Additional Registration Required)</i>	Pavilion VI
3:00 pm - 3:30 pm	Break	Atrium Prefunction
3:30 pm - 4:15 pm	Session 9 - Concurrent Sessions and Roundtable Discussions	See tab 4
4:15 pm - 5:15 pm	CPAE Co-Conference Concurrent Sessions <i>(Additional Registration Required)</i>	Pavilion I&II, III and VI
4:30 pm - 5:15 pm	Session 10 - Concurrent Sessions and Roundtable Discussions	See tab 4
5:30 pm - 6:30 pm	CPAE Co-Conference Reception <i>(Additional Registration Re- quired)</i>	Pavilion V
6:30 pm - 8:30 pm	CPAE Co-Conference Business Meeting <i>(Additional Registration Required)</i>	Pavilion VI
FRIDAY		
7:00 am - 7:45 am	Continental Breakfast	Atrium Prefunction
7:00 am - 8:00 am	AAACE Board of Directors' Meeting	Sierra Vista (19th Floor)

8:00 am - 10:30 am	AAACE Registration Desk Open and Connection Central	Pavilion Landing Prefunction
8:00 am - 9:00 am	CPAE Co-Conference Concurrent Session 2 (Additional Registration Required)	Pavilions I&II, III and V
8:15 am - 9:00 am	Session 11 - Concurrent Sessions and Roundtable Discussions	See tab 5
9:00 am - 9:15 am	CPAE Break	Pavilion Foyer
9:15 am - 10:00 am	Session 12 - Concurrent Sessions and Roundtable Discussions	See tab 5
9:15 am - 10:15 am	CPAE Concurrent Session 3 (Additional Registration Required)	Pavilions I&II, III and V
10:00 am - 10:30 am	Break	Atrium Prefunction
10:30 am. - 11:15 am	Session 13 - Concurrent Sessions and Roundtable Discussions	See tab 5
10:30 am. - 11:30 am	CPAE Closing Session (Additional Registration Required)	Pavilion V
11:30 am - 1:00 pm	Closing Luncheon and Business Meeting	Pavilion VI



2nd Floor
Hyatt Regency Albuquerque

Tables 1 - 20 are Exhibitor tables.

Networking tables will be located in the Pavilion Court Prefunction area.

Message from the President



Margaret Eggleston

President 2015-2016
AAACE

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

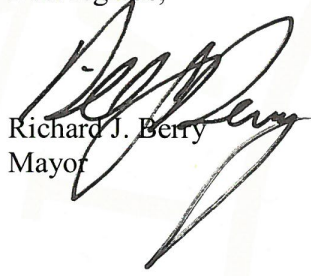
Dear American Association for Adult and Continuing Education (AAACE),

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



Friend Sponsor



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 Wayne B. James

1987 - 1987 Mary G. Williams

1987 - 1988 Carroll A. Londoner

1988 - 1989 Elaine K. Shelton

1989 - 1990 Jane Evanson

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

2006 - 2007 Grey Edwards, Jr.

2007 - 2008 Amy D. Rose

2008 - 2009 Douglas H. Smith

2009 - 2010 Catherine Hansman

2010 - 2011 Clare D. Klunk

2011 - 2012 Henry Merrill

2012 - 2013 Linda Morris

2014 - 2015 Steven Schmidt

2015 - 2016 Jean Fleming

Special Thanks to the 2016 Conference Committee

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!

Save the Date!
April 12 & 13, 2017
Preconference April 11

MPAEA Annual Conference

in conjunction with UAACCE ^ Radisson Hotel, SLC, Utah



Registration opens November 10, 2016

uaacce.org or mpaea.org

Email uaacce.info@gmail.com



2016 Awards

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.

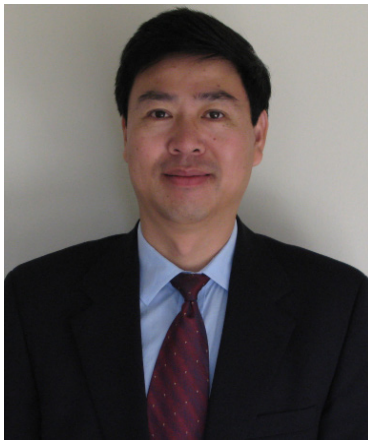
Guiding Principles:

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.

*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.

Honors & Awards (continued)

*Cyril O. Houle Award
for Outstanding Literature in Adult Education (continued)*
Elana Michelson

*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.



Honors & Awards (continued)

Outstanding Service Medallion Recognizing Persons having an Outstanding Record of Service

Dr. Gretchen T. Bersch

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 there 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 Magadan 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 OLÉ! (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

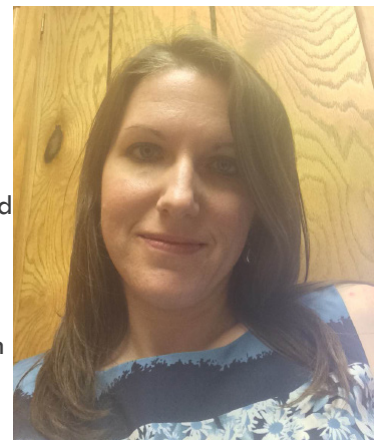
Dr. Kathleen Stone is currently Director of Curriculum for the College of Business at Western Governors University where she is responsible for the development and performance of all online, competency-based undergraduate and graduate business programs for adult learners. Previously, Kathleen was Director 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.

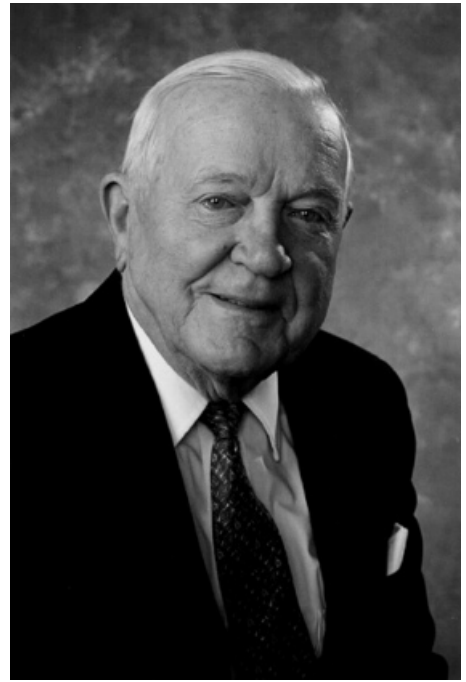
First some background. Alex Charters was born in Canada on August 22, 1916. He earned a bachelor's degree from the University of British Columbia and a doctorate in adult education from the University of Chicago in 1948 under Cyril O. Houle. In his remarkably prescient dissertation (Charters, 1948), 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

Conference Sessions by Strand

Adult Basic Education, Adult High School, Adult Numeracy

Wednesday, November 9 10:30 am - 11:15 am Concurrent Session	Advocating for Adult Basic Education: COABE and the COABE Journal	Dr. Amy D. Rose	Fiesta II
Wednesday, November 9 10:30 am - 11:15 am Concurrent Session	Developing the Essential Soft Skills For Success In College and Employment	Laura Weisel, Ph.D.	Enchantment F
Thursday, November 10 11:45 am - 12:30 pm Shared Concurrent Session	ETS High School Equivalency Testing (HiSET®) Program	Gladys Recinos	Fiesta III
Thursday, November 10 11:45 am - 12:30 pm Roundtable	Retention, Transfer and Application of Basic Math Concepts for an Algebra Class	Darin Gray	Pavilion VI
Thursday, November 10 11:45 am - 12:30 pm Roundtable	Power Mapping and Positive Interactions in the Adult Education Classroom	Ms. Tesa Leon	Pavilion VI
Thursday, November 10 3:30 pm - 4:15 pm Shared Concurrent Session	Update on the Center for the Study of Adult Literacy	Daphne Greenberg	Fiesta III
Friday, November 11 8:15 am - 9:00 am Concurrent Session	Counter-Storytelling: Alternatives to the Marginalization of ABE Learners	Amy Pickard	Fiesta III
Friday, November 11 9:15 am - 10:00 am Concurrent Session	Universal Design for Learning and the ELA College and Career Readiness Standards	Amanda Duffy Marcela Movit, Ph.D.	Enchantment F
Friday, November 11 9:15 am - 10:00 am Concurrent Session	Align and Redesign: Career Pathways Strategies for Small Programs and Low- Level Learners	Jeff Fantine	Enchantment E

Adult Basic Education, Adult High School, Adult Numeracy, Correctional Education

Thursday, November 10 10:15 am - 12:30 pm Poster Presentation	Enrollment Trends of a Two-Year Technical College in a Correctional Institution	Robert Dale Southard	Pavilion I
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Adult Development and Aging

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

Conference Sessions by Strand (continued)

Adult Development and Aging continued

Wednesday, November 9 2:45 pm - 3:30 pm Roundtable	The Gift of Learning: adult learning, volunteers and the gift relationship	Prof Peter Lavender, CertEd, BEd, PhD	Pavilion VI
Thursday, November 10 8:00 am - 8:45 am Poster Presentation	Aging Workers in Changing Labor Markets and Career Learning	Vera Krekanova	Fiesta II
Thursday, November 10 8:00 am - 8:45 am Roundtable	Career Transitions in the Third Age – A Study of Women Pediatricians	Ms. Judith Ellen Livingston, MEd, MCHES	Pavilion VI
Thursday, November 10 8:00 am - 8:45 am Roundtable	The Three W's of the Third Age Learner	Susan Hanny and Dr. Lori Risley, EdD, MSN, RN	Pavilion VI
Thursday, November 10 9:00 am - 9:45 am Roundtable	The Digital Divide: Mobile Technology	Onna Jordan and Freddie Mckinney	Pavilion VI
Thursday, November 10 10:15 am - 12:30 pm Poster Presentation	Comparative Analysis of Demographics and Technology use of Florida and non-Florida Osher Lifelong Learning Institutes.	Jung Min Lee	Pavilion II
Thursday, November 10 3:30 pm - 4:15 pm Shared Concurrent Session	Learning Through Uncertainty: Older, Professional Men Coping Adaptively with Involuntary Job Loss	Brian Hentz	Fiesta II

Adult Learners with Disabilities

Thursday, November 10 10:15 am - 12:30 pm Shared Concurrent Session	Teaching Adults with Dyslexia or Dyscalculia	Dr. Elizabeth Wadlington Dr. Patrick L Wadlington, Ph.D.	Pavilion I
Friday, November 11 8:15 am - 9:00 am Concurrent Session	Effective, Free and Open Accessibility Training for Adult Education Providers	Kathleen Stone, Ed.D Antonia Jokelova, Ph.D.	Enchantment C

Adult Learning

Wednesday, November 9 8:15 am - 9:00 am Roundtable	Microlnequities: When Sweating the Small Stuff Matters	Ms Josie L. Andrews, BS, MBA, MS	Pavilion VI
Wednesday, November 9 8:15 am - 9:00 am Concurrent Session	Art Education in the Workplace: A New Look At Arts Integration	Jeanne Mackenzie	Enchantment A
Wednesday, November 9 8:15 am - 9:00 am Shared Concurrent	Arts-Based Learning for Social Justice Education	Dianna Bartel	Fiesta IV
Wednesday, November 9 8:15 am - 9:00 am Shared Concurrent	Tired of Death by PowerPoint? Create a Pecha Kucha Presentation!	Claudette M. Peterson, Ed.D. Corina Todoran Tim O. Peterson, PhD	Fiesta III
Wednesday, November 9 8:15 am - 9:00 am Concurrent Session	Stories of Resistance and Social Justice Struggles in On-line Classrooms	Juanita Johnson-Bailey Thomas Valentine	Fiesta II
Wednesday, November 9 10:30 am - 11:15 am Concurrent Session	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

Conference Sessions by Strand (continued)

Wednesday, November 9 10:30 am - 11:15 am Roundtable	Teaching Cultural Diversity. Effective Strategies and Techniques	Corina Todoran Claudette M. Peterson, Ed.D.	Pavilion VI
Wednesday, November 9 1:45 pm - 2:30 pm Concurrent Session	Are TED Talk Events the New Chautauqua (400 years of Informal Adult Learning in America)?	Dr Henry S Merrill	Enchantment A
Wednesday, November 9 1:45 pm - 2:30 pm Roundtable	Case study of service learning in a community context	Bo Chang	Pavilion VI
Wednesday, November 9 1:45 pm - 2:30 pm Concurrent Session	Effective Online Learning for Adults: Linking Theory to Practice	Robin Brekke Carol Heaverlo, PhD	Fiesta II
Wednesday, November 9 1:45 pm - 2:30 pm Roundtable	Financial Literacy and Women of Color	Ms Freda Bryson	Pavilion VI
Wednesday, November 9 1:45 pm - 3:30 pm Shared Concurrent	Educating the Professional: The Link between Transformative Learning and Professional Identity Formation	Teresa (Terry) Carter, EdD Dr. Kathy Peno Dr. Carrie J Boden-McGill	Fiesta IV
Wednesday, November 9 1:45 pm - 3:30 pm Concurrent Session	Advancing Corporate and Strategic Partnerships to Impact Adult Student Enrollment	Matt Bergman, Ph.D. Kevin Rose	Enchantment
Wednesday, November 9 2:45 pm - 3:30 pm Roundtable	Two Andragogues in a Pedagogical World	Dr. Lori Risley, EdD, MSN, RN Kathy Petroff	Pavilion VI
Wednesday, November 9 2:45 pm - 3:30 pm Concurrent Session	An Educator's Effect on Adult Learners' Creative Insight	Ben Schaap Dr. Mejai Bola Avoseh	Fiesta II
Thursday, November 10 8:00 am - 8:45 am Concurrent Session	Adult Learners Overcoming Struggles: Navigating Institutional Changes to Meet the Needs of Adult Learners	Dr. Gloria Smith	Enchantment D
Thursday, November 10 8:00 am - 8:45 am Shared Concurrent	The Practice and Science of Compassion and Altruism in Adult Education	Ann Brooks Moiria Martin	Fiesta IV
Thursday, November 10 8:00 am - 8:45 am Shared Concurrent	Non-traditional Students in the Ronald E. McNair Scholars Program	LaChelle Nichols	Fiesta III
Thursday, November 10 9:00am - 9:45 am Roundtable	Rethinking the Status Quo: An Exploration of How Teachers Learn and Improve as Educators	Mrs. Kelly McCarthy	Pavilion VI
Thursday, November 10 9:00am - 9:45 am Concurrent Session	Mindsets: How Cognitive Psychology and Neuroscience Create Understanding of Learners Behavior After Making a Mistake	Dr. Jane Fishback	Enchantment D
Thursday, November 10 9:00am - 9:45 am Shared Concurrent	Deaf Adults and Post-Soviet Marriage Immigrant Adults: Common Needs for Different Approaches to Adult Learning.	Sheryl Ballenger, Ph.D. Tatyana Pavluscenco, Ph.D.	Fiesta II
Thursday, November 10 9:00am - 9:45 am Shared Concurrent	Connecting Dots in Teaching Minority Adult Undergraduates	Deidre L. Wheaton, Ph.D. Jie Ke, Ph.D.	Fiesta II
Thursday, November 10 10:15 am - 12:30 pm Poster	Finish What You Started Program: A Success Story for Returning Adult Learners	Nancy Rabidoux	Pavilion I

Conference Sessions by Strand (continued)

Thursday, November 10 10:15 am - 12:30 pm Poster	Student and Instructor Experiences with Types of Teaching and Learning	Emily C. Gray	Pavilion I
Thursday, November 10 10:15 am - 12:30 pm Poster	Biases	S. Renée Jones John Lowney Owusu Ansah Boakye	Pavilion III
Thursday, November 10 10:15 am - 12:30 pm Poster	Assessing the Assessor	Dr. Paulette Isaac-Savage	Pavilion II
Thursday, November 10 10:15 am - 12:30 pm Poster	The Kaleidoscope of Learners: Universal Design for Learning in Distance Education	Carol Rogers-Shaw Jinhee Choi Davin Carr-Chellman	Pavilion I
Thursday, November 10 10:15 am - 12:30 pm Poster	Diagramming Prior Knowledge in the Classroom	Dr. Arthur T Conroy	Pavilion II
Thursday, November 10 10:15 am - 12:30 pm Poster	Impact Teaching		Pavilion I
Thursday, November 10 10:15 am - 12:30 pm Poster	Beyond Type III: A Case Study of the Body in Martial Arts	Michael Ducnan Overton	Pavilion II
Thursday, November 10 10:15 am - 12:30 pm Poster	The Transfer Student Perception: Experiences of the Adult Learner Transfer Student	Kimberly Young Walker, PhD	Pavilion I
Thursday, November 10 10:15 am - 12:30 pm Poster	Building meaningful relationships with non-traditional students through trust.	Mr Robert A Stephens, BS Dr. Lori Risley, EdD, MSN, RN	Pavilion II
Thursday, November 10 10:15 am - 12:30 pm Poster	Celebrating the Rich Landscape of Adult Learning through Immersive Learning Project	Doreath Lomax, MA Dr. Ruby Cain	Pavilion II
Thursday, November 10 11:45 am - 12:30 pm Roundtable	Student Voice and The Adult Learner	Blaine Alexander	Pavilion V
Thursday, November 10 11:45 am - 12:30 pm Concurrent	Rethinking the use of local community recreation centers to provide a space for Adult Learners	Niesha Douglas, Ed.D Devonte Williams	Enchantment D
Thursday, November 10 11:45 am - 12:30 pm Shared Concurrent	Organizational Change & the Aftermath: The impact on Adult Learning and Personal Professional Development	Lynn Taylor, PhD	Fiesta IV
Thursday, November 10 2:15 pm - 3:00 pm Shared Concurrent	Reflecting About Profound Learning and Living	Dr. Michael Kroth, Ph.D., M.B.A.	Fiesta II
Thursday, November 10 2:15 pm - 3:00 pm Roundtable	Malcolm Knowles: Father, Facilitator, and Futurist	Shelly Walters Dr. Kit Kacirek, Ed.D. Kay Murphy Dr. Kenda S. Grover, Ed.D.	Pavilion VI
Thursday, November 10 2:15 pm - 3:00 pm Concurrent Session	Veteran Students as Adult Learners in Transition: Learning from a New Perspective Pedagogy vs Andragogy	Dr. Yvonne Hunter-Johnson	Enchantment C
Thursday, November 10 2:15 pm - 3:00 pm Roundtable	Let's Get Bored!	Dr Carrie Johnson	Pavilion VI

Conference Sessions by Strand (continued)

Thursday, November 10 2:15 pm - 3:00 pm Roundtable	Tough Cases for Accelerating Learner Expertise	Dr Ralph Soule	Pavilion VI
Thursday, November 10 2:15 pm - 3:00 pm Concurrent Session	Jekyll & Hyde: Paradoxical Team Functioning in an Online Group Dynamics Course	Judy Favor, Ph.D.	Enchantment D
Thursday, November 10 3:30 pm - 4:15 pm Roundtable	Separate but equal: Gender, literacy and the challenges of colonial legacy in French West Africa	Daphne Ntiri, PhD	Pavilion VI
Thursday, November 10 3:30 pm - 4:15 pm Concurrent Session	A Comparison of Learning Outcomes for Adult Students in Service-Learning and e-Service-Learning Courses	Dr. Jeremy Schwehm Oluwakemi Elufiede, M.Ed Tennille Lasker-Scott	Enchantment B
Thursday, November 10 3:30 pm - 4:15 pm Roundtable	Guiding the Adult Learner to the Finish Line	Mrs Jeannie Smith, BS MA Tammy Keylon	Pavilion VI
Thursday, November 10 3:30 pm - 4:15 pm Concurrent Session	Reversing Adverse Emotional Effects Often Associated with Learning	Dr. Patricia Coberly Holt	Enchantment D
Thursday, November 10 3:30 pm - 4:15 pm Roundtable	Building Resilience for Adult Educators and Learners	Shawnette Williams Susan M. Yelich Biniecki, PhD	Pavilion VI
Thursday, November 10 4:30 pm - 5:15 pm Concurrent Session	Differentiation of Society through Adult Education: Luhmann's Systems Theory Applied to Adult Education	Dr. Jeff Zacharakis	Enchantment B
Thursday, November 10 4:30 pm - 5:15 pm Roundtable	Perceptions of librarians in one university on how they acquire knowledge in their content areas	Ms Irene Machowa Lubker, MLS, MPH, RD.	Pavilion VI
Thursday, November 10 4:30 pm - 5:15 pm Shared Concurrent	Learning from Experience: Heron's Extended Epistemology of Knowledge Acquisition	Nancy Winfrey	Fiesta III
Thursday, November 10 4:30 pm - 5:15 pm Concurrent Session	It's Not Incidental If It Changes Your Life: Learning from Rock, TV, Film, and Fandom	Dr. Robin Redmon Wright, Ph.D.	Enchantment D
Thursday, November 10 4:30 pm - 5:15 pm Roundtable	Celebrating and Supporting the Bi-Racial/Multi-Cultural student within the rich landscape of Adult Learning	Mrs. Autumn Guel, MSIS	Pavilion VI
Thursday, November 10 4:30 pm - 5:15 pm Concurrent Session	Learned ethno-national identities on the divided island of Cyprus: Young adults narratives	Marios Antoniou Christos Anagiotos	Enchantment F
Friday, November 11 8:15 am - 9:00 am Roundtable	Teaching Strategic, Collaborative Leadership Skills Through A Nonverbal, Outdoor, Problem-Solving Activity	Dr. Marion Nesbit	Pavilion VI
Friday, November 11 9:15 am - 10:00 am Roundtable	Mixed Messages: Adult-Focused Practitioners' Contradictory Discourses About Adult Undergraduate Lives and Learning	Danielle Gioia	Pavilion VI
Friday, November 11 9:15 am - 10:00 am Roundtable	Weaving Meaning and Utility: Facilitating Self-Awareness and Purpose with Adult Learners	Anne Rapp	Pavilion VI
Friday, November 11 10:30am - 11:15 am Roundtable	Epistemological Change as an Important Outcome of Adult Learning	Chad Hoggan	Pavilion VI

Conference Sessions by Strand (continued)

Friday, November 11 10:30am - 11:15 am Roundtable	The Relationship Between Creativity, Learning Styles, and Age in Adult Learners	James L. Christensen, Ph.D.	Pavilion VI
Friday, November 11 10:30am - 11:15 am Roundtable	Critical Feedback and Transformational Learning: A Developmental Perspective	Stuti Shukla, Ed.D Candidate	Pavilion VI

Adult Psychology, and Counseling and Adult Learner Services

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

Affiliate and Association Leadership

Thursday, November 10 2:15 pm - 3:00 pm Shared Concurrent	Tips for Transformative Leaders: Using Action Learning to Boost Follower Efficacy	Dr Kristin Tardiff, EdD Dr Kim A Gordon, SPHR, SCP	Fiesta III
Thursday, November 10 3:30 pm - 4:15 pm Roundtable	Trust: The Balancing Act in the Workplace	JOHN E. Roland, PhD Judith A Stang, DPA	Pavilion VI

College and Universities (including Community Colleges)

Wednesday, November 9 8:15 am - 9:00 am Concurrent Session	"It's Like a Mountain": The Lived Experience of Homeless College Students	Dr. Valerie K. Ambrose	Enchantment D
Wednesday, November 9 8:15 am - 9:00 am Roundtable	A Nudge in the Right Direction: Incorporating Coaching into Your Instructional Design	Joann S Olson, Ph.D. Dr. Margaret Rice	Pavilion VI
Wednesday, November 9 10:30 am - 11:15 am Concurrent Session	The Remediation Paradigm Shift: Playing to Win	Dr. Tom Pierce, PhD Dr. Muddassir Siddiqi, Ed.D.	Enchantment D
Wednesday, November 9 10:30 am - 11:15 am Roundtable	Night, Accelerated, Compressed, On-line - Now What? The Future of Program Delivery	Sarah Strom Kays, Ph.D. Ms. Teresa Hayes, MA	Pavilion VI
Wednesday, November 9 10:30 am - 11:15 am Shared Concurrent	Investigating Cyberbullying in Higher Education: A Pilot Study	Mitsunori Misawa, Ph.D.	Fiesta III
Wednesday, November 9 1:45 pm - 2:30 pm Shared Concurrent	Structuring Learner Centered Interactions: Reflections on Teaching in Face-to-Face, Blended, & Online Formats	Dr. Catherine A Hansman Dr. Kathryn Ann McAtee Dr. Michele Pickett Dr. George M Amolsch	Fiesta IV

Conference Sessions by Strand (continued)

Wednesday, November 9 1:45 pm - 2:30 pm Roundtable	Influence of Institutional Support Services on Veteran Student Retention at Community Colleges	Dr. Duane Akroyd Dr. Janice Sitzes	Pavilion VI
Wednesday, November 9 1:45 pm - 2:30 pm Shared Concurrent	Adult Education Video Project at the University of Central Oklahoma	Dr. Len A. Bogner Brett King	Fiesta IV
Wednesday, November 9 1:45 pm - 2:30 pm Roundtable	College Developmental Math Instructors' Perceptions of Student Success	Jonah Winkler	Pavilion VI
Wednesday, November 9 1:45 pm - 2:30 pm Roundtable	Andragogy as the Instructional Framework in the Freshmen Classroom	Kathy Petroff	Pavilion VI
Wednesday, November 9 1:45 pm - 2:30 pm Concurrent Session	Civic, Political, and Social Engagement by Means of Competency-based Education	Dr. Gabriele Strohschen Afonso Rodriguez	Enchantment D
Wednesday, November 9 1:45 pm - 2:30 pm Roundtable	Dual Enrollment: A National Model for Earning College Credit While Still in High School	Dr Richard Fleming	Pavilion VI
Wednesday, November 9 2:45 pm - 3:30 pm Roundtable	The Impact of Social and Cultural Capital on Degree Completion of Community College Students	Yaxin Zheng Dr. Duane Akroyd Heidi McCann	Pavilion VI
Wednesday, November 9 2:45 pm - 3:30 pm Concurrent Session	What Do Adult Educators Say Without Words? /The Value of Nonverbal Communication to Adult Learners	Dr. Jane Teel, PHD	Enchantment B
Thursday, November 10 8:00 am - 8:45 am Roundtable	Developing Student Leadership Capacity	Dr. Maria Martinez Witte, EdD Dr. James E. Witte, PHD Dr Leslie Cordie, PHD Dr. Jane Teel, PHD	Pavilion VI
Thursday, November 10 9:00 am - 9:45 am Roundtable	Designing Courses for Significant Learning: Integrated Course Design	Lynn Sorenson	Pavilion VI
Thursday, November 10 10:15 am - 12:30 pm Poster	Finding Your Focus: A Data-Based Approach to Tightly Defining YOUR Adult Student Target	Jeff Meola	Pavilion I
Thursday, November 10 10:15 am - 12:30 pm Poster	Filled with What? Leadership and Hope in the Faculty Senate	Everrett Smith, PhD Michael T. Miller, Ed.D. Kit Kacirek	Pavilion II
Thursday, November 10 10:15 am - 12:30 pm Poster	Flipped Learning in Higher Education: A Case Study of the Lived Experiences of Nursing Faculty and Students	Katilya Harris	Pavilion III
Thursday, November 10 11:45 am - 12:30 pm Shared Concurrent	Two Birds with One Stone: Addressing Digital Literacies in Writing Courses	Mr. Randall Pinder, PhD	Fiesta III
Thursday, November 10 11:45 am - 12:30 pm Roundtable	Chuoagogy: Time to Stand Up and Be Recognized?	Leslie Cordie Michael Wooten	Pavilion VI
Thursday, November 10 1:15 pm - 2:00 pm Shared Concurrent	Priming the Pipeline: Applications of Project Management Strategies to Maximize Academic Productivity	Jill Zarestky Catherine A. Cherrstrom, Ph.D.	Fiesta IV
Thursday, November 10 1:15 pm - 2:00 pm Roundtable	Copyright Explained for the Adult Educator: What is it, how does it work (for us)?	Lee Nabb	Pavilion VI

Conference Sessions by Strand (continued)

Thursday, November 10 3:30 pm - 4:15 pm Shared Concurrent	Mentoring the Nontraditional Student	John Bannister Dr. Cheryl H. Curtis	Fiesta IV
Thursday, November 10 3:30 pm - 4:15 pm Shared Concurrent	Adult Education in Community Colleges: New Challenges to Old Problems	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	Fiesta IV
Thursday, November 10 3:30 pm - 4:15 pm Concurrent Session	Maximizing Your Leadership Performance as an Adult Educator: Affecting Social Change	Carole Pearce	Fiesta I
Thursday, November 10 3:30 pm - 4:15 pm Concurrent Session	Community College Intergenerational Learners: Navigating a Student Success Environment	Dr Susan J Barcinas Dr Duane Akroyd Susan Barcinas	Enchantment C
Thursday, November 10 4:30 pm - 5:15 pm Shared Concurrent	Experiential Learning: Dance at the Community College	Lamaiya Lancaster	Fiesta III
Thursday, November 10 4:30 pm - 5:15 pm Concurrent Session	Telling the International Students Stories: Challenges of Adult International Learners in U.S Colleges/Universities.	Owusu Absah Boaky, B.A, M.ED, PhD Student	Fiesta I
Thursday, November 10 4:30 pm - 5:15 pm Roundtable	Faculty as Adult Learners: The Delicate Matter of Establishing a Center for Teaching and Learning	Cynthia Edwards	Pavilion VI
Thursday, November 10 4:30 pm - 5:15 pm Roundtable	Student Success and Retention through Nurturing the Human Spirit	Kymn Harvin Rutigliano, Ph.D.	Pavilion VI
Thursday, November 10 4:30 pm - 5:15 pm Roundtable	Experiences of Female First Generation College Students: A Critical Feminist Perspective	Sarah Miller, MA Junghwan Kim, Ph.D.	Pavilion VI
Friday, November 11 8:15 am - 9:00 am Concurrent Session	Expertise in Teaching in Higher Education and Adult Education	Mr Robert Dale Southard	Enchantment F
Friday, November 11 8:15 am - 9:00 am Roundtable	Design thinking to leverage diversity in higher education	Stacey E. Robbins Victoria J. Marsick	Pavilion VI
Friday, November 11 8:15 am - 9:00 am Roundtable	Why Serve? Trustee Motivation to Influence Change at Colleges and Universities	Everrett Smith	Pavilion VI
Friday, November 11 9:15 am - 10:00 am Roundtable	Getting Stuck in the "Grit"	Jennifer L. Pemberton, D.Ed. Ted McCadden, D.Ed.	Pavilion VI
Friday, November 11 9:15 am - 10:00 am Roundtable	Democracy in the Classroom: Applica- tions of a Learning Activity	Sarah M. Ray Dr. Jill Zarestky	Pavilion VI
Friday, November 11 9:15 am - 10:00 am Shared Concurrent	Community College Alumni Engaging Adults from Under-Served Groups in Southern Appalachia	Mitchell Williams	Fiesta 4
Friday, November 11 9:15 am - 10:00 am Concurrent Session	Self-directed Learning, Grades, and the Large Lecture Course: Connections, Implications, and Strategies for Practice	Ralph Brockett Gwendolyn S. Ruttencutter	Fiesta III

Conference Sessions by Strand (continued)

Friday, November 11 9:15 am - 10:00 am Concurrent Session	University of South Carolina Palmetto College: Creating Access, Affordability, and Flexibility for Adult Students	Dr Susan A Elkins, EdD	Fiesta II
Friday, November 11 9:15 am - 10:00 am Roundtable	Trading Spaces: When the Anti-Racist Ally/Educator Becomes the Oppressor in the Academy	Dr. Ruby Cain	Pavilion VI
Friday, November 11 10:30 am - 11:15 am Concurrent Session	Learning Innovations – Using Interactive Approaches in Educational Design and Practice	Jennifer Burba, MSED Matthew Holley, PhD Scott Renshaw, MD Shannon L Cooper, MSED	Enchantment E
Friday, November 11 10:30 am - 11:15 am Concurrent Session	The Adjunct Institute: Promoting Student Success by Providing Educational Training for Adjunct Faculty	Heather Martin Tara Schwab Mark G Collins, Ed.D Kirk Overstreet, M.A.	Enchantment F
Friday, November 11 10:30 am - 11:15 am Concurrent Session	Is Your Adult Education Brand Strong? Positioning Adult Education Within Your Own Institution and Beyond.	Anna Miarka-Grzelak	Fiesta II
Friday, November 11 10:30 am - 11:15 am Roundtable	Faculty Assessment of Student Transformation Learning	Gail Goulet	Pavilion VI

Community and Non-formal Education, Minority and Human Rights, Popular Education, Religious Adult Education, Women's Issues, Status and Education

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

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

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

Conference Sessions by Strand (continued)

Cooperative Extension

Wednesday, November 9 2:45 pm - 3:30 pm Shared Concurrent	Creating Educational Material for the Digital Future	Tyler L Weldon	Fiesta III
Thursday, November 10 3:30 pm - 4:15 pm Roundtable	Auburn University Adult & Higher Education Programs' Extension Educator Certificate	Rusty Presley	Pavilion VI

Distance and Online Learning (including Technology)

Wednesday, November 9 8:15 am - 9:00 am Roundtable	How Faculty Learn to Teach Online: What Administrators Need to Know	Steve Schmidt	Pavilion VI
Wednesday, November 9 8:15 am - 9:00 am Concurrent Session	The Digital Divide Among Black Men: Improving Technology Access, Skills, and Use	Dr. Larry G. Martin Simone C Conceição	Enchantment B
Wednesday, November 9 8:15 am - 9:00 am Shared Concurrent	Need Tech?: Technology Tools for Adult Educators to Enhance Teaching, Training, and Learning	Dr. Carrie J Boden-McGill Dr. Catherine A. Cherrstrom Stacey Robbins	Fiesta III
Wednesday, November 9 10:30 am - 11:15 am Roundtable	Furthering the Discussion: Addressing Undesirable Student Behavior in the Online Classroom	Margaret A. Eggleston, PhD	Pavilion VI
Wednesday, November 9 10:30 am - 11:15 am Roundtable	Asking for Help: Converting an Intensive Seminar from In-Person to Online Delivery	Dr Marjorie E Treff, Ed.D.	Pavilion VI
Wednesday, November 9 10:30 am - 11:15 am Concurrent Session	Strategies to Identify Online Diploma Mills and Reputable Colleges When Seeking Teaching Positions or Degrees	J. Bernard Bradley, PhD, GPC	Enchantment B
Wednesday, November 9 1:45 pm - 2:30 pm Roundtable	Building Community in Online Classrooms: Shaping Expectations of Adults New to Distance Learning	Dr. Kathy Lohr, Ed.D.	Pavilion VI
Wednesday, November 9 1:45 pm - 2:30 pm Roundtable	Faculty Self-Efficacy for Instructing in a Hybrid Learning Environment at a Career College	Donna Gosselin	Pavilion VI
Wednesday, November 9 2:45 pm - 3:30 pm Roundtable	Cultivating Rich Virtual Communities in Adult Education Programs	Valeriana Colon Brianne Moore-Adams	Pavilion VI
Wednesday, November 9 2:45 pm - 3:30 pm Shared Concurrent	Catering to Mobile: Recipes for Professional Development in the Network Era	Mr Ezzard C. Bryant, Jr., Ph.D. Heba AbuZayyad-Nuseibeh, Ph.D. Candidate	Fiesta III
Thursday, November 10 8:00 am - 8:45 am Concurrent Session	Collaborative, Virtual Mentoring. What a Concept!	Dr. Kathy Peno Jane Northup Kayon Murray-Johnson, PhD Kristina Perrelli Richard Song	Enchantment F
Thursday, November 10 8:00 am - 8:45 am Roundtable	Learning Analytics as an Assessment Tool in Online Higher Education	Totaleni Asino Christos Anagiotos	Pavilion VI

Conference Sessions by Strand (continued)

Thursday, November 10 9:00 am - 9:45 am Shared Concurrent	A Statewide e-Learning University-Community College Partnership for Increased Access to Post-Secondary Education and Workforce Development	Dr. Bill Morrison	Fiesta III
Thursday, November 10 9:00 am - 9:45 am Roundtable	Creating Community in the Distance Learning Space	Dr. Kelly McKenna, Ph.D.	Pavilion VI
Thursday, November 10 9:00 am - 9:45 am Shared Concurrent	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 Shared Concurrent	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 Concurrent Session	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 Roundtable	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 Poster	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 Poster	The Proven Superiority of Independent Learning Objects	Christopher Martinez, M.A., Ph.D. (cand.)	Pavilion II
Thursday, November 10 11:45 am - 12:30 pm Shared Concurrent	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 Concurrent Session	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 Shared Concurrent	Faculty Use and Knowledge of Best Practices in the Online Environment	Mrs. Gladys Montane, Ed.D., R.T., (R) (M)	Fiesta III
Thursday, November 10 2:15 pm - 3:00 pm Concurrent Session	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 Roundtable	Managing Challenging Students in the Online Environment	Tricia Berry Dr. Lanie Wright	Pavilion VI
Thursday, November 10 3:30 pm - 4:15 pm Roundtable	A Dramaturgical Perspective of Online Learning	Anita Samuel	Pavilion VI
Thursday, November 10 4:30 pm - 5:15 pm Shared Concurrent	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 Concurrent Session	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 Shared Concurrent	Come "Hangout" with Google!	Terri Gustafson, MAED Jamie Bearden	Fiesta IV

Conference Sessions by Strand (continued)

Friday, November 11 9:15 am - 10:00 am Concurrent Session	Implementing Continuous Improvement Processes in Online Learning: Technology and the Transformation of Learning	Shannon L Cooper, MEd Jennifer Burba, MEd Hayley Mayall, PhD Scott Renshaw, MD Matthew Holley, PhD	Enchantment B
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English for Speakers of Other Languages, GED Literacy, Vocational and Career Education

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

Graduate Student Education

Wednesday, November 9 8:15 am - 9:00 am Roundtable	Graduate Student Education Ciao tutti! Graduate Adult Education Students' Reflections from International Field Study and Future Directions	Brittany Davis, B.S., M.A. Student Amanda Young, B.S., M.A. Student A. Natalie R. Hendrix, B.S, M.Ed., Ph.D. Student B.J. Spencer, AIA, Ph.D. Candidate Dr. Joellen Coryell, PhD	Pavilion VI
Thursday, November 10 8:00 am - 8:45 am Roundtable	Advising Graduate Students at a Distance: Empowerment Through Self-Directed Practices	Dr. Kalpana Gupta Dr Leann M.R. Kaiser	Pavilion VI
Thursday, November 10 8:00 am - 8:45 am Concurrent Session	Slaying the Dragon: Collaboration as a Means to Combat the Challenges of Becoming an Academic	Cecilia A. Teal, MSW Kellee Vess, PhD Valerie K. Ambrose, PhD	Enchantment B

Conference Sessions by Strand (continued)

Thursday, November 10 8:00 am - 8:45 am Shared Concurrent	Interdependency as Power for Mutual Growth in Academic Adult Education	Jinhee Choi Carol Rogers-Shaw Davin Carr-Chellman	Fiesta IV
Thursday, November 10 9:00 am - 9:45 am Concurrent Session	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 10:15 am - 12:30 pm Poster	A Phenomenological Pilot Study Exploring What Contributes to Education Doctoral Students Thriving in Doctoral Education	Smeon O. Edosomwan	Pavilion I
Thursday, November 10 10:15 am - 12:30 pm Poster	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 10:15 am - 12:30 pm Poster	Experiences and Perceptions of Adult Indian International Students in American Universities	Priyadarshini Pattath	Pavilion III
Thursday, November 10 10:15 am - 12:30 pm Poster	Reported practices for addressing global leadership competencies in adult education graduate programs	Arthur Ray McCrory	Pavilion III
Thursday, November 10 11:45 am - 12:30 pm Concurrent Session	Supporting Students in Completing the Dissertation Process: Faculty and Institutional Perspectives	Dr. Lilian H Hill, PhD Simone C Conceição	Enchantment B
Thursday, November 10 2:15 pm - 3:00 pm Concurrent Session	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 8:15 am - 9:00 am Roundtable	Action Learning in Graduate Adult Learning curriculum: An Approach to Student Learning and Reflection	Dr. Robin Hurst	Pavilion VI

Health Professionals

Thursday, November 10 8:00 am - 8:45 am Concurrent Session	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 9:00 am - 9:45 am Concurrent Session	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 10:15 am - 12:30 pm Poster	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 11:45 am - 12:30 pm Roundtable	Interpersonal Education 101: How Adult Educators Can Interface in the IPE Discipline	Dr. Kevin Nolley Dr. Joseph Armstrong	Pavilion VI

Conference Sessions by Strand (continued)

History and Philosophy of Adult Education

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

International Adult Education

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

Conference Sessions by Strand (continued)
Military Education

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

Professors of Adult Education

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

Conference Sessions by Strand (continued)

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

Program Management and Administration

Wednesday, November 9 10:30 am - 11:15 am Shared Concurrent	Developing Constructionist Positional Policy Research on Anti-bullying in Adult, Higher, Continuing and Professional Education	Mitsunori Misawa, Ph.D.	Fiesta III
Thursday, November 10 10:15 am - 12:30 pm Poster	Be the Wind Beneath the Wing: Creating Success of Minority Adult Undergraduates	Jie Ke, Ph.D. Millard Juetta Bingham	Pavilion I
Friday, November 11 10:30 am - 11:15 am Concurrent Session	Meet the Institutions and Post Traditional Students of Tomorrow	Crystal Toombs Cherron Hoppes, Ed.D.	Fiesta I

Sustainability and Environmental Adult Education

Wednesday, November 9 2:45 pm - 3:30 pm Shared Concurrent	Sustainability and Environmental Adult Education Expanding Conceptions of Self and Sustainability	Wendy Griswold	Fiesta IV
Friday, November 11 9:15 am - 10:00 am Concurrent Session	Defensible Deceptions, Forgivable Infringements and Condonable Heresies: Transgressive Practices to Achieve Sustainable Development	Dr. Thomas J. Sork, PhD	Fiesta I

Workforce Development, Professional Development, Continuing Education, and Human Resource Development

Wednesday, November 9 8:15 am - 9:00 am Concurrent Session	Revisiting Approaches of Adult Education: An Analysis of the Workforce Investment Act (WIOA).	Marcia Muirhead, PhD Heather Bruce, PhD Michelle Johnson	Enchantment F
Wednesday, November 9 10:30 am - 11:15 am Shared Concurrent	A First Look at the Results from the PIAAC National Supplement	Phyllis Cummins	Fiesta IV
Wednesday, November 9 10:30 am - 11:15 am Roundtable	Examining SoTL Literature for Teacher Pedagogical Constructs: A Method for Documenting a Rich Landscape	Vicki Sheri Towne, M.Ed.	Pavilion VI
Wednesday, November 9 1:45 pm - 2:30 pm Concurrent Session	Using Conceptual Change Frameworks to Mitigate Training Resistance	Jonathan Taylor Dr. Steven B Frye, Ph.D.	Enchantment F
Thursday, November 10 8:00 am - 8:45 am Shared Concurrent	Rebranding Technical Programs To Attract the Non-Traditional Millennials	Dr Kim A Gordon, SPHR, SCP	Fiesta III
Thursday, November 10 8:00 am - 8:45 am Roundtable	Measuring the Impact of MCLE on the Practice of Law - A Model for Kansas	Holly Fisher Dr W Franklin Spikes	Pavilion VI

Conference Sessions by Strand (continued)

Thursday, November 10 8:00 am - 8:45 am Concurrent Session	Exchanging Safety's Value: Workers' Construction of Knowledge in Hostile Environments	Dr Ramo J Lord	Enchantment A
Thursday, November 10 9:00 - 11/10/16 9:45 Concurrent Session	Needs of Adult Learners that Primarily Employ People with Developmental Disabilities	Jennifer Pollack Percival, M.Ed., CRC	Enchantment A
Thursday, November 10 9:00 - 11/10/16 9:45 Roundtable	WIOA: Innovations and Opportunities for Instructors	Kevin Franklin	Pavilion VI
Thursday, November 10 10:15 am - 12:30 pm Poster	Ex-Viscera: Guidance from within	TODD Stephenson, Ph.D.	Pavilion III
Thursday, November 10 10:15 am - 12:30 pm Poster	Improving Industry Training by Leveraging University Expertise	Stephanie Jean Teague, BS, MAT Richard Teague, B.S.	Pavilion II
Thursday, November 10 10:15 am - 12:30 pm Poster	Millennials and the Unemployment Hurdle	Ms. Sherrie Gilbert, B.A., M.A.	Pavilion III
Thursday, November 10 10:15 am - 12:30 pm Poster	Align and Redesign: Evaluating Innovation and Transformation in an Adult Education Systemic Change Initiative	Laura Weisel, Ph.D.	Pavilion III
Thursday, November 10 10:15 am - 12:30 pm Poster	Knowledge Transfer from More to the Less Experienced Employees in Small Size Organizations	Christos Anagiotos	Pavilion I
Thursday, November 10 11:45 am - 12:30 pm Concurrent Session	You, Inc: Developing e-Portfolios to Expand Your Personal Brand	Jim Parrish Mr. Joel Hughes	Enchantment A
Thursday, November 10 11:45 am - 12:30 pm Shared Concurrent	"Developing a Rich Lifelong Learning Landscape: Celebrating Effective Leader/Leadership Competencies in Facilitating Andragogical/Organizational Learning"	John Arthur Henschke, Ed.D Somanita Kheang, M.Ed	Fiesta IV
Thursday, November 10 11:45 am - 12:30 pm Roundtable	Six Years Later: Lessons Learned about Planning, Delivering and Evaluating Continuing Legal Education	W. Franklin Spikes Holly Fisher	Pavilion VI
Thursday, November 10 1:15 pm - 2:00 pm Concurrent Session	Re-conceptualizing Goal Directed Learners: Houle in 2016	Dr Jennifer K Holtz, Ph.D.	Enchantment A
Thursday, November 10 1:15 pm - 2:00 pm Shared Concurrent	Efficient, Effective, and Enjoyable Writing With Others: A Process, Tool, and Strategies to Maximize Productivity	Dr. Catherine A. Cherrstrom Dr. Jill Zarestky	Fiesta IV
Thursday, November 10 1:15 pm - 2:00 pm Roundtable	Job Characteristics Model: What Employers and Employees Can Learn From It.	Masita Misdi	Pavilion VI
Thursday, November 10 3:30 pm - 4:15 pm Concurrent Session	Embedded Formative Assessment: Improving Learning and Instruction in Human Services Training and Continuing Education	Cheryl Baldwin Angela Kelber Mary Pick	Enchantment A
Thursday, November 10 3:30 pm - 4:15 pm Shared Concurrent	Labour Education and Empowerment of University Academics for the attainment of University Goals in Nigeria	moshood hassan, ayinde, B.Ed, M.Ed, Ph.D Basirat Bolanle Akinloye	Fiesta III

Conference Sessions by Strand (continued)

Thursday, November 10 4:30 pm - 5:15 pm Concurrent Session	Workforce Readiness Through Experiential Learning for Adult Learners	Charles Kilfoye	Enchantment A
Thursday, November 10 4:30 pm - 5:15 pm Roundtable	Beyond Demand Driven... Are Your Programs Meeting the Needs of Your Students?	Mr. Philip Jordan, JD	Pavilion VI
Thursday, November 10 4:30 pm - 5:15 pm Roundtable	Instructional Design for Adaptive Training transfer	Doo Hun Lim, Ph.D. Yoonhee Park Junghwan Kim	Pavilion VI
Friday, November 11 8:15 am - 9:00 am Concurrent Session	Revitalizing Workforce Opportunities among Vulnerable Urban Populations via Multiple Literacies	Dr. Jessyna M McDonald, PhD Janay Thomas, BS	Enchantment D
Friday, November 11 8:15 am - 9:00 am Shared Concurrent	Feminist Perspectives on Workforce Development: Creating Programs to Meet Diverse Learners' Needs.	Ovi Galvan Sarah M. Ray Dr. Jill Zarestky	Fiesta IV
Friday, November 11 8:15 am - 9:00 am Concurrent Session	Negotiating Environmental Forces of Adult Education	Dr. Carmela Nanton, Ed. D; MSC, MSHRD	Enchantment A
Friday, November 11 9:15 am - 10:00 am Concurrent Session	Lessons from Neolithic Ireland: Optimum Work Group Sizes	Dr. Robert F. Reardon, Ph.D., P.E. Mrs. Rebecca Jones Reardon	Enchantment A
Friday, November 11 9:15 am - 10:00 am Concurrent Session	Learning Styles Assessments in the Workforce: Do they Promote Engagement and Retention	Dr. Kate Nelson Dr. James E. Witte	Enchantment D
Friday, November 11 9:15 am - 10:00 am Roundtable	How Do Senior Level Executives Experience Vulnerability as They Transition to the Role of CEO	Everett T. Shupe II	Pavilion VI
Friday, November 11 9:15 am - 10:00 am Roundtable	Successful Avenues for Workforce Education: Developing Efficient Workforce Programs Through Stackable Credentials	Tashemia Jones Ovi Galvan	Pavilion VI
Friday, November 11 10:30 am - 11:15 am Concurrent Session	Selecting Appropriate Multimedia for Presentations	Dr. Charles E. Baukal, Jr., Ph.D., Ed.D.	Enchantment A
Friday, November 11 10:30 am - 11:15 am Concurrent Session	Experiential Learning: Leading Workforce Capability Improvements in a VUCA World	Robert Bing	Enchantment D
Friday, November 11 10:30 am - 11:15 am Concurrent Session	Integrating Wellness Coaching with Career Development to Empower Success	Michael Garamoni, M.S. Ed.	Enchantment B
Friday, November 11 10:30 am - 11:15 am Roundtable	Providing Effective Professional Development for Practitioners in Adult Education	Jeff Fantine	Pavilion VI

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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 or 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

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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
Pavilion 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 Aquisitions 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 Norrisa Newton

Designing Professional Learning Community through Understanding the Beliefs of Learning

Presenters: Jie Ke, Rui Kang, and Di Liu

CTAE Presentations (Continued)

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 Wayne 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

2:30 p.m. - 4:00 p.m. Pavilion V	CPAE Opening Session	
Social Movements and Adult Education: Transformative Learning, Policy Development, and Research Dr. John Holst, Associate Professor, University of St. Thomas	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. Panel Respondents: ❖ Dr. Leona English, Professor, St. Francis Xavier University ❖ Dr. Dionne Rosser-Mims, Associate Dean, College of Education, Troy University	
4:15 p.m. - 5:15 p.m.	CPAE Concurrent Session 1	
Instructional Improvement SIG Pavilion I&II		
Annalisa Raymer	Eyes on the prize: Theory of Change for curricular design	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.
Tobin Lopes	Developing an instrument to measure culturally responsive teaching	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.

CPAE Program (continued)

Research & Theory SIG Pavilion III		
Christos Anagiotos	Socially learned identities: The case of young adults on the divided island of Cyprus	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.
International/Intercultural SIG Pavilion VI		
Arthur McCrory Wayne James	Examining global leadership competencies and the standards for graduate programs in adult education	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.
Leona English	Political literacy: In support of learning to analyze global lifelong learning and gender policy	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.
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

8:00 a.m. - 11:00 a.m. CPAE Registration will take place at the AAACE main Registration Desk	Commission of Professors of Adult Education (CPAE) Co-Conference Registration	
8:00 a.m. - 9:00 a.m.	CPAE Concurrent Session 2	
Women's Research SIG Pavilion I&II		
Constance Carpenter	U.S. Armed Forces gender integration: The deterministic inclusion of women within combat arms and special operations teams	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.
Tom Valentine Tatyana Pavluscenco Jihyun Kim Jamie Caudill	Marginalized women, learning, and the struggle for new lives: Findings from three interview-based studies	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.

Dialogues in Andragogy SIG <i>Pavilion III</i>		
Marcie Boucouvalas	Malcolm Knowles's lifelong learning orientation: A missing piece. The group, community, societal emphasis	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.
J. Bernard Bradley	A new century of andragogy in online learning: Why are situational constraints and learner satisfaction paramount?	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.
Lori Risley	Andragogy from Notepad to Ipad: Introducing the 7th assumption of the adult learner	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.
John A. Henschke	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 development of andragogy from ancient times	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.

Faculty Development <i>Pavilion V</i>		
Kathy Lohr Christy Rhodes Joann Olson	Making the most of writing time: Managing schedules, co-authors, and resources.	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.
Anne Benoit	Surfacing faculty epistemology through powerful questions	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.
9:00 a.m. – 9:15 a.m. <i>Pavilion Foyer</i>	CPAE Break	
9:15 a.m. - 10:15 a.m.	CPAE Concurrent Session 3	
Critical Theory SIG <i>Pavilion I&II</i>		
Shivaani Selvaraj	“Really useful knowledge” in the digital age: An exploration of organizational forms, practices, and consciousness	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.

CPAE Program (continued)

Critical Theory SIG continued <i>Pavilion I&II</i>		
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 <i>Pavilion III</i>		
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 <i>Pavilion V</i>		
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	Contexts, practices, and challenges: Critical insights from continuing professional education	This panel discussion features authors from a recent New Directions for Adult & Continuing Education (re- lease 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.
10:30 a.m. - 11:30 a.m. <i>Pavilion V</i>	CPAE Closing Session	
CPAE Team Building Speed Networking	We have designed a team building speed networking activity to assist our mem- bers to build more effective inter-organizational networks/teams and reinforce camaraderie and cooperation across institutions. The goal of the activity is to assist colleagues from different organizations/institutions to quickly get to know each other both personally and professionally. Facilitators: ❖ Larry G. Martin, Emeritus Professor, University of Wisconsin-Milwaukee ❖ Ann Brooks, Professor, Texas State University ❖ Elizabeth A. Roumell, Assistant Professor, Texas A&M University	
11:30 a.m. - 2:00 p.m. <i>Pavilion VI</i>	Join AAACE for Keynote Speaker, Annual Meeting and Lunch	

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East Carolina University

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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

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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.
- 8:15 am - 9:00 am **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.
- 8:15 am - 9:00 am **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.

Wednesday Detailed Schedule (continued)

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., Gallaspy 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.

Wednesday Detailed Schedule (continued)

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 Positional 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,

Wednesday Detailed Schedule (continued)

and professional education. Practitioners now are required to effectively design and implement policy research and analysis. This presentation will address how anti-bullying policy research can effectively be developed and implemented in adult, higher, continuing, and professional education.

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.

A First Look at the Results from the PIAAC National Supplement

Phyllis Cummins, Scripps Gerontology Center, Miami University

The PIAAC National Supplement sampled an increased number of unemployed adults, young adults (ages 16 – 34), and added older adults (ages 66 – 74). This presentation will compare numeracy, literacy, and problem solving skills for the unemployed by age group and self-rated health

10:30 am - 11:15 am

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.

10:30 am - 11:15 am

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.

10:30 am - 11:15 am

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 gate keepers 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.

10:30 am - 11:15 am

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,

Wednesday Detailed Schedule (continued)

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 learners 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?

Wednesday Detailed Schedule (continued)

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 quilting teachers and discuss the implications for practice.

Study Circles: A Worldwide Phenomenon

Eunkyoung 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?

Eunkyoung 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

Wednesday Detailed Schedule (continued)

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.

Wednesday Detailed Schedule (continued)

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

Wednesday Detailed Schedule (continued)

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 simultaneously 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

Wednesday Detailed Schedule (continued)

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

Wednesday Detailed Schedule (continued)

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.

Wednesday Detailed Schedule (continued)

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 TaosGloria 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.



Stop by our table and learn more about AHEA and our new Mentoring Book!

Copies will be available for purchase.



Thursday Detailed Schedule

7:00 am - 7:45 am	Graduate Student Breakfast (reservations and tickets required) <i>Pavilion VI</i>
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 <i>Dr Margaret Patterson, PhD, Research Allies for Lifelong Learning, Marty Finsterbusch, VALUEUSA</i> 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 <i>Vera Krekanova, University of Pittsburgh</i> 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 <i>Monique Glaspie, Ball State University</i> 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 <i>Dr Kim A Gordon, SPHR, SCP, University of Arkansas - Fort Smith</i> 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 <i>LaChelle Nichols, North Carolina A&T State University</i> 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 <i>Jinhee Choi, Pennsylvania State University, Carol Rogers-Shaw, Pennsylvania State University, Davin</i>

Thursday Detailed Schedule (Continued)

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.

Thursday Detailed Schedule (continued)

Learning analytics as an assessment tool in online higher education

Tutalení 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 Pavlusenco, 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

Thursday Detailed Schedule (continued)

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, Cecillia 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.

Thursday Detailed Schedule (continued)

9:00 am - 9:45 am

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

Thursday Detailed Schedule (continued)

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

Thursday Detailed Schedule (continued)

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 and 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

Thursday Detailed Schedule (continued)

students included increased interactions, attention to process, and transferability of knowledge.

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.

The Social and Religious Boundries of Adult Education Research and Practices in Saudi Arabia

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 objected 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

Thursday Detailed Schedule (continued)

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 Ducan 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-

Thursday Detailed Schedule (continued)

based best practices. This session will discuss outcomes and evaluation of innovations.

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

Katilya 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 Juetta 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.

11:45 am - 12:30 pm

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

Thursday Detailed Schedule (continued)

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.

Thursday Detailed Schedule (continued)

- 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, MEd, 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

Thursday Detailed Schedule (Continued)

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 influences 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.

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 Fiesta I
Marty Finsterbusch, VALUEUSA

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

Thursday Detailed Schedule (continued)

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. These 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

Thursday Detailed Schedule (continued)

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 of 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

Thursday Detailed Schedule (Continued)

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 Tremitiere, 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 Ajasin University, Basirat Bolanle Akinloye, Independent National Electoral Commission (INEC)

Thursday Detailed Schedule (Continued)

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

Thursday Detailed Schedule (Continued)

Dr. Patricia Coberly Holt, EdD, Armstrong State University

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

Thursday Detailed Schedule (Continued)

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 Boakye, 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

Thursday Detailed Schedule (continued)

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).

4:30 pm - 5:15 pm

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.

4:30 pm - 5:15 pm

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.

4:30 pm - 5:15 pm

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.

4:30 pm - 5:15 pm

Learned ethno-national identities on the divided island of Cyprus: Young adults narratives

Marios Antoniou, PhD, Christos Anagiotos, Pennsylvania State University

Enchantment F

Thursday Detailed Schedule (continued)

Based on our findings from a study on ethnic 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.

4:30 pm - 5:15 pm

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

Thursday Detailed Schedule (continued)

Education, Junghwan Kim, University of Oklahoma

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

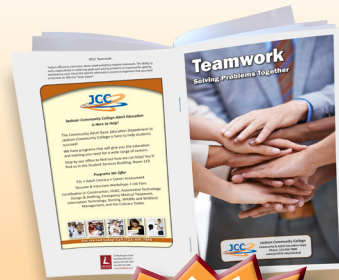
CPAE Co-Conference Business Meeting, Larry Martin, CPAE Chair

(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 <i>Dr. Dominique T. Chlup, Inspiring the Creative Within®, LLC</i> 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 <i>Will Ruttencutter, Valdosta State University; Gwendolyn S. Ruttencutter, University of Tennessee Knoxville</i> 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 <i>Amy Pickard, Rutgers University GSE</i> 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 <i>Ovi Galvan, Jr., MLA, Texas A&M University; Sarah Ray, Texas A&M University; Dr. Jill Zarestky, Texas A&M University</i> 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.

Friday Detailed Sessions (continued)

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.

Friday Detailed Sessions (Continued)

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.

Friday Detailed Sessions (Continued)

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, motivate, 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.

Friday Detailed Sessions (Continued)

- 9:15 am - 10:00 am **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.
- 9:15 am - 10:00 am **Implementing Continuous Improvement Processes in Online Learning: Technology and the Transformation of Learning**
Shannon L Cooper, MEd, Indiana University School of Medicine, Jennifer Burba, MEd, 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.
- 9:15 am - 10:00 am **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.
- 9:15 am - 10:00 am **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.
- 9:15 am - 10:00 am **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.
- 9:15 am - 10:00 am **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.

Friday Detailed Sessions (Continued)

9:15 am - 10:00 am

Roundtables

Pavilion IV

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

Friday Detailed Sessions (continued)

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.

Friday Detailed Sessions (continued)

- 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**
Heather Martin, College of DuPage, Tara Schwab, College of DuPage, Mark G Collins, Ed.D, College of DuPage, Kirk Overstreet, M.A., College of DuPage
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.

Friday Detailed Sessions (continued)

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

[illegible]

Conference Notes

[illegible]

Save the date...



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AAACE

American Association for Adult and Continuing Education

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