

PENNSSTATE



Harrisburg

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55<sup>th</sup> Annual



AEREC

Adult Education Research Conference

Pre-Conferences June 4<sup>th</sup>

Conference June 5<sup>th</sup>-7<sup>th</sup>



*School of Behavioral Sciences and Education*  
*W314 Olmsted Building*

June, 2014

Dear Colleagues,

Pennsylvania State Harrisburg, the School of Behavioral Sciences and Education, Continuing Education, the Host Committee Members, and the Proceedings Editors welcome you to the *55<sup>th</sup> Annual Adult Education Research Conference*. We are delighted and honored to host this important gathering of researchers, educators, practitioners, administrators, and students of adult education. AERC is a yearly event where scholars spend several days sharing, debating, and discussing both emerging and established knowledge around and across the interdisciplinary field of adult education and lifelong learning. It is an opportunity for participants to think critically and dialogue openly about the broad range of topics related to learning across the lifespan that will be presented at this conference.

The papers gathered in this *Proceedings* represent the exciting spectrum of research and thought concerning *how, why, and where* adults learn, as well as *what* they are learning. In this time of growing inequality, increasing privatization, devastating environmental abuses, and globalizing technological advances, these papers represent opportunities for critical dialogue and collaborative exploration of issues surrounding adult learning and development in a rapidly changing world. We hope you will use this book as a catapult to further discussion, exploration, and idea formation here at the conference and in your future pursuits.

In addition to participating in the pre-conference and conference sessions, please take advantage of all the opportunities for networking, socializing, and exploring all that the Harrisburg/Hershey area has to offer. Enjoy this occasion by re-connecting with old friends and making new ones. We hope all of you will participate in the *1+1 Game of Discovery, Connection, and Communication* developed especially for AERC 2014. We want to thank Shivaani Selvaraj, Adult Education doctoral candidate, and Catherine Rios, Associate Professor of Communications and Humanities, for developing this educational networking tool for the conference. We are confident it will help make this conference a memorable one. Please let any of us from the Penn State Harrisburg community know if there is anything we can do to enhance your experience here in the Pennsylvania State Capital.

Kindest regards,

Proceedings Co-Editors  
Robin Redmon Wright  
Anne Greenawalt

Harrisburg Host Committee Members  
Edward Taylor  
Elisabeth Tisdell  
Robin Redmon Wright  
Brenda Firestone  
Perdeta L. Bush  
Anne Greenawalt



Knowledge • Research • Collaboration

Greetings and Welcome to the 55<sup>th</sup> Annual Adult Education Research Conference!

The Adult Education Research Conference (AERC) is a scholarly community of practice that welcomes all interested, engaged, and committed parties to presentations on the most recent research and practice in adult education. As the AERC Steering Committee, we are thrilled to offer you an exciting and robust schedule of presentations this year. The program offers a wide scope of adult education research trends from both national and international presenters. You may look forward to new insights into enhanced theoretical visions, interdisciplinary nuances, global trends, and international intersections and collaborations.

This year, we are excited to welcome two leaders from the U.S. Department of Education in our opening session entitled, *The Federal Response to PIAAC Findings: A Call for Research, Engagement, and Action*. Meredith Larson from the National Center for Education Research and Institute of Education Sciences and Heidi Silver-Pacuilla from the Applied Innovation and Improvement Division of Adult Education and Literacy Office of Career, Technical, and Adult Education will discuss the Programme for the International Assessment of Adult Competencies (PIAAC) and the wide range of opportunities and initiatives that have opened for researchers of adult education, skills, and well-being. Their presentation will cover some of the major findings, their implications, and avenues for future research.

Prior to the conference, three pre-conferences have been scheduled. This year, participants can attend exciting presentations at the 22<sup>nd</sup> Annual African Diaspora Pre-Conference, and the 7<sup>th</sup> Asian Diaspora Pre-Conference. In addition, we are excited to welcome the first Pre-Conference in Adult Education in the Health and Medical Professions. Please also plan to attend our Business Meeting on Friday. We have important topics and activities planned! We will present the annual budget report, and The Phyllis Cunningham Social Justice Award and the Graduate Student Award will be presented. Nominations and the election of new members of the Steering Committee will be held, and we will select host sites for upcoming conferences.

Finally, as it has been our honor to serve the adult education community this year on the AERC Steering Committee, we also offer deep gratitude to our colleagues at Penn State Harrisburg for hosting this year's conference. Without their generous and tireless energy and dedication, this conference simply could not exist! Wishing you a great conference - we trust our time together will provide space for stimulating dialogue, networking, future collaborations, and essential directions for future adult education research.

### **2013 - 2014 AERC Steering Committee**

Joellen E. Coryell, Texas State University  
Regina Smith, University of Wisconsin-Milwaukee  
Qi Sun, University of Wyoming  
Aliko Nicolaidis, University of Georgia-Athens



**What is 1+1?**

1+1 is a location-based game that is designed to build community through activities that create and reveal connections.

**Playfulness  
curiosity  
and surprise  
guide our design.**



**“Play is the highest form of research”**  
*Albert Einstein*

**Register**

Look for volunteers on site for information.

**Play & Explore**

Check out our props and game challenges.

**Respond**

Discuss the game results with the creators and share feedback.

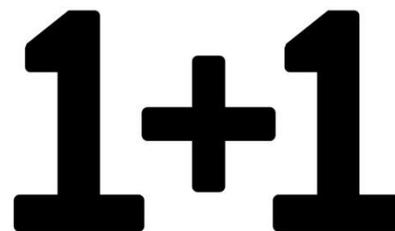
<http://1plus1play.com>

**Join us:**

We will be at the reception Wed 6-8 pm at the Sheraton Hotel to kick off AERC 2014!

Game play begins Thurs morning until Fri at noon. Find us in the Oliver LaGrone Room during the conference.

We will host an open discussion Sat 11:30-12:30 pm to process the game and its relationship to Adult Education.



A game designed by Catherine Rios & Shivaani Selvaraj

**1+1: a game of discovery, connection, and communication**

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## Conference Highlights

Wednesday June 4 <sup>th</sup>		
7:30am-8:30am	Registration/Breakfast	Gallery Lounge/ Special Events Room
9:00am-5:00pm	Pre-Conferences	See Schedules
4:00pm-6:00pm	Registration	Sheraton Lobby
6:00pm-8:00pm	Opening Reception	Sheraton Pennsylvania Ballroom

Thursday June 5 <sup>th</sup>		
7:30am-8:30am	Registration/Breakfast	Capital Union Building (CUB)
8:30am-10:30am	Opening Session	Capital Union Building (CUB)
11:00am-4:50pm	Session Presentations	Olmsted Building (3 <sup>rd</sup> Floor)
5:30pm-6:30pm	CPAE Meeting	Sheraton Chestnut/Dogwood Room
6:00pm-8:00pm	Penn State Alumni Reception	Sheraton Pennsylvania Ballroom

Friday June 6 <sup>th</sup>		
7:30am-8:30am	Registration/Breakfast	Gallery Lounge/ Special Events Room
8:30am-4:30pm	Session Presentations	Olmsted Building (3 <sup>rd</sup> Floor)
12:30pm-2:30pm	Business Lunch	Capital Union Building (CUB)
5:30pm-6:30pm	Writing for the AEQ, Journal of Transformative Learning, and Adult Learning Journal	Sheraton Elm Room
6:30pm-8:00pm	Editor's Meeting	Sheraton Elm Room
6:30pm-9:30pm	Graduate Student Reception & Game Night	Sheraton Chestnut/Dogwood Room

Saturday June 7 <sup>th</sup>		
7:30am-8:30am	Registration/Breakfast	Gallery Lounge/ Special Events Room
8:30am-11:05am	Session Presentations	Olmsted Building (3 <sup>rd</sup> Floor)
11:05am-11:30am	Lunch	Special Events Room
11:30am-12:30pm	Closing Session	Auditorium (2 <sup>nd</sup> Floor)

## **AERC Pre-Conference: Adult Education in the Health & Medical Professions, June 4, 2014**

Most activities will be held in room T2500 of the Penn State Hershey Milton S. Hershey Medical Center.

- 7:00am**      **Transportation leaves from Sheraton & Holiday Inn to Penn State Harrisburg, then transfer to Penn State Hershey**
- 8:00am**      **Breakfast refreshments**
- 9:00:**        **Welcome and Introductions**  
Elizabeth J. Tisdell, EdD, Penn State Harrisburg  
Nancy Adams, MLIS, (Doctoral Candidate) Penn State College of Medicine
- 9:15-9:55:**    **Opening Session: *Adult Education in the Health and Medical Professions: Learning Together in Partnership (Panel Presentation)***  
Edward W. Taylor, EdD, Penn State Harrisburg  
And Panelists: Tim Hudson, MD; Mary Ann Murtha, RN, MSN; Sarah Lewis, PA;  
Tiffany Whitcomb, DVM; and Mandy Harshburger, RRT
- 10:00-11:30:** **Keynote Presentation: *Lifelong Learning for Health Professionals in the Era of Ubiquitous Information***  
Introduction by Terry Wolpaw, MD, Vice Dean of Educational Affairs, Penn State College of Medicine  
Keynote Speaker: Charles P. Friedman, PhD, University of Michigan
- 11:45-12:15:** **Presentation: *Health Education and Literacy from an Adult Education View: We have the tools, we know the need, we are braced with research***  
Elizabeth Swann, PhD, Fran Kamin, MEd, Kristen Brittain, MEd, and Valerie Bryan, EdD, Florida Atlantic University
- 12:15-1:00**    **Lunch for registered attendees**
- 1:15-3:15**     **Simulation Center activity: *Simulation and Debriefing as Adult Education in the Health and Medical Professions***  
Elizabeth Sinz, MD and Margaret Wojnar, MD, Penn State College of Medicine
- 3:30-4:00**     **Presentation: *Fostering Collaborative and Patient-Centered Expertise Among the Allied Health Professions: An Exploratory Study of Continuing Professional Education Supports***  
Maureen Coady, PhD, St. Francis Xavier University, Nova Scotia
- 4:00-4:30**     **Presentation: *Adult Health Learning: Building a Critical Theory for the Field***  
Leona English, PhD, St. Francis Xavier University, Nova Scotia
- 4:30-5:00**     **Closing: *Final Reflections and Future Directions: The “Jazz” of Adult Education in the Health and Medical Professions***  
Elizabeth J. Tisdell, EdD, Penn State Harrisburg  
Paul Haidet, MD, Penn State College of Medicine  
Catherine Hansman, EdD, Cleveland State University
- 5:00pm**        **Transportation back to conference hotels**

## Pre-Conference Schedule

Wednesday, June 4, 2014

- 7:00am** Conference Shuttles from Sheraton & Holiday Inn to Penn State Harrisburg
- 7:30am** Conference Shuttle from Penn State Harrisburg to Penn State Hershey Milton S. Hershey Medical Center
- 7:30am-8:30am** **Breakfast**  
Special Events Room—Penn State Harrisburg
- Registration**  
Gallery Lounge—Penn State Harrisburg
- 9:00am-12:00pm** **Pre-Conferences**
- African Diaspora—Room 338W
  - Asian Diaspora—Asian 310E
  - Adult Education in the Health & Medical Professions—Penn State Hershey Milton S. Hershey Medical Center
- 12:00pm-1:00pm** **Lunch**
- 1:00pm-5:00pm** **Pre-Conferences Continued**
- African Diaspora—Room 338W
  - Asian Diaspora—Asian 310E
  - Adult Education in the Health & Medical Professions—Penn State Hershey Milton S. Hershey Medical Center
- 4:00pm-6:00pm** **Conference Registration**  
Sheraton—Hotel Lobby
- 5:15pm** **Shuttle Back to Sheraton and Holiday Inn**
- 6:00pm-8:00pm** **Opening Reception**  
Sheraton—Pennsylvania Ballroom

## Conference Schedule

Thursday, June 5, 2014

**7:00am & 7:50am** Conference Shuttles from Sheraton & Holiday Inn to Penn State Harrisburg

**7:30am-8:30am** **Breakfast and Registration**  
Capital Union Building

**8:30am-10:30am** **Welcome and Introductions**  
Edward W. Taylor, Penn State Harrisburg

### **Opening Session**

Meredith Larson (IES) and Heidi Silver-Pacuilla (OVAE)  
*The Federal Response to PIAC Findings: A Call for Research, Engagement, and Action*

Respondents: Elizabeth J. Tisdell & Tom Valentine

**11:00am-11:45am** **Breakout Session 1**

- Lisa Ruth-Sahd—Room 306E  
*Responding to Quiet Students: Implications for Educators and Advisors*
- Andreas Bock and Saskia Eschenbacher—Room 308E  
*The Social Construction of Threats: The Iran Nuclear Crisis as a Textbook Example for Jack Mezirow's Transformative Learning Theory*
- Jon Rizzo and Alexandra Bell—Room 310E  
*Patients' Mental Models and Adherence to Outpatient Physical Therapy Home Exercise Programs*
- Shivaani A. Selvaraj—Room 311E  
*Institutional Ethnography, Adult Education and Program Planning: A Contribution to Critical Research*
- Anita Pachner—Room 315E  
*Grounded (re)construction of the Self-reflection Core Competence from Statements of Adult Education Professionals*

- Susan Birden—Room 316E  
*Healed Femurs and Artistic Toeholds: Making the Case for "Re-gifting" Learners' Educational Confessions*
- Duane Akroyd and Deborah Engle—Room 341E  
*An Examination of the Levels and Differences in Organizational Commitment of Full Time and Part Time Community College Faculty*
- Sarah Fishback, Kevin Shea, and Maria Clark—Room 338W  
*Impact of Combat Experiences on Veteran Students in Adult Learning Environments: Two Research Perspectives*

### **Roundtables**

- Michelle Glowacki-Dudka and Brid Connolly—Room 314E  
*Theorizing Radical Practice: Community Arts and Transformative Learning*
- Glenn Palmer and Lorenzo Bowman—Room 314E  
*The Application of Transformative Learning Theory to Online Teaching*
- Reginald C. Jackson—Room 338E  
*The Continued Impact of Institutional Racism of African America Men in Corporate America: The Need for Intra-racial Mentoring*
- Catherine A. Hansman and Amy D. Rose—Room 338E  
*Where Do We Go from Here? The Ebbs and Flows of Professional Adult Education*

**12:00pm-1:00pm**    **Lunch**  
Special Events Room

**1:10pm-1:55pm**    **Breakout Session 2**

- Larry G. Martin—Room 306E  
*A New Model for Adult Literacy Education: Technology-Based Concept Mapping in GED Preparation*
- Katharine Preissner and Lisa Baumgartner—Room 308E  
*"A Group of Me's": Learning Through Group Process for People Living with Multiple Sclerosis*

- Kim L. Niewolny and Philipp D'Adamo-Damery—Room 310E  
*Learning from Practice Stories & Reflective Practice: A Narrative Analysis of Community-based Activism by Community Food System Practitioners*
- Karen L. Milheim and Christy Fraenza—Room 311E  
*Identifying and Understanding Cultural Differences in the Online Classroom*
- Leanne Dzubinski—Room 315E  
*Teaching Presence: Co-creating a Multi-national Online Learning Community in an Asynchronous Classroom*
- Michael Porterfield—Room 316E  
*The Religious Formation of Graduate Ministry Students in an Online Wisdom Community*
- Soni Simpson, Wendy Yanow, and Tania Giordani—Room 341E  
*An Adult Cohort Success Model: From Crying Shame Governance to Collaborative Community*
- Merlissa C. Alfred and Mary V. Alfred—Room 338W  
*Leadership of Adult Education and Family Literacy Organizations in an Era of Diminishing Resources*

### **Roundtables**

- Opening Session Speaker: Meredith Larson—Room 314E  
*Planning Ahead: A Discussion about IES Funding Opportunities for Adult Education Research*
- Cathy Mullett and Ruby Cain—Room 338E  
*Through the Looking Glass of Digital Storytelling in Adult Education*

**2:05pm-2:50pm**

### **Breakout Session 3**

- Susan O'Hara, Robert Pritchard, and Jeff Zwiers—Room 306E  
*The Academic Language Development Program: A Capacity-building Approach to Supporting Secondary Teachers of English Learners*

- Norissa Newton, Janelle Cambridge, and Yvonne Hunter-Johnson—Room 308E  
*Teachers' Perceptions of Inclusive Education and Its Implication for Adult Education in the Bahamas*
- Tara Thompson, and Susan Barcinas—Room 311E  
*A Case Study of Female Adult Learners in Community Colleges: Understanding Multiple Role Navigation*
- Valerie Ambrose—Room 315E  
*Developmental and Adult Basic Education Motivation and Optimism/Helplessness Model*
- Agnes S. Thomas—Room 316E  
*Asian Immigrant Women and Their Informal Work in Canada: The Process of Change*
- Alisa Belzer and Amy Pickard—Room 314E  
*Framing Adult Learners: From Heroic Victim to Capable Comrade*
- Ana Patricia Aguilera Hermida—Room 338W  
*"Sharing Wisdom-Compartiendo Sabiduría" An Educational Program for the Elderly Latino Population in the Greater Harrisburg Area*

### **Roundtables**

- Margena A. Christian—Room 314E  
*John H. Johnson's Re-Education of African Americans through the Selfethnic Liberatory Nature of Magazines*
- Richard A. Prayson and Catherine H. Monaghan—Room 314E  
*Transforming Learners' Engagement: Reflections on a Continuing Education Medical Program*
- Chad Hoggan and Lauren Pellegrino—Room 338E  
*Female Veterans Transitioning to Community College: A Case Study*

- Darcia L. Simpson, Elice Rogers, Catherine A. Hansman, and Jonathan Messemer—Room 338E  
*Making Meaning of the Retirement Portfolio and Its Impact on Learning in the Third Age*

**2:50pm-3:10pm**

**Break**  
Special Events Room

**3:10pm-3:55pm**

**Breakout Session 4**

- Alfred A.Z. Siha—Room 306E  
*Critical Pedagogy, Discourse Tensions, and the Basic Writing Classroom: A Critical Action Research Study*
- Kimeka Campbell—Room 308E  
*1964-2014: Re-imagining the Afri-Caribbean Diaspora: Conversations on the role of place in knowledge construction for Trinbagonians to Brooklyn, New York*
- Barbara Varner and Irene Baird—Room 310E  
*The Journey of a Successful Ex-Offender: A Case Study*
- Jeffrey Zacharakis—Room 311E  
*Phenomenology of Adult Education as an Interdisciplinary Field: Revisiting Sherman Stanage*
- Bo Chang—Room 315E  
*Community as an Open Site of Adult Education*
- Raimundo Gaby, Welton Kwong, Elizabeth Rosini and Ramone Segree—Room 316E  
*Arts as a Catalyst for Adult Learning*
- Janette Wei-Ting Wang—Room 341E  
*How Adult Educators' Positionality Impact the Learners in the Literacy Programs for Foreign Spouses in Taipei County, Taiwan*
- Jaye Jones and Diane Ramdeholl—Room 338W  
*Weaving Quilts: Remaking and Reimagining Women's Spaces and Places in Adult Literacy*

## Roundtables

- Judy Skorek and Kathy Bonnar—Room 314E  
*Workplace Bullying: Implications for Adult Educators*
- Shelbee R. Nguyen—Room 314E  
*Emancipated, Empowered & Employable: Middle Eastern Womens' Transformative Experiential Learning*
- Delores Rice and Petra Robinson—Room 338E  
*Teaching Diversity and Social Justice in Adult and Higher Education Contexts*
- Ellen Scully-Russ—Room 338E  
*Transitional Learning in a Transitional Labor Market*

**4:05pm-4:50pm**

## Breakout Session 5

- Beatrix Palt—Room 306E  
*Personal Skills and Personality Development in Project Management Training - as They Apply in Germany*
- Jennifer A. Tobin and Elizabeth J. Tisdell—Room 308E  
*"I Know Down to My Ribs": An Action Research Study on the Embodied Adult Learning of Creative Writers*
- Lawrence Bryant, Paulette Isaac-Savage, and Lorenzo Bowman—Room 310E  
*Reflections on the Spirituality of Three Black Gay Men*
- Jeffrey A. Ritchey and Nurhaya Muchtar—Room 311E  
*Indonesian Pesantren and Community Social Change: Moderate Islam's Use of Media and Technology for Non-Formal, Community-Based Education*
- Nozella L. Brown—Room 315E  
*What's for Dinner? How Perceived Self-Efficacy Influences the Dietary Habits of Low-Income African American Mothers*
- Lisa M. Baumgartner—Room 316E  
*"It Made Me a More Self-directed Learner": The Non-formal, Informal and Transformative Learning of People Living with HIV/AIDS*

- Andrea Nikischer—Room 341E  
*Dreams Deferred: The Impact of Sexual Assault during Adolescence on the Educational Outcomes and Life Choices of Women*
- Ana Zorrilla—Room 338W  
*Adult Education for Critical Consciousness: Luis Camnitzer and His Art as Critical Public Pedagogy*

### **Roundtables**

- Geleana Drew Alston—Room 314E  
*To GT or Not to GT... What's a Girl To Do? A Look into Feminist Grounded Theory*
- Catherine H. Monaghan—Room 314E  
*Counter Narrative: Dr. Charles S. Johnson's Influence on Myles Horton and Highlander*
- Fujuan Tan—Room 338E  
*Probing the Facilitation of International Adult Students' Multi-fold Transformation: A Qualitative Approach*
- Jennifer L. Pemberton—Room 338E  
*Breastfeeding as Activism: Moving from Oppression to Emancipation*

**5:15pm & 6:00pm**    **Conference Shuttle Back to Sheraton and Holiday Inn**

**5:30pm-6:30pm**    **CPAE Meeting**  
Sheraton—Chestnut/Dogwood Room

**6:00pm-8:00pm**    **Penn State Alumni Reception**  
Sheraton—Pennsylvania Ballroom

Friday, June 6, 2014

**7:00am & 7:50am** Conference Shuttles from Sheraton & Holiday Inn to Penn State Harrisburg

**7:30am-8:30am** **Breakfast**  
Special Events Room

**Registration**  
Gallery Lounge

**8:30am-9:15am** **Breakout Session 6**

- K.P. Joo—Room 306E  
*A Critical Analysis of Contradictions in Open & Distance Higher Education Using Cultural-Historical Activity Theory*
- Abigail Konopasky and Earle Reybold—Room 308E  
*Designing for Metaphor in a Study of Adult Educators: An Exploration and Critique of Metaphor Analysis*
- Mark Abendroth—Room 310E  
*Adult Education at Risk: Fronts of Resistance to Neoliberalism*
- Tiffany L. Whitcomb and Edward W. Taylor—Room 315E  
*Situated Learning and the Development of Relationships: Bridging the Gap between Veterinarians and Researchers*
- Thomas G. Archibald—Room 316E  
*Evidence in Practice: A Study of "Evidence-Based" Non-Formal Education*
- Susan M. Yelich-Biniecki and Simone C.O. Conceição—Room 341E  
*Engaging Learners in Critical Analysis through Concept Maps: From Theory to Practice*
- Junghwan Kim, Hyewon Park, In Tak Kwon, and Pyeong Su Yu—Room 338W  
*Critical Review of Credit Bank System in South Korea: A New Mediator for Lifelong Learning?*

## Roundtables

- Robert G. Bryant and Talmadge Guy—Room 314E  
*An Exploration of Professional Learning for Chief Diversity Officers in Higher Education*
- Jihyun Kim and Thomas Valentine—Room 338E  
*Investigating Adult Education for Immigrants in South Korea*
- Kristen Karnish—Room 338W  
*Examination of Physical Therapists Understanding of Geriatric Patient Advocacy*

## 9:25am-10:10am Breakout Session 7

- Tetyana Kloubert—Room 306E  
*The Role of Adult Education in the Process of Rethinking the Past and Its Impact on Democratization: A Case Study in Eastern Europe*
- Stacey Robbins—Room 308E  
*Entrepreneurial Learning and Innovation: Preliminary Findings from a Validation Study of Assessment Instrument*
- Susan Imel and Gretchen Bersch—Room 310E  
*Unsung Heroines: Early Women Contributors to Adult Education*
- Audrey M. Dentith—Room 311E  
*Envisioning an Ecojustice Adult Education*
- Peter H. Sawchuk—Room 315E  
*Understanding a Dialectical Materialist CHAT Perspective on Social Movement Learning*
- Brendaly Drayton—Room 316E  
*The Clown, the Criminal, and the Dummy: Alternate Interpretations of Oppositional Behaviors*
- Marguerite A. Welch—Room 341E  
*What's It Like to Be White?: Understanding the Decision to Learn About Being White*
- Colleen Shaughnessy, Esther Prins, and Margaret Hopkins—Room 338W  
*Adults Learning about Shale Gas Development: Information Sharing, Community Engagement, and Critical Science Literacy*

## Roundtables

- Xi Yu—Room 314E  
*Discussion on Cross-Cultural Collaboration for Vocational Teacher Education among US and Chinese Institutions*
- Ted McCadden—Room 314E  
*The Role of 'Me' in Method Acting: A Narrative Exploration of the Impact of Acting on Adult Identity*
- Norina L. Columbaro and Catharine A. Hansman—Room 338E  
*Mentoring Relationships and Experiences in Online Doctoral Education: Perceptions, Reality, and Action*
- Oleksandra Sehin—Room 338E  
*Complexity of Culture and Challenges to Learning: A Case Study of Eastern European Perspectives on Learning*

**10:10am-10:30am**    **Break**  
Special Events Room

**10:30am-11:15am**    **Breakout Session 8**

- Jeffrey A. Russell and Kellee R. Vess—Room 306E  
*CARING: A Conceptual Model for Promoting Student Well-Being*
- Crystal Loose—Room 308E  
*Building Pathways for Future Learning with Japanese Lesson Study*
- Charles D. Vance—Room 310E  
*How Army Officers Attending the Command and General Staff Officer's Course Decide Whether or Not to Pursue a Master's Degree: Factors that Impact their Decision and Unexpected Themes that Emerged*
- Elizabeth J. Tisdell, Robin Redmon Wright, Edward W. Taylor, Perdeta L. Bush and Anne Greenawalt—Room 311E  
*Adult Education Faculty and Programs in North America: Faculty Background, Work and Satisfaction*
- Auburn E. Ellis—Room 315E  
*Exploring Artistic Practice in Global Communities of the African Diaspora*

- Kayon K. Murray—Room 316E  
*Faculty Professional Development - A Virtual Reality? A Critical Literature Review of Online Communities of Practice in Post-Secondary Settings*
- Dana Naughton—Room 341E  
*Learning by Adoption: The Intercountry Adoption Experience of Canadian and Dutch Adoptive Parents from Children from the U.S.*

**11:25am-12:10pm Breakout Session 9**

- Blare Wilson Toso, Esther Susana Prins, Kimeka Campbell, Barbara Schaefer, Dawn Paula Witherspoon and Susan Woodhouse—Room 306E  
*You Have to be Proactive with Your Child's Health: Learning and Health Literacy Among Caregivers of Children with ADHD*
- Leona English—Room 308E  
*Harriett Rouillard: "The Stamp of its Editor" on CAAE's Food for Thought*
- Saida Mamedova—Room 310E  
*A Fresh Look at Adult Skills in the U.S. and Around the World: Key Findings from the Program for International Assessment of Adult Competencies*
- Anna-Maria Kamin—Room 311E  
*Professional Care Workers' Patterns of Occupational-Biographical Learning*
- Carrie L. Pucino—Room 315E  
*Transforming Compassion: Examining the Development of Compassion in Nursing Who Become Patients*
- Christos Anagiotos—Room 316E  
*Is National Identity Learned? The Case of Turkish-Cypriot Young Adults in Cyprus*
- Ruby Cain—Room 341E  
*Show Me the Value of the Training: Continuing Education for Survival*

## Symposium

- Audrey M. Dentith, Emily Kearns Burke, Kris Conmy, Daniel K Frimpong, Barbara Nadeau, Elizabeth Sanders, Jennifer Saunders, Nancy Winfrey and Sarah Herchel—Auditorium (231C)  
*Adult Environmental Education and the Cultural Commons: A Study of the Community Practices for a Just and Sustainable World*

**12:30pm-2:30pm**

### **Business Lunch**

- **Steering Committee Election**
- **Graduate Student Research Award**
- **1+1 Games Results**

Capital Union Building (CUB)

**2:50pm-3:35pm**

### **Breakout Session 10**

- Megan M. Seibel and Rick D. Rudd—Room 306E  
*Development of Peer Educators within Paraprofessional Community-Based Adult Education Models: An Experiential Learning Perspective*
- Ericka Turley—Room 308E  
*Good Intentions Are Not Enough: Uncovering Hegemonic Practice While Trying to Create Change*
- Ernie Post—Room 310E  
*Garrison's Self-Directed Learning Model: A Qualitative Study with Nascent Entrepreneurs*
- Norma Nerstrom—Room 311E  
*An Emerging Model for Transformative Learning*
- Jihyun Kim—Room 315E  
*Marriage-Immigrant Wives' Acculturation and Learning Experiences in South Korea*
- Jill Zarestky—Room 316E  
*Crafting Better Futures: An NGO's Educational Programs for Women Artisans in West Africa*
- JungEun Lee and Aliko Nicolaides—Room 341E  
*Exploring Transformative Relationship in a Virtual Learning Environment*

- Kellee R. Vess and Jeffrey Russell—Room 338W  
*Creating a Caring Culture: Exploring the Implications of Gratitude in Adult Education*

### **Roundtables**

- Lee Nabb and Daryl Privott—Room 314E  
*Legal Content in Adult Education Graduate Curricula: Moving Forward*
- Michael G. McVey—Room 314E  
*Best Practices for Faculty Training in Distance Education*
- Michele Mont—Room 338E  
*The Use of Debates in Higher Education Classrooms*
- Michelle Covert—Room 338E  
*Understanding the Work/Life Balance of Student-Mothers in Online Graduate Programs*

**3:45pm-4:30pm**

### **Breakout Session 11**

- Rick Shearer, Andrea Gregg,, K.P. Joo, and Kimberly Graham—Room 306E  
*Transactional Distance in MOOCS: A Critical Analysis of Dialogue, Structure, and Learner Autonomy*
- Maureen Coady—Room 308E  
*Adult Education for Health and Wellness: A 'State of the Field' Review of Emergent Literature*
- Lucas Hill, John Bonnell, Dr John Dirx, and Tom Smith—Room 310E  
*Multi-sector Collaboration for Capacity Building in Developing Countries: A Context for Theorizing Transformative Learning at a Systems Level*
- Lyn Tett—Room 311E  
*Literacy, Learning and 'Participatory Parity'*
- Hyewon Park and Junghwan Kim—Room 315E  
*Identity Formation among North Korean Defectors in South Korea: Implications from a Socio-Cultural Learning Theoretical Lens*

- Maria Liu Wong and Lyle Yorks—Room 316E  
*Teaching and Learning for Critical Reflection on Diversity: The Need to Go Beyond the Western Perspective in a Doctoral Program in Adult Education*
- Paula M. Plageman—Room 341E  
*Lives Behind the Faces: Perceived Influence of Families on Female Adult Learners*
- Randee Lipson Lawrence—Room 338W  
*When Teaching is Joyfully Subversive: Toward a Holistic Curriculum for Adult and Higher Education*

### **Roundtables**

- Jennifer Murray—Room 314E  
*Pursuing Lifelong Dreams: Novelists Who Publish After 40*
- Ayman A. Khatib—Room 338E  
*Arab Americans' Perceptions of Police Post 9/11 in Metropolitan Milwaukee*
- Abbe Edelson, Martin Gerwin, and Israt Ahmed—Room 338E  
*Anti-Poverty Community Organizing and Learning in Response to the Mimico Secondary Plan*

- 5:15pm & 6:00pm**    **Conference Shuttle Back to the Sheraton and Holiday Inn**
- 5:30pm-6:30pm**    **Writing for the AEQ, Journal of Transformative Learning, and Adult Learning Journal Information Session**  
Sheraton—Elm Room
- 6:30pm-8:00pm**    **Editor's Meeting**  
Sheraton—Elm Room
- 6:30pm-9:30pm**    **Graduate Student Reception and Game Night**  
Sheraton—Chestnut/Dogwood Room

Saturday, June 7, 2014

**7:00am & 7:50am** Conference Shuttles from Sheraton & Holiday Inn to Penn State Harrisburg

**7:30am-8:30am** **Breakfast**  
Special Events Room

**Registration**  
Gallery Lounge

**8:30am-9:15am** **Breakout Session 12**

- Melissa J. Snyder—Room 306E  
*Reconnecting with Your Passion: Story and Professional Nursing*
- Melody Thompson and Jinjie Wang—Room 308E  
*The Ethics of Unlocking a Billion More Brains*
- Tangyie Evani, Brigitte Kom, Sonny Roland Balinga, and Edmond Biloa—Room 310E  
*Cross Cultural Learning at a Crossroad: Making a Difference in Intercultural Adult Education in Sub-Saharan Africa*
- Saskia Eschenbacher—Room 311E  
*Transformative Learning Theory and the Missing Focus: How to Enable Perspective Transformation through Communication*
- Janet A. DeRosa—Room 314E  
*Mexican Americans in Higher Education: A Qualitative Study*
- Amy D. Rose and Marion Fleige—Room 315E  
*Making a Choice? Vocational Training and Decision-making for the Undereducated and the Unemployed in Germany and the United States*
- Patricia L. Erwin—Room 316E  
*Culturally Relevant Programming in Action: A Case Study of a Marriage Education Program for African American Couples*
- Henriette Lundgren—Room 341E  
*Me, Myself and I - On the Role of Self-Reflection in Adult Education*

## Roundtables

- Ramona T. Sharpe and Tamara Kelley—Room 338E  
*Self-Directed Learning and Technology: Implications for Adult Education*
- Kristi Archuleta Frush—Room 338E  
*Faculty Perspectives: The Diffusion of Competency-Based Education*

## 9:25am-10:10am Breakout Session 13

- Mervin E. Chisholm—Room 308E  
*Perspectives of Faculty on Student Evaluations of Teaching at an Anglophone Caribbean University*
- Shannon Frey—Room 311E  
*Adult Education in Correctional Settings: A Critical Literature Review*
- Elizabeth Kasl and Lyle Yorks—Room 314E  
*Do I Really Know You? Do You Really Know Me? And, How Important Is It that We Do? Relationship and Empathy in Differing Learning Contexts*
- Jon Wrigglesworth—Room 315E  
*Looking Back 30 Years: AIDS, San Francisco, and How We Learned There and Then*
- Margaret L. Cain and Stephanie Rokich—Room 316E  
*Learning in Collective Impact Processes: Complexity and Change*
- Mitsunori Misawa—Room 338W  
*Autoethnography as a way to Foster Critical thinking Skills for Academicians in Adult and Higher education: A Queer (Asian) crit Perspective and Example*

## Roundtables

- Lisa Bailey-Davis and Rebecca A. Stametz—Room 338E  
*The Learning Healthcare System: How an Adult Education Lens Can be Used to Inform a Paradigm Shift in US Healthcare Landscape*
- Perdeta L. Bush—Room 338E  
*The Developmental Processes of Forgiveness in Adult Learners*

**10:20am-11:05am Breakout Session 14**

- Ann L. Swartz—Room 308E  
*Becoming Systems Thinkers: Increasing Social Capital Through Network Weak Links*
- Elizabeth Sinz, Sally Rudy, Margaret Wojner, and Tammi Bortner—Room 310E  
*Teaching Simulation Literacy in Adult Healthcare Education: A Qualitative Action Research Study*
- Judith Parker—Room 311E  
*The Role of Information Communication Technologies in Adult Education Theory Building*
- Catherine A. Cherrstrom—Room 314E  
*Pathways to the Professoriate: Women Midlife Career Changers*
- Esbern Friis-Hanson, Edward W. Taylor, and Deborah Duveskog—Room 315E  
*Nonformal Agricultural Education in Uganda: The Impact of Extension Workers*
- Amy Pickard—Room 316E  
*The Short Shrift? Policy Implications for Low-Scoring African American Students in Pennsylvania Adult Education Programs*
- Richard Wells and Dianne Ramdeholl—Room 338E  
*Co-opting Accessibility: A Critical Look at the Discourse of Higher Education Reform*
- Chris Olusola Omoregie—Room 341E  
*Utilisation of Media Technologies for Distance and Lifelong Education in Africa*

**11:05am-11:30am Lunch**  
Special Events Room

**11:30am-12:30pm Closing Session**  
Catherine Rios and Shivaani Selvaraj—Auditorium (231C)  
*1+1: A Discussion Around the Pedagogy of Play*

**12:30pm Conference Ends**

**12:45pm Shuttle Back to Sheraton and Holiday Inn**

## **Paper Abstracts**

### **Adult Education at Risk: Fronts of Resistance to Neoliberalism**

Mark Abendroth, Ed.D, SUNY Empire State College

**Abstract:** This paper theorizes from the literature of neoliberalism and adult education. It considers how neoliberal policies have narrowed the scope of adult education while also evaluating how instructors and students can work to restore the broader scope that fostered participatory citizenship.

### **“Sharing Wisdom-Compartiendo Sabiduría”: An Educational Program for the Older Latino Population in the Greater Harrisburg Area**

Ana Patricia Aguilera Hermida, Penn State Harrisburg

**Abstract:** The purpose of this study was to implement a community-based educational program for mature Latino adults and to promote social justice through empowerment, democracy, and education on health. Findings indicate that participants acquired and shared knowledge, created social networks, and gained a sense of empowerment.

### **An Examination of the Levels and Differences in Organizational Commitment of Full and Part Time Community College Faculty**

Duane Akroyd, PhD, North Carolina State University

Deborah Engle, EdD, Duke University, Duke University School of Medicine

**Abstract:** Despite the widespread employment of part-time faculty in community colleges, there is little known about the commitment levels of these faculty, or how it compares to their full-time counterparts. The purpose of this study was to determine if the levels of affective, continuance, and normative commitment for full-time faculty differed significantly from part-time faculty in North Carolina community colleges? Analysis of variance (ANOVA), found that mean scores of affective, and normative commitment were significantly higher for full-time faculty than part-time faculty.

### **Leadership of Adult Education and Family Literacy Organizations in an Era of Diminishing Resources**

Merlissa C. Alfred & Mary V. Alfred, Texas A&M University

**Abstract:** Adult education and family literacy providers must increasingly operate with diminishing resources. This research study explored how program and organization leadership navigated these environmental changes in an effort to continue meeting the needs of adults and families.

### **Developmental and Adult Basic Education Motivation and Optimism/Helplessness Model**

Valerie K. Ambrose, University of Tennessee, Knoxville

**Abstract:** Students in Developmental and Adult Basic Education often have very specific motivational needs; however, there is no model of motivation that describes these students' experiences. This model synthesizes motivation research on those populations as well as motivational theories and models from psychology (including K-12 educational psychology).

### **Is National Identity Learned? The Case of Turkish-Cypriot Young Adults in Cyprus**

Christos Anagiotos, Pennsylvania State University

**Abstract:** Greek-Cypriots and Turkish-Cypriots lived apart from 1974 until 2003 as a result of nationalist conflict on the island. This phenomenological study aims to describe how Turkish-Cypriot young adults (born after 1974) learn their national identity by examining how their lived experiences have influenced this learning.

### **Evidence in Practice: A Study of “Evidence-Based” Non-Formal Education**

Thomas Archibald, Virginia Tech

**Abstract:** Non-formal education programs are under increasing pressure to be “evidence-based,” where evidence derived from randomized controlled trials is seen as the most credible type of evidence—the “gold standard.” This qualitative study explores the politics of evidence enacted in the practices of the “evidence-based” education movement, focusing on three cases.

### **“It Made Me a More Self-Directed Learner”: The Non-Formal, Informal and Transformative Learning of People Living with HIV/AIDS**

Lisa M. Baumgartner, Texas A&M University

**Abstract:** The nature of learning for those living with HIV/AIDS was explored. Learning occurred in non-formal settings. Informal learning occurred including self-directed, incidental and tacit learning. Prior learning affected current learning. The transformative learning that happened confirmed previous studies’ findings. Findings have implications for HIV/AIDS educators.

### **Framing Adult Learners: From Heroic Victim to Capable Comrade**

Alisa Belzer & Amy Pickard, Rutgers University

**Abstract:** This qualitative research synthesis of portrayals of adult literacy learners identified five types of “characters” that can have a powerful impact on how the “action” of practice, policy, and research are shaped.

### **Healed Femurs and Artistic Toeholds: Making the Case for “Re-Gifting” Learners’ Educational Confessions**

Susan Birden, Ph.D., SUNY – Buffalo State

**Abstract:** Widely accepted adult education methods often lead learners into confessional rituals. While confession is sometimes considered to be “good for the soul,” Michel Foucault’s (1990) deconstruction of confession in *The History of Sexuality* argues that confession is dangerous and that Western assumptions about the curative and liberatory effects of confession are erroneous. In this paper I uncover flaws in Foucault’s assumptions and contend that his claims cannot be applied universally. Then, utilizing Lewis Hyde’s (1983) definition of gift exchange, I theorize a “re-gifting” approach for adult educators to use when confronted with learners’ confessions. This theoretical project’s approach transforms the confessional rite into gateways for collaborative inquiry, rhetorical agency, artistic self-creation, and healing.

### **The Social Construction of Threats: The Iran Nuclear Crisis as a Textbook Example for Jack Mezirow’s Transformative Learning Theory**

Dr. Andreas Bock, M.A. & Saskia Eschenbacher, B.A., University of Augsburg

**Abstract:** Perception matters for research and analysis because the image of a state (non-state actor) as aggressive and the perceptions of its intentions as aggressive are mutually reinforcing. We will use an interdisciplinary perspective combining political science and adult education research, which we believe has the potential for further policy advice.

### **What’s for Dinner? How Factors that Potentially Influence Self-Efficacy Affect the Dietary Habits of Low-Income African American Mothers**

Nozella L. Brown, Kansas State University

**Abstract:** This multi-site qualitative bounded case study explored factors that affected the dietary habits of low-income African American mothers. Using the theoretical framework of social cognitive theory and critical race theory, the findings captured the behavioral, personal, and environmental factors 15 mothers perceived as influencing their dietary habits.

### **Reflections on the Spirituality of Three Black Gay Men**

Lawrence O. Bryant, Georgia State University

E. Paulette Isaac-Savage, University of Missouri-St. Louis

Lorenzo Bowman, Devry University

**Abstract:** Spirituality is important in the lives of African Americans. Not surprising then, it is significant for Black gay men, as members of the African American community. In this paper we discuss five themes that emerged from an analysis of three autoethnographies.

### **Learning in Collective Impact Processes: Complexity and Change**

Margaret L. Cain and Stephanie Rokich, Westminster College and United Way of Salt Lake

**Abstract:** This study explored the learning among participants in collective impact community efforts to address social issues. Research focused on the process of learning as co-emergence and the ways in which learning affected participants' understandings of root causes of and systems involved in the social issues.

### **Show Me the Value of the Training: Continuing Education for Survival**

Ruby Cain, Ball State University, Muncie, Indiana

### **1964-2014: Re-imagining the Afri-Caribbean Diaspora: Conversations on the role of place in knowledge construction for Trinbagonians to Brooklyn, New York**

Kimeka Campbell, The Pennsylvania State University

**Abstract:** This paper uses cultural historical activity theory to examine interview and graphic information systems (GIS) data to discuss the role of place in translocal experiences among Trinbagonian migrants in Brooklyn, New York. Migrants largely depend on the knowledge traditions and cultural significance of traditional activities borne out of cultural historical struggle in Trinidad and Tobago. Migrants preserve culture and learn to navigate and remake place in translocal movement to Brooklyn New York through cultural historical underpinnings.

### **Community as an Open Site of Adult Education**

Bo Chang, Ball State University, USA

**Abstract:** The author analyzed the functions of social units, how adult education serves community, and how non-adult education organizations in community can become adult education sites and provide adult educational services to community. The author argues that community is an open site for adult education; analyzing how adult education serves community and how non-adult education organizations interrelate to adult education will help us locate the adult education opportunities in community and fully integrate the learning resources in community into adult education activities.

### **Pathways to the Professoriate: Women Midlife Career Changers: A Literature Review of Prior Career Experts to New Career Novices**

Catherine A. Cherrstrom, Texas A&M University

**Abstract:** The purpose of the study is to investigate the career transitions and strategies of women midlife career changers to the professoriate. As part of the study, the purpose of this paper is to discuss a completed literature review of adult transitions from prior career expert to new career novice.

### **Perspectives of Faculty on Student Evaluations of Teaching at an Anglophone Caribbean University**

Mervin E. Chisholm, Centre for Excellence in Teaching and Learning, The University of the West Indies, Mona Campus. Mona, Kingston 7, Jamaica

### **Adult Education for Health and Wellness: A ‘State of the Field’ Review of Emergent North American Literature**

Maureen Coady St. Francis Xavier University, Nova Scotia, Canada

**Abstract:** Learning about health takes place in a variety of ways over the course of one’s lifetime; adult education can play a key role in enabling individuals, communities, and societies to maintain and improve their health. This paper focuses on emergent research in adult education related to health and wellness.

### **Envisioning an Ecojustice Adult Education**

Audrey M. Dentith, PhD, Lesley University

**Abstract:** This paper outlines an ecojustice adult education and distinguishes it from adult environmental education. The ecological crisis is described and a call is made for adult educators to take the initiative to teach and learn about the ecological crisis. Adult education is perfectly poised to confront these issues yet little effort has been made in the field. Adult educators might envision ecojustice education within a larger social justice effort.

### **Mexican American Adults in Higher Education: A Qualitative Study**

Janet Ann DeRosa, Pennsylvania State University – Harrisburg

**Abstract:** This study explored the experiences of Mexican Americans who completed a bachelor degree as adult learners. With the primary focus on Mexican Americans’ bicultural experiences, the study’s findings point to the significance of the process in becoming bicultural and how that process influences college degree attainment.

### **The Clown, the Criminal, and the Dummy: Alternate Interpretations of Oppositional Behaviors**

Brendaly Drayton, Pennsylvania State University

**Abstract:** Drawing upon the narratives of three African American men who dropped out of school, the paper proposes that oppositional behaviors may be underpinned by self-protective strategies based upon perceived available options and that commonly held stereotypes can lead to the misinterpretation of actions.

### **Teaching Presence: Co-Creating a Multi-National Online Learning Community in an Asynchronous Classroom**

Leanne M. Dzubinski, Ph.D., Biola University

**Abstract:** Effective teaching presence in a multi-national online class involves building student confidence, affirming student voice, and the strategic use of groups. Effective instructor techniques include setting up the class, having ongoing public and private interaction with students, giving effective feedback, and valuing cultural differences.

### **Exploring Artistic Practice in Global Communities of the African Diaspora**

Dr. Auburn E. Ellis, National Louis University

**Abstract:** There are many contemporary issues to address in adult education. This paper explores art-based strategies and the utilization of creativity to expand learning for global communities of the African Diaspora. Benefits of culturally grounded approaches to education are discussed from Asia and the U.S. Fieldwork images can be viewed at [auburnaesthetic.com](http://auburnaesthetic.com).

### **Harriet Rouillard: “The Stamp of Its Editor” on the CAAE’s *Food for Thought***

Leona M. English, St. Francis Xavier University, Nova Scotia

**Abstract:** This paper presents the results of an archival study of Harriet Rouillard, editor of the Canadian Association for Adult Education’s journal, *Food for Thought*, between 1947 and 1953. Rouillard’s background, education, and contributions to the association in its early years are discussed.

**Culturally Relevant Programming in Action: A Case Study of a Marriage Education Program for African American Couples**

Patricia L. Erwin, Morehead State University

**Abstract:** The purpose of this study was to understand how a preventive intervention, specifically a marriage education program, was designed to meet the needs of African American couples.

**Transformative Learning Theory and the Missing Focus: How to enable Perspective Transformation through Communication**

Saskia Eschenbacher, B.A., University of Augsburg

**Abstract:** This approach focuses on the question how to challenge the learners' intrapersonal communication within his/her taken-for-granted worldview through (interpersonal) communication. This means not to focus solely on the question how learning leads to change, but also on how the adult educator is able to initiate and catalyze changes through communication.

**Cross Cultural Learning at a Crossroad: Making a Difference in Intercultural Adult Education in Sub-Saharan Africa**

Tangyie Evani, C.A., University of Dschang, Institute of Technology -Bandjoun – Cameroon

Beatrice Kom, West Regional Delegation for Agronomic Research– Cameroon

Edmond Biloa, University of Yaounde 1, Yaounde – Cameroon

Sonny Roland Balinga, University of Dschang, Institute of Technology, Bandjoun – Cameroon

**Abstract:** Approaches in achieving and implementing a shared vision for adult education concept applicable to Sub-Saharan African contexts are almost nonexistent when it concerns strategies conceived within the global context. This situation has limited the understanding of complex efforts on building sustainable development oriented educational mechanisms that will lead to more effective and adequate contextual results in African states south of the Sahara.

**Impact of Combat Experiences on Veteran Students in Adult Learning Environments: Two Research Perspectives**

Dr. Sarah Jane Fishback, Kansas State University

Dr. Kevin P. Shea & Dr. Maria L. Clark, U.S. Army Command and General Staff College

**Abstract:** Multiple combat tours have impacts on combat veteran students performance in the adult education classroom. This paper reports the results from research that details challenges such students face.

**Adult Education in Correctional Settings: A Critical Literature Review**

Shannon Frey, The Pennsylvania State University

**Abstract:** This paper reviews literature relating to correctional education in five adult education journals and examines trends in adult education revealed through the analysis. Through exploration of these trends, adult educators can begin to address the motivation for offering these types of education and who it is intended to benefit.

**Nonformal Agricultural Education Reform in Uganda: The Impact on Extension Workers**

Esbern Friis-Hansen, Danish Institute for International Studies, Denmark

Edward Taylor, Penn State University—Harrisburg

Deborah Duveskog, Food and Agricultural Organization, Nairobi

**Abstract:** The purpose of this study was to explore the impact of agricultural extension nonformal education reforms (1998-2013) in Uganda among extension workers, who were required them to change from a top-down to more participatory educational approach with farmers.

### **Arts as a Catalyst for Adult Learning**

Raimundo Gaby, Welton Kwong, Elizabeth Rosini, & Ramone Segree  
Teachers College, Columbia University

**Abstract:** Using collaborative inquiry, the researchers wished to explore the relationship between art and learning. Themes of individual and collective learning emerged. In general, the arts provide a useful tool for provoking reflective dialog and a platform for viewing and assuming different perspectives.

### **Multi-Sector Collaboration for Capacity Building in Developing Countries: A Context for Theorizing Transformative Learning at a Systems Level**

Lucas Hill, John Bonnell, John Dirx, & Tom Smith, Michigan State University

**Abstract:** Multi-sector collaboration (MSC) offers a means to transform agricultural education and training (AET) capacity in developing countries. Drawing upon transformative learning theory and adult education concepts, this paper describes a theoretical lens to understand and advance adult learning through MSC to produce a more coordinated and sustainable workforce.

### **Unsung Heroines: Early Women Contributors to Adult Education**

Susan Imel, The Ohio State University (Retired)  
Gretchen Bersch, University of Alaska-Anchorage

**Abstract:** The lives of 26 women, who contributed to adult education sometime during the period 1925 to 1950, were analyzed for common themes. Themes included the role of the Carnegie Foundation, leadership, advocacy, and discussion-based adult education.

### **Weaving Quilts: Remaking and Reimagining Women's Spaces and Places in Adult Literacy**

Jaye Jones, Ph.D, Adult Learning Center, Institute for Literacy Studies, Lehman College – CUNY  
Dianne Ramdeholl, Ed.D, Master of Arts in Adult Learning, Empire State College – SUNY

**Abstract:** In this paper two adult literacy educators critically reflect on the two programs upon which their dissertations were based. Utilizing the words of female students, they offer reflections on adult literacy pedagogical practices from a gendered, social justice perspective. Recommendations for creating more democratic adult education learning communities are also outlined.

### **A Critical Analysis of Structural Contradictions in Open and Distance Higher Education Using Cultural-Historical Activity Theory**

K. P. Joo, The Pennsylvania State University

**Abstract:** Drawing upon cultural-historical activity theory, this research analyzed the structural contradictions existing in a variety of educational activities among a group of alienated adult students in open and distance higher education.

### **Professional Care Workers' Patterns of Occupational-Biographical Learning**

Anna-Maria Kamin, University of Paderborn, Germany

**Abstract:** This contribution explores the ways in which employees in medical and health care practice professionally relevant learning and what kind of significance digital media receive in this context. Therefore qualitative interviews with employees in various fields of medical and health care were analyzed and three characteristic occupational-biographical patterns of learning were carved out.

**Do I Really Know You? Do You Really Know Me? And, How Important Is It that We Do? Relationship and Empathy in Differing Learning Contexts**

Elizabeth Kasl, Independent Scholar

Lyle Yorks, Teachers College, Columbia University, New York City

**Abstract:** Pedagogical strategies that promote empathy foster learning by supporting meaningful dialogue. Aware that these strategies create risks as well as benefits, educators can make judgments about their potential value by examining relational power, positionality and emotional valence.

**Marriage-Immigrant Filipina Wives' Acculturation and Learning Experiences in South Korea**

Jihyun Kim, The University of Georgia

**Abstract:** This paper discussed findings from a qualitative study based on interviews with 20 Filipinas who married a Korean husband and investigated their acculturation process of living in Korea. One strong theme presented in this paper was that marriage-immigrant women accepted the traditional oppressed position of daughter-in-law in traditional Korean patriarchy family model as genuine Korean culture.

**Critical Review of Credit Bank System in South Korea: A New Mediator for Lifelong Learning?**

Junghwan Kim, Hyewon Park, In Tak Kwon, and Pyeong Su Yu, The Pennsylvania State University, Chonbuk National University, Jeonju University

**Abstract:** This study critically analyzes Credit Bank System (CBS) as an emerging open higher education system in South Korea by using critical theory. Specifically, it examines the meaning of CBS degree in Korean credentialism circumstances and reflects CBS meeting needs rationale assumption. Based on the findings, conclusions and implications are discussed.

**The Role of Adult Education in the Process of Rethinking the Past and its Impact on Democratization. A Case Study in Eastern Europe**

Dr. Tetyana Kloubert, University of Augsburg

**Abstract:** This paper will present the results of a research project that deals with the topic coming to terms with the past as a problem of adult education. This project aims to define and describe dealing with a totalitarian past in educational institutions and its impact on civic education. It concentrates on Poland, Russia and Ukraine.

**Designing for Metaphor in a Study of Adult Educators: An Exploration and Critique of Metaphor Analysis**

Abigail W. Konopasky & Earle Reybold, George Mason University

**Abstract:** The authors argue that designing for metaphors in case study can offer insight into how adult educators view their roles and responsibilities in the classroom. They also critique metaphor analysis, arguing that, like all dialogue with participants, metaphors must also be analyzed within the space of the interview.

**When Teaching is Joyfully Subversive: Toward a Holistic Curriculum for Adult and Higher Education**

Randee Lipson Lawrence, National Louis University

**Abstract:** This paper describes a participatory, inclusive and holistic curriculum model that adheres to the ideals of adult education while meeting institutional requirements.

**Exploring Transformative Relationships in a Virtual Learning Environment**

JungEun Lee & Aliko Nicolaides, University of Georgia

**Abstract:** This study attempts to explore how transformative relationships take shape, and how they are fostered in the context of online learning environments. This knowledge will contribute

to extending current understanding of quality of the relational conditions for cultivating transformative learning.

**Teaching and Learning for Critical Reflection on Diversity: The Need to Go Beyond the Western Perspective in a Doctoral Program in Adult Education**

Maria Liu Wong & Lyle Yorks, Teachers College, Columbia University

**Abstract:** In an increasing inter-connected world, cultural sensitivity and leveraging diversity are critical to leadership practice. This paper examines how a cohort-based adult education doctoral program addressed diversity in teaching and learning. Including non-Western perspectives on adult learning and providing space for critical reflection equip students in a 'global educator narrative.

**Building Pathways for Future Learning with Japanese Lesson Study**

Dr. Crystal Corle Loose, Pennsylvania State University

**Abstract:** The purpose of this paper is to report on an qualitative action research study that was conducted in an elementary school in order to examine teacher perceptions of Japanese Lesson Study as a method of professional development.

**Me, Myself, and I: On the Role of Self-Reflection in Adult Education**

Henriette Lundgren, University of Hamburg, Germany

**Abstract:** This study builds on contemporary adult learning theories that deal with reflexivity and the construction of self, and its purpose is to explore in an empirical research setting how self-reflection is depicted in three dimensions – cognitively, emotionally, and socially – by participants of workplace training workshops.

**A New Model for Adult Literacy Education: Technology-Based Concept Mapping in GED Preparation**

Larry G. Martin, University of Wisconsin-Milwaukee

**Abstract:** This paper explores the potential for the effective integration of concept mapping into the teaching of GED preparation programs in ways that benefit the academic achievement of learners through the implementation of a New Model of literacy education.

**A Fresh Look at Adult Skills in the U.S. and Around the World: Key findings from the Program for International Assessment of Adult Competencies**

Saida Mamedova

**Abstract:** This presentation will provide findings from the Program for International Assessment of Adult Competencies (PIAAC) 2012 study on the distribution of skill proficiencies in the United States as they compare to other participating nations. It aims to provide a deeper look at national distributions of literacy and numeracy skills by highlighting the outcomes of sub-groups that have historically seen unequal educational outcomes. The research questions include patterns in skill proficiencies across gender and race/ethnicity lines, as well as comparing younger and older, employed and unemployed, and native and non-native U.S. adults. The presentation will also provide information on the literacy, numeracy, and computer-based problem solving skill gaps in adults by educational attainment and their informal or workplace training patterns. Some of the categories will be compared to other PIAAC participating countries for international context.

### **Identifying and Understanding Cultural Differences in the Online Classroom**

Dr. Karen L. Milheim, Walden University

Dr. Christy B. Fraenza, Penn State Altoona

**Abstract:** The purpose of this study is to examine how online course instructors identify cultural differences among students in the classroom. In addition, the study explores how knowing students' cultural backgrounds and cultural norms can prepare instructors to facilitate among varied learning styles, values, and perceptions within a course. The findings lead to a better understanding of how instructors in online course settings can better identify and attend to the learning styles and needs of students in light of cultural differences.

### **Autoethnography as a Way to Foster Critical Thinking Skills for Academicians in Adult and Higher Education: A Queer (Asian) Crit Perspective and Example**

Mitsunori Misawa, Ph.D., The University of Memphis

**Abstract:** This paper will focus on how autoethnography helps adult educator foster critical thinking skills in adult and higher education and will address the following areas: autoethnography, critical thinking, and examples of the autoethnographic teaching methodology. This paper will conclude with some discussion and implications for implementing autoethnography in teaching adults.

### **“Faculty Professional Development – A Virtual Reality?” A Critical Literature Review of Online Communities of Practice in Post-Secondary Settings**

Kayon K. Murray-Johnson, Texas State University

**Abstract:** This literature review explores how online communities of practice have served to influence faculty professional practice in diverse settings. Findings indicate that though online CoPs had positive influences including clarity of professional identity, increased reflection and diversified skills, challenges existed that could impede the process. Implications for adult education are also discussed.

### **Learning by Adoption: The International Adoption Experience of Canadian and Dutch Adoptive Parents of Children from the United States**

Dana Naughton, Pennsylvania State University

**Abstract:** This paper explores the international adoption experience of Dutch and Canadian adopters of U.S. born children through the lens of adult learning, adult education and lifelong learning.

### **An Emerging Model for Transformative Learning**

Norma Nerstrom, Harper College, Illinois, USA

**Abstract:** The Nerstrom Transformative Learning Model (Figure 1) emerged from a 2013 qualitative study of adult educators' transformations sparked by graduate programs in adult education. This narrative reviews salient points of the study, demonstrates the use of the model, and presents a visual construction of transformative learning.

### **Teachers' Perceptions of Inclusive Education and its Implication for Adult Education in the Bahamas**

Norrisa Newton, M.Sc., Janelle Cambridge, M.Sc., & Yvonne Hunter-Johnson, PhD, The College of the Bahamas

**Abstract:** Despite the paradigm shift globally regarding the adoption of inclusive education, teachers still have varying preconceive misconceptions about its successful implementation and practices in the general education classroom. This study focused on teachers' perception of adapting inclusive education policies and procedures in the Bahamas and its implication for adult education.

**Learning from Practice Stories & Reflective Practice: A Narrative Analysis of Community-based Activism by Community Food System Practitioners**

Kim L. Niewolny & Phil D'Adamo-Damery, Virginia Tech

**Abstract:** Using narrative inquiry, this paper exemplifies the creation of practice stories, and the reflective practice that is embedded, that gives meaning to the place-based activism of community food system practitioners as a legitimate form of adult education. Implications for understanding and navigating ontological politics in practice are shared.

**Dreams Deferred: The Impact of Sexual Assault during Adolescence on the Educational Outcomes and Life Choices of Women**

Andrea B. Nikischer, SUNY Buffalo State College, USA

**Abstract:** This paper explores the impact of sexual assault on the educational outcomes and life choices of women. Findings indicate that sexual assault during adolescence negatively impacts movement through the life pipeline in adulthood. Best practices for addressing sexual violence in adult education are discussed, and recommendations for future research are offered.

**The Academic Language Development Program: A Capacity-building Approach to Supporting Secondary Teachers of English Learners**

Dr. Susan O'Hara, University of California, Davis

Dr. Robert Pritchard, Sacramento State University

Dr. Jeff Zwiers, Stanford University

**Abstract:** This study reports the results of the first phase of a multiyear project designed to develop a capacity-building, professional development model for teachers of English learners. Preliminary analyses show that teacher knowledge and use of appropriate instructional approaches improved, but challenges that still need to be addressed were identified.

**Utilisation of Media Technologies for Distance and Lifelong Education in Africa**

Chris Olusola Omoregie, PhD, University of Ibadan, Ibadan, Nigeria

**Abstract:** Media technologies of television, radio, computer and internet offer flexible and formidable facilities for open distance education and lifelong education for Africa. Yet benefits of these media in attaining goals of distance and lifelong education face challenges of policy issues and organisation.

**Grounded (Re-)Construction of the Self-Reflection Core Competence from Statements of Adult Education Professionals**

Dr. Anita Pachner, Technical University of Kaiserslautern, Germany

**Abstract:** This article discusses the significance that is assigned to the core competence of self-reflection by adult education professionals. Therefore, a conceptual classification in connection with the research design and initial results of an empirical study will be introduced with the intention of providing a grounded (re-)construction of the self-reflection competence.

**Personal Skills and Personality Development in Project Management Training: As they apply to Germany**

Beatrix Palt, FOM Hochschule für Oekonomie & Management University of Applied Sciences for Economics and Management

**Abstract:** The discourse on the requirements for project managers is analyzed from the perspective of personality research and some implications for evolving a theory for developing project managers' personality and for project management training are discussed.

### **Identity Formation among North Korean Defectors in South Korea: Implications from a Socio-Cultural Learning Theoretical Lens**

Hyewon Park & Junghwan Kim, The Pennsylvania State University

**Abstract:** This paper aims to analyze the present situation of North Korean Defectors (NKDs)' adaptation in South Korea from the relationship between social adjustment and identity construction. By using a socio-cultural learning theoretical lens, it reveals structural barriers and tacit differentiations to hinder NKDs' participation and to disturb their identity formation.

### **The Role of Information Communication Technologies in Adult Education Theory Building**

Dr. Judith Parker, Teachers College/Columbia University

**Abstract:** The role of information communication technology in the development of the field of adult education will be explored. The changing image of the field will be presented and suggest how today's Web 2.0 technology can enhance theory building and enrich the future of the profession.

### **The Short Shrift? Policy Implications for Low-Scoring African American Students in Pennsylvania Adult Education Programs**

Amy Pickard, Rutgers University

**Abstract:** This paper presents findings from a critical analysis of Pennsylvania adult literacy policy and program participation rates by race and educational functioning level to address the question of the provision of equitable educational services to African American participants assessed as reading at a 5th grade level equivalent and below.

### **Lives Behind the Faces: Perceived Influence of Families on Female Adult Learners**

Paula Plageman, Pennsylvania State University, Berks Campus

**Abstract:** This qualitative study explored how the perceived influence of members of both the family of origin and current family impacted adult female's educational experiences. Findings suggest that family of origin significantly impacted attendance as traditionally aged students while supportive current family members enhanced persistence.

### **The Religious Formation of Graduate Ministry Students in an Online Wisdom Community**

Michael Porterfield, Ph.D., University of Missouri-St. Louis

**Abstract:** This paper explores the formation of online wisdom communities and the experiences of doctoral students studying preaching within a hybrid theological preaching program. This study highlights how instructors can enhance the physicality in the online community experience, helping adult learners feel connected and thus have a high level of learning.

### **Garrison's Self-Directed Learning Model: A Qualitative Study With Nascent Entrepreneurs**

Ernie Post, Kutztown University

**Abstract:** The qualitative phase of this study found four major themes influencing nascent entrepreneurial learning and attrition in a short-term formal learning program: 1) the entrepreneurs' motivation, 2) the entrepreneurs' affective experiences, 3) the entrepreneurs' obstacles contributing to attrition, and 4) the entrepreneurs' perceptions about the contextual congruency.

### **"A GROUP OF ME'S": Learning Through Group Process for People Living with Multiple Sclerosis**

Katharine Preissner, University of Illinois at Chicago

Lisa M. Baumgartner, Texas A&M University

**Abstract:** The purpose of this study was to understand the learning process that took place during a group program for people with fatigue from multiple sclerosis (MS). Group process,

acceptance, and self-compassion supported learning. Several types of learning were present. Findings have implications for health educators of people with chronic illness.

### **Transforming Compassion: Examining the Development of Compassion in Nursing Who Become Patients**

Carrie L. Pucino, York College of Pennsylvania

**Abstract:** The purpose of the study was to examine how nurses develop greater compassion in their professional practice, and examine the role of empathy in this process. Nurses report that empathy is an essential component of developing compassion. Experiences, compassionate role modeling, and self-reflection also contribute to the development of compassion.

### **Indonesian *Pesantren* and Community Social Change: Moderate Islam's Use of Media and Technology for Nonformal, Community-Based Education**

Jeffrey A. Ritchey & Nurhaya Muchtar, Indiana University of Pennsylvania, USA

**Abstract:** This study extends previous research, attempting to better understand *pesantren* (Indonesian, Islamic boarding schools) by examining factors facilitating the adoption and application of new media and technology in their broader, community-based educational initiatives.

### **Patients' Mental Models and Adherence to Outpatient Physical Therapy Home Exercise Programs**

Jon J. Rizzo & Alexandra Bell, University of Connecticut

**Abstract:** This qualitative study identified aspects of patients' mental models that relate to adherence to physical therapy home exercise programs. The findings may guide clinicians in designing interventions that effectively promote adherence to home exercise programs, improving patient outcomes and reducing personal and societal costs of musculoskeletal disease.

### **Entrepreneurial Learning and Innovation: Preliminary Findings from a Validation Study of Assessment Instrument**

Stacey Robbins, Teachers College, Columbia University

**Abstract:** While interest in entrepreneurship and entrepreneurship education grows, how to develop and support entrepreneurs remains poorly understood (Heinonen & Akola, 2007). This paper explores core capacities for entrepreneurial learning and innovation through a literature review and initial validation of measures tapping behaviors and attitudes via a survey instrument.

### **Making a Choice? Vocational Training and Decision-Making for the Undereducated and the Unemployed in Germany and the United States**

Amy D. Rose, Northern Illinois University

Marion Fleige, German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE)

**Abstract:** This paper compares the German and U.S. systems of career decision-making and re-training for the unemployed. Findings indicate similar issues in terms of pedagogy and the emphasis on development of systems, but differences in organizational specifics and the factors deemed to be important.

### **C.A.R.I.N.G.: A Conceptual Model for Promoting Student Well-Being**

Jeffrey A. Russell & Kellee R. Vess, University of Tennessee- Knoxville, USA

**Abstract:** From our own experiences as educators, we found that many college students seemed overwhelmed and stressed from a myriad of academic and personal responsibilities. The C.A.R.I.N.G. model provides a new lens for promoting student well-being through the utilization of adult learning principles.

### **Responding to Quiet Students: Implications for Educators and Advisors**

Lisa A. Ruth-Sahd, RN, DEd, MSN, CEN, CCRN, York College of Pennsylvania & Lancaster General Hospital

**Abstract:** Quiet students seldom speak in class and rarely approach the instructor. Educators may find such students perplexing because it is difficult to discern if they are fostering such students' learning. This paper compares and contrasts introversion and shyness, explores ways in which quiet tendencies influence students' learning, and lastly, presents implications for teachers and advisors.

### **Understanding a Dialectical Materialist CHAT Perspective on Social Movement Learning**

Peter H. Sawchuk, Ontario Institute for Studies in Education, University of Toronto, Canada

**Abstract:** This paper addresses adult social movement learning (SML) dynamics. Drawing on a specific dialectical materialist variation of a socio-cultural learning theory called Cultural Historical Activity Theory (CHAT) I explore findings from a large-scale research project in Toronto (Canada) called the Anti-Poverty Community Organizing and Learning (APCOL). I offer some preliminary evidence for the importance of something referred to as "object-work/skill" for discerning differences in anti-poverty activist learning lives.

### **Development of Peer Educators within Paraprofessional Community-Based Adult Education Models: An Experiential Learning Perspective**

Megan M. Seibel & Rick D. Rudd, Virginia Tech

**Abstract:** research project of community-based nutrition education explored the conceptual and practical role of *experience* in paraprofessional educator models and focused on the situated, contextual experiences of paraprofessionals in the communities where they work and live as unique, challenging, and potentially positive for learning outcomes.

### **Institutional Ethnography, Adult Education and Program Planning: A Contribution to Critical Research**

Shivaani A. Selvaraj, Pennsylvania State University, U.S.A.

**Abstract:** Many adult educators approach education as a vehicle for social change in a politically contested environment. In this paper, I introduce institutional ethnography's analytic contribution to critical research in program planning, particularly in expanding our understanding of the mechanisms of power that operate in educational programs.

### **Adults Learning about Shale Gas Development: Information Sharing, Community Engagement, and Critical Science Literacy**

Colleen Shaughnessy, Esther Prins, and Margaret Hopkins, The Pennsylvania State University

**Abstract:** This paper examines how rural adults in a non-formal education class on Marcellus Shale gas development developed and applied critical science literacy. Through expanding their scientific knowledge, adults shifted how they learned about and shared information with others, their relationship with science, and their self-perceptions as scientifically knowledgeable citizens.

### **Transactional Distance in MOOCs: A Critical Analysis of Dialogue, Structure, and Learner Autonomy**

Rick Shearer, Andrea Gregg, K. P. Joo, and Kimberly Graham, The Pennsylvania State University

**Abstract:** Drawing upon a content analysis of students' postings on CourseTalk.org, this study presents preliminary findings of analyzing transactional distance in xMOOCs in order to elucidate the educational exchange facilitated or restricted with reference to the three variables of transactional distance theory.

**Critical Pedagogy, Discourse Tensions, and the Basic Writing Classroom: A Critical Action Research Study**

Alfred A.Z. Siha, Harrisburg Area Community College

**Abstract:** This paper discusses a critical action research study in a basic writing classroom, which made use of critical pedagogy as its theoretical framework, as it relates to one of the findings in relation to fostering writing competency and critical consciousness.

**An Adult Cohort Success Model Proposal: From Crying Shame Governance toward Collaborative Community**

Soni Simpson, Elmhurst College

Wendy Yanow, DePaul University

Tania Giordani, College of Lake County

**Abstract:** This exploratory study compares governance efficacy in two adult graduate program cohorts to understand whether the introduction of skill development within the curriculum might be beneficial in learning to manage shared governance. A *Cohort Governance Curriculum Model* is introduced.

**Teaching Simulation Literacy in Adult Healthcare Education: A Qualitative Action Research Study**

Elizabeth Sinz, Sally Rudy, Margaret Wojnar, and Tammi Bortner, Penn State Hershey Clinical Simulation Center

**Abstract:** Teaching and learning with simulation is an increasingly important strategy of adult education in healthcare. This paper discusses the process and results of an action research study on developing a simulation instructor program where experiential learning was not only the topic, but the tool by which the learners received instruction.

**Reconnecting with Your Passion: Story and Professional Nursing**

Melissa J. Snyder, The Pennsylvania State University – Harrisburg

**Abstract:** This action research study examines how nurses engage in a professional development program that draws on reading and creative narrative writing strategies focused upon professional values and ideals.

**Becoming Systems Thinkers: Increasing Social Capital Through Network Weak Links**

Ann L. Swartz, Penn State Harrisburg

**Abstract:** The purpose of this study was to describe the emerging patterns of connection between students and complexity science concepts as learning occurred.

**Literacy, Learning and ‘Participatory Parity’**

Lyn Tett, University of Huddersfield, UK

**Abstract:** This paper investigates if participation in literacy programs contributes to alleviating social injustice using the lens of ‘participatory parity’ (Fraser, 2008). It argues that using this lens enables a focus on how social structures operate to deny social justice to some and so challenges an individual deficit approach to learners.

**Asian Immigrant Women and Their Informal Work in Canada: The Process of Change**

Agnes S Thomas, University of Toronto

**Abstract:** Highly educated immigrant women from Asia choosing to work for cash in Canada is an indicator of the fact that their employment and economic outcomes are not positive. Drawing from the empirical study, this paper discusses the reasons for work choices and outcomes of this work on immigrant women.

### **The Ethics of Unlocking a Billion More Brains**

Melody M. Thompson & Jinjie Wang, The Pennsylvania State University

**Abstract:** Online programs that engage a global audience are often promoted as “democratizing” education worldwide. However, the ethics of expecting students globally to conform to Western academic values and processes is largely ignored. Until programs are designed and delivered with cultural intelligence and humility, their full value will be compromised.

### **A Case Study of Female Adult Learners in Community Colleges: Understanding Multiple Role Navigation**

Dr. Tara L. Thompson, Johnston Community College

Dr. Susan J. Barcinas, North Carolina State University

**Abstract:** This qualitative case study focused upon better understanding and analyzing how female mothers and adult learners in community colleges perceived and navigated multiple roles.

### **Adult Education Faculty and Programs in North America: Faculty Background, Work, and Satisfaction**

Elizabeth J. Tisdell, Robin Redmon Wright, Edward W. Taylor, Perdeta L. Bush, Anne Greenawalt, Penn State University—Harrisburg

**Abstract:** Through a textual analysis of websites of Adult Education Graduate Programs and a quantitative survey of North American Adult Education faculty, this study examined: background information about Adult Education faculty and programs; the nature of faculty work interests, motivations and satisfaction; and involvement with the Commission of Professors of Adult Education.

### **“I Know Down to My Ribs”: A Study of the Embodied Adult Learning of Creative Writers**

Jennifer Tobin & Elizabeth J. Tisdell, Penn State University—Harrisburg

**Abstract:** This paper reports a narrative analysis on the embodied learning of creative writers, by providing an extended narrative on the embodied learning of one participant. It is theoretically grounded in Merleau-Ponty’s philosophy of the body, Gendlin’s notion of the “felt sense, and Jordi’s analysis of reflection for integrating mind and body.

### **“You Have to be Proactive with Your Child’s Health”: Learning and Health Literacy among Caregivers of Children with ADHD**

Blaire W. Toso, Esther Prins, Kimeka Campbell, Barbara Schaefer, & Dawn Witherspoon, The Pennsylvania State University

Susan Woodhouse, Lehigh University

**Abstract:** This paper uses focus group data to examine health literacy among 26 low-socioeconomic status, minority caregivers of school-age children with ADHD. To cope with their child’s ADHD symptoms or diagnosis, caregivers used observation, gathered information from multiple sources, and discerned how to obtain services within confusing system healthcare and education systems.

### **Good Intentions Are Not Enough: Uncovering Hegemonic Practice While Trying to Create Change**

Erica Turley, National-Louis University, USA

**Abstract:** This paper presents the findings of a participatory action research project that challenges the idea of what it means to be the difference. The purpose was to identify a shared problem relating to equity and social justice in the workplace and then act to address the problem.

### **How Army Officers Attending the Command and General Staff Officers Course Decide Whether or Not to Pursue a Master's Degree: Factors that Impact Their Decision and Unexpected Themes that Emerged**

Charles D. Vance, U.S. Army Command and General Staff College

**Abstract:** This qualitative case study explored how Army officers attending the Command and General Staff Officers Course (CGSOC) decided whether or not to attend graduate school. CGSC students were interviewed and their own narratives described how they made their decisions.

### **The Journey of a Successful Ex-Offender: A Case Study**

Barbara E. Varner, D.Ed. & Irene C. Baird, D.Ed., Penn State Harrisburg

**Abstract:** Consider that adult education has turned its focus on transformative learning and is considered a framework for both research and practice; the purpose of this study was to explore transformative learning and to consider whether it is applicable and/or relevant to the experiences of a successful ex-offender, Jonathan Queen.

### **Creating a Caring Culture: Exploring the Implications of Gratitude in Adult Education**

Kellee R. Vess & Jeffrey A. Russell, University of Tennessee- Knoxville, USA

**Abstract:** Viewing classrooms as a culture, we sought to determine if gratitude could be a meaningful resource for creating a “caring” culture within the classroom setting. Findings suggest that gratitude promotes prosocial behaviors, builds stronger relationships, and helps to develop a greater sense of well-being (McCullough, Emmons, & Tsang, 2002; Emmons, 2008).

### **How Adult Educators' Positionality Impact the Learners in the Literacy Programs for Foreign Spouses in Taipei County, Taiwan**

Jannette Wei-Ting Wang, University of Tamkang University-Lanyang Campus, TAIWAN

**Abstract:** The purpose of this qualitative study is to critically examine and explore the “positionalities” including the gender, race and class of adult educators who taught the literacy program of foreign spouses in Taiwan. Furthermore, the effect of positionalities such as gender awareness on a teaching environment will also be studied. The first research question is: How do literacy educators of foreign spouses position themselves and how do they position the new immigrant learners? The second question is: How do literacy educators of foreign spouses teach learners to face the negative stereotypes about them in Taiwan's society?

### **What's It Like to Be White?: Understanding the Decision to Learn About Being White**

Marguerite A. Welch, Saint Mary's College of California, USA

**Abstract:** As a dominant social identity, whiteness is often not visible to white people. Developing a nuanced understanding of whiteness, including the systemic nature of white supremacy, is essential for white adult educators who want to create inclusive learning environments.

### **Co-opting Accessibility: A Critical Look at the Discourse of Higher Education Reform**

Richard Wells and Dianne Ramdeholl, Empire State College - New York City

### **Situated Learning and the Development of Relationships: Bridging the Gap between Veterinarians and Researchers**

Tiffany Whitcomb, Penn State Hershey College of Medicine, USA

Edward Taylor, Penn State Harrisburg, USA

**Abstract:** The development of the student teacher relationship has been largely ignored within the tenets of situated learning. Here we report the results of a mixed method study that explored

relationships between researchers and veterinarians in a biomedical techniques training program designed theoretically and practically from the lens of situated learning.

**Looking Back 30 Years: AIDS, San Francisco, and How We Learned There and Then**

Jon Wrigglesworth, Penn State University

**Abstract:** Employing Cultural Historical Activity Theory as a theoretical lens, this study examines the first three years of the AIDS crisis, with the purpose of examining how the San Francisco gay community (SFGC) and the San Francisco medical community (SFMC) entered a cycle of expansive learning while confronting the AIDS crisis.

**Engaging Learners in Critical Analysis Through Concept Maps: From Theory to Practice**

Susan M. Yelich Biniecki, Kansas State University

Simone C. O. Conceição, University of Wisconsin-Milwaukee

**Abstract:** This paper addresses the use of concept maps to engage adult learners in critical analysis. The discussion is situated within four adult learning theories. Examples from different contexts using concept maps and connections between theories, learning process, locus of learning, teacher's role, manifestation in adult education, and activities are presented.

**Phenomenology of Adult Education as an Interdisciplinary Field: Revisiting Sherman Stange**

Jeff Zacharakis, Kansas State University

**Abstract:** The purpose of this paper's theoretical analysis is to reintroduce and explore Stange's phenomenological analysis of adult education, and offers insight to how this field of study can expand its intellectual boundaries to become an interdisciplinary force of learning that permeates all other academic disciplines.

**Crafting Better Futures: An NGO's Educational Programs for Women Artisans in West Africa**

Jill Zarestky, Texas A&M University, USA

**Abstract:** This qualitative case study centered on the educational programs of an international NGO working in West Africa to alleviate poverty and empower local women. Difficulty with cross-cultural communication and a lack of educational expertise diminished an otherwise successful organization's efficacy.

**Adult Education for Critical Consciousness: Luis Camnitzer and His Art as Critical Public Pedagogy**

Ana Zorrilla, Pennsylvania State University--Harrisburg

**Abstract:** Luis Camnitzer's work exemplifies connections between art and adult education for critical consciousness. Critical public pedagogy serves as this study's theoretical framework. Textual analysis of his work and interviews with Camnitzer and others demonstrate his re-presentation of reality, involving audiences as meaning co-creators. Theory, research and practice implications are explored.

## **Roundtable Abstracts**

### **To GT or Not to GT...What's a Girl to Do? A Look into Feminist Grounded Theory**

Geleana Drew Alston, Ph.D., Texas State University

### **The Learning Healthcare System: How an Adult Education Lens Can Be Used to Inform a Paradigm Shift in US Healthcare Landscape**

Lisa Bailey-Davis & Rebecca A. Stametz, Geisinger Health System

**Abstract:** Adult education researchers and practitioners have an unprecedented opportunity to inform and learn with the health care system as it embraces learning as a process to provide the best care at lower cost.

### **Workplace Bullying: Implications for Adult Educators**

Dr. Kathy M. Bonnar, Concordia University, Chicago, IL, USA

Dr. Judy L. Skorek, Adler School of Professional Psychology, Chicago, IL, USA

**Abstract:** Workplace bullying is when one person or a group in a workplace single out another person for unreasonable, embarrassing, and/or intimidating treatment. According to the Workplace Bullying Institute, up to a third of workers may be targets of bullying. Education and awareness are vital to protect all employees.

### **An Exploration of Professional Learning for Chief Diversity Officers in Higher Education**

Robert G. Bryant, Doctoral Student & Dr. Talmadge Guy, The University of Georgia

**Abstract:** The purpose of the study is to understand the process of professional learning of Chief Diversity Officers (CDOs) who work in higher education. Professionals who become CDOs come from a variety of backgrounds and rely on professional experiences, along with “on-the-job” learning rather than pre-service education to navigate the role of a diversity executive. Cervero (2001) stated the importance of continued professional education to continue learning so that individuals develop and enhance their practice. Professional learning is important for diversity executives who are in higher education because there is no pre-service formal education program, and the profession is still developing a common body of knowledge. For this study, professional learning is framed as a combination of continuing professional education, the context of work, and individual experiences. Daley (2000) supports the combination of the three areas to have optimal learning in professions. This roundtable discussion is a discussion about a study conducted to explore the process of professional learning for CDOs working in higher education institutions. At the core of the study is the process of learning as professionals function as a diversity executive.

### **The Developmental Processes of Forgiveness in Adults Learners**

Perdeta L. Bush, Penn State University—Harrisburg

**Abstract:** Models of forgiveness give insight into the development of the adult learner as they make meaning of an offense as well as the value they place on the forgiving process. Two models that explore the processes and establish the conditions in which adults learn to forgive are discussed. Both models allow for the learner to navigate their experience according to their own personal development and the context of the offense.

### **John H. Johnson: A Historical Study on the Re-Education of African Americans in Adult Education Through the Selfethnic Liberatory Nature of Magazines**

Margena A. Christian, National Louis University

**Abstract:** This qualitative study explored the selfethnic liberatory educative nature and goals of John H. Johnson's work between 1942 and 2005 as a pioneering publisher and adult educator. The research

documented the influence his magazines, EBONY and Jet, had as approaches of informal learning to combat the impact of sociocultural, psychological and intellectual racism on African Americans.

### **Mentoring Relationships and Experiences in Online Doctoral Education: Perceptions, Reality, and Action**

Norina L. Columbaro & Catherine A. Hansman, Ed.D, Cleveland State University

**Abstract:** This paper explores research and literature surrounding the existence and nature of mentoring relationships within online doctoral degree programs and how these relationships prepare online doctoral degree graduates for full-time, tenure track employment in higher education institutions.

### **Understanding the Work/Life Balance of Student-Mothers in Online Graduate Programs**

Michelle Covert, The Pennsylvania State University

**Abstract:** This qualitative study presents an overview of the work/life balance of four student-mothers in online graduate programs focusing on issues such as feelings of tiredness, guilt, and being overwhelmed, support from spouses, division of household labor, homework interruptions, and children's well-being.

### **Anti-Poverty, Community Organizing, and Learning in Response to the Mimico Secondary Plan**

Abbe Edelson, Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

Dr. Israt Ahmed, Social Planning Toronto

Dr. Martin Gerwin, Mimico Lakeshore Network (MLN)

**Abstract:** This roundtable will provide an exploratory analysis of the informal and incidental learning gained by participants in and through the process of community-based organizing in Mimico, located within the City of Toronto, Canada. The authors posit that such learning is individual, collective, and intrinsic to the people's participation.

### **Faculty Perspectives: The Diffusion of Competency-Based Education**

Kristi Archuleta Frush, University of Central Oklahoma, USA

**Abstract:** This roundtable is a dialogue of faculty perspectives concerning competency-based education. Adult educators facilitating in graduate programs may want to pay close attention to the transformation across the nation related to degree completion as many of our learners will be at the forefront of addressing these issues and implementing change.

### **Theorizing Radical Practice: Community Arts and Transformative Learning**

Michelle Glowacki-Dudka, Ball State University

Brid Connolly, National University of Ireland – Maynooth

**Abstract:** This roundtable presentation provides an exploration of the role that creative, critical teaching and learning could play in addressing social and personal suffering through reflective practice, expressive ways of knowing and cultural resistance. It will draw on Freirean pedagogy, and feminist, critical and community theory to propose the way ahead.

### **Where Do We Go from Here? The Ebbs and Flows of Professional Adult Education**

Catherine A. Hansman, Cleveland State University

Amy D. Rose, Northern Illinois University

**Abstract:** This paper examines the movement of adult education into the university as an area of study. It also looks at the development of the professoriate and the continual formation and dissolution of programs.

### **Female Veterans Transitioning to Community College: A Case Study**

Chad Hoggan & Lauren Pellegrino, North Carolina State University

**Abstract:** Student veterans cope with a myriad of issues as they transition back into civilian life. Using Schlossberg's "4S" transition model, this roundtable presents findings from a qualitative study involving recent military veterans transitioning into community college.

### **Preparing Students and Faculty to Engage in Interdisciplinary Research: Are We Up to the Challenge?**

Tamera Keiter Humbert, D.Ed., OTR/L

Charla Lorenzen, Ph.D.

**Abstract:** The purpose of this paper is to highlight the strengths and challenges of a small, interdisciplinary research project between a foreign language department and an allied health professional program.

### **The Continued Impact of Institutional Racism of African American Professional in Corporate America; the Need for Intra-racial Mentoring**

Reginald C. Jackson, National-Louis University

**Abstract:** This qualitative case study explored the continued impact of institutional racism on African American men in corporate America, their survival techniques when racist incidents occurred and the role that mentoring played throughout their careers. The study also delved into the role of mentoring: both formal and informal and more importantly, the need for intra-racial mentoring.

### **Examination of Physical Therapists Understanding of Geriatric Patient Advocacy**

Kristen Karnish, PT, MPH, Pennsylvania State University, Harrisburg

**Abstract:** The goal of this study is to examine the attitudes, beliefs and actions of physical therapists regarding advocacy for geriatric patients. Patient advocacy is a multifaceted component of health care embedded in the role of health care practitioners. Mixed methods research will utilize a critical gerontology perspective to explore the complexity of factors involved in geriatric patient advocacy.

### **Arab Americans' Perceptions of Police Post 9/11 in Metropolitan Milwaukee**

Ayman A. Khatib

### **Investigating Adult Education for Immigrants in South Korea**

Jihyun Kim & Thomas Valentine, The University of Georgia

**Abstract:** This session (a) describes current practices in adult education for immigrants in South Korea and (b) seeks to collaboratively develop a research agenda for those interested in investigating the role of adult education research in supporting the individual and societal adaptations necessary for supporting multiculturalism in a society once characterized by homogeneity of cultural and strong social cohesion.

### **A Phenomenological Case Study of Preparedness for Public Interest Lawyers**

Paula E. McBride, University of Georgia

**Abstract:** The literature focusing on reform in legal education has failed to define what "preparedness" for a public interest lawyer means. In order to examine what conditions make a public interest lawyer graduate practice-ready, we must investigate the phenomenon which constitutes preparedness for public interest law.

### **The Role of 'Me' in Method Acting: A Narrative Exploration of the Impact of Acting on Adult Identity**

Ted McCadden, Pennsylvania State University-Harrisburg

**Abstract:** The development of a character in the Method acting tradition is a highly introspective and personal process, and may have significant influence on the actors' processes of development. This narrative study seeks to examine the relationship between character portrayal and adult development, particularly sexual identity development.

### **Perceived Best Practices for Faculty Training in Distance Education**

Michael G. McVey, Pennsylvania State University

**Abstract:** After conducting a literature review of adult student learning styles and teaching method analysis, it became apparent that there was not a significant difference in academic performance for students with differing learning styles whether they attended face-to-face or online classroom environments. What was not clearly indicated though, from the review of the literature, was what were the perceived best practices for online teaching from the perspective of experienced distance educators and whether the *instructors'* perceived learning style was incorporated in training programs to assist faculty to teach online. Thus, the purpose of this qualitative pilot study is to determine the perceived best practices to train faculty to teach in an online environment and how individual instructors' perceived learning styles can be incorporated within best practices to foster competence on an individual instructor level. This study also analyzes faculty resistance to distance education and how transformative learning theory may play a role in overcoming this resistance.

### **Counter Narrative: Dr. Charles S. Johnson's Influence on Myles Horton and Highlander**

Catherine H. Monaghan, Cleveland State University, USA

**Abstract:** This research examines the role of a prominent 20<sup>th</sup> Century sociologist, Dr. Charles S. Johnson on Myles Horton. It uncovers a connection in the field of adult education between the work of Dr. Johnson and Myles Horton. It pays tribute to Dr. Johnson's important influence on the work of Highlander.

### **The Use of Debates in Higher Education Classrooms**

Dr. Michele Mont, Harrisburg University of Science and Technology

**Abstract:** Debating is a well-known pedagogical technique used to encourage discussion, motivate students, and it leads to more meaningful understanding of content. Yet, the only learners who typically participate in debates are those on debate teams (Kennedy, 2007). The challenge for educators is to determine how to use well-known principles of debating to facilitate discussions leading to mutual understanding. Mutual understanding is typically achieved when participants are willing to acknowledge different viewpoints or even adjust their views. This paper will explore some basic principles of debating and examine the benefits of including meaningful, interactive discussions in higher education classrooms.

### **Through the Looking Glass of Digital Storytelling in Adult Education**

Cathy Mullett & Ruby Cain, Ball State University

**Abstract:** Incorporating digital storytelling into online course environment can aid in the development of a productive and engaging community of learning. Adult learning strategies addressed are: Use of stories to illustrate content and highlight key points; "Storying" the curriculum; and making autobiographical connections with the content.

### **Pursuing Lifelong Dreams: Published Novelists Who First Succeed After 40**

Jennifer Murray, Ball State University

### **Legal Content in Adult Education Graduate Curricula: Moving Forward**

Lee Nabb & Daryl Privott, Morehead State University

**Abstract:** This roundtable discusses data gathered and steps currently being taken concerning including legal content in certain adult education graduate programs.

### **Emancipated, Empowered, & Employable: Middle Eastern Women's Transformative Experiential Learning**

Shelbee R. Nguyen, American University in Dubai

**Abstract:** Critical reflection journals were employed to promote thinking about global citizenship and the meaning of social justice for Middle Eastern learners enrolled in a short-term study abroad course.

Analyses of private reflections reveal general cognitive reordering, socially constructed ideals of justice, and themes related to empowerment for Middle Eastern women.

### **The Application of Transformative Learning Theory to Online Teaching**

Glenn A. Palmer & Lorenzo Bowman, DeVry University

### **Breastfeeding as Activism: Moving from Oppression to Emancipation**

Jennifer L. Pemberton, Penn State Harrisburg

**Abstract:** Women have a long history of oppression. Despite making great strides towards equality, some mothers find their experience of breastfeeding oppressive. Mothers who experience oppression related to breastfeeding may become emancipated and engage in breastfeeding activism.

### **Transforming Learners' Engagement: Reflections on a Continuing Medical Education Program**

Richard A. Prayson, Cleveland Clinic, USA

Catherine H. Monaghan, Cleveland State University, USA

**Abstract:** Continuing education at most medical meetings rely heavily on didactic methodologies. Attendees expect this approach in a Continuing Medical Education (CME) program and are surprised when another approach is taken. This roundtable paper briefly examines how adult educators can begin changing the culture of CME for physicians.

### **Teaching Diversity and Social Justice in Adult and Higher Education Contexts**

Delores Rice, PhD, Texas A&M University – Commerce

Petra A Robinson, PhD, Louisiana State University

**Abstract:** This presentation provides a synthesis of research that sought to identify best practices in teaching issues of diversity and social justice. The interactive discussion provides opportunities to share best practices on instructional techniques/ strategies to enhance equity, diversity, inclusion, and social justice in higher education and other adult education settings.

### **Transitional Learning in a Transitional Labor Market**

Ellen Scully-Russ, Ed.D., The George Washington University

**Abstract:** Precarious work traps workers in a cycle of marginalization. Though there is research on how individuals can break this cycle, little is known about how learning can change the conditions of marginalization. This study explores the learning processes that can also improve the conditions of precarious work.

### **Complexity of Culture and Challenges to Learning: A Case Study of Eastern European Perspectives on Learning**

Oleksandra Sehin, Texas State University, USA

**Abstract:** this qualitative pilot study will add to the adult learning and development literature by unfolding the complexities of Eastern European culture and migration, challenges to learning, and the importance of narrative to immigrant adult learning and development.

**SDL and Technology: Implications for Adult Education**

Ramona T. Sharpe & Tamara L. Kelley, Teacher's College, Columbia University

**Abstract:** As SDL is embraced and technology continually advances in organizations, new and improved skills and learning strategies will be required. This session will explore the anticipated change necessary for adult educators and related scholarly practitioners to be able to effectively support the learners in their organizations.

**Making Meaning of the Retirement Portfolio and Its Impact on Learning in the Third Age**

Darcia L. Simpson, Elice E. Rogers, Catherine A. Hansman, & Jonathan E. Messemer,  
Cleveland State University

**Abstract:** This roundtable examines relevant literature concerning the impact of one's retirement portfolio and the economic self-sufficiency essential for learning and living in the Third Age of life. Third Agers are conceptualized as active retirement aged individuals, in good health with possibly 20+ years of life ahead of them.

**Probing the Facilitation of International (Chinese) Adult Students' Multi-fold Transformation: A Qualitative Approach**

Fujuan Tan, Morehead State University

**Abstract:** This paper uses in-depth interviews to investigate the important role of instructors in the process of multi-fold transformation for international Chinese students who come to study in the U.S.

**Socialization and Learning of Foreign Adult Learners: Challenges and Needs**

Tereza Cristina C. Valverde, Texas State University

**Abstract:** Adult foreign learners in higher education face challenges to integrate into the academic community. Strategies such as engaging in mentorship, sharing cultural traits, participating in service-learning programs and in the Academic and Learning Assistance centers can improve socialization and learning of foreign learners.

**Discussion on Cross-Cultural Collaboration for Vocational Teacher Education among US and Chinese Institutions**

Xi Yu, University of Minnesota

**Abstract:** This roundtable session is to discuss about the different characteristics of Chinese and US vocational education systems, the challenges of Chinese VET is facing, and the need and barriers for Chinese vocation teacher education collaborating with US institutions.

## **Symposium Abstract**

### **Adult Environmental Education and the Cultural Commons: A Study of Community Practices for a Just and Sustainable World**

Audrey M. Dentith, Emily Kearns Burke, Kris Conmy, Daniel K. Frimpong, Barbara Nadeau, Elizabeth Sanders, Jennifer Saunders, & Nancy Winfrey, Lesley University

Sarah Herchel, Tufts University

**Abstract:** Ecojustice adult education, an extension of adult environmental education, has been spurred on by international efforts to educate adults about environmental issues. It is a new and evolving arm of the adult education field that studies the ways that dominant views are impacting human/earth relationships. Ecojustice education teaches about the natural and cultural commons that sustain all life. In this symposium, doctoral students investigated their own communities to find examples of the cultural commons.

**Save the Date!**

**May 20-23, 2015**

# **AERC** on the **Prairie**

The graduate program in Adult and Continuing Education at K-State, located in the Department of Educational Leadership, is proud to host AERC in 2015. With eight faculty members, our program has a long history of providing the only graduate degree in adult and continuing education among the Kansas public universities. For more than twenty-five years, K-State's program has been the place to which many citizens of Kansas have turned for advanced preparation related to providing quality education programs for adults.

Manhattan is located in Northeast Kansas, about 120 miles west of Kansas City.

Kansas State University was founded in 1863 and is recognized as the first fully operational land-grant college in the United States.

Manhattan has a variety of indoor and outdoor activities available to conference attendees. Going outdoors, you can experience the Flint Hills' Konza Prairie, one of the last remaining tallgrass prairies in the nation. Right next to campus you can experience Aggieville, six blocks of college-age oriented bars, restaurants and shops.

See the website for other activities, shops, and restaurants to explore during your free time!

## **Kansas State University Alumni Center Manhattan, Kansas**

**Wednesday, May 20:**

**Pre-Conference and Evening Opening Session**

**Thursday, May 21: Conference**

**Friday, May 22: Conference**

**Saturday, May 23: Conference (convenes at noon)**

Conference sessions will be held at the K-State Alumni Center located on campus and the Holiday Inn at the Campus located across the street from the Alumni Center.

A block of rooms will be reserved at the Holiday Inn at the Campus and additional local hotels if needed.

Manhattan is conveniently located just off Interstate 70 in the scenic Flint Hills in northeast Kansas.

Manhattan Regional Airport is serviced by daily non-stop flights from Chicago O'Hare (ORD) and Dallas/Fort Worth (DFW), with complimentary shuttle services provided by most area hotels.

**[coe.k-state.edu/newsevents/aerc.html](http://coe.k-state.edu/newsevents/aerc.html)**

**Hosted by the Adult Education Program  
Department of Educational Leadership**

**KANSAS STATE  
UNIVERSITY**

**College of Education**



## **November 4-7, 2014 in Charleston, SC *Adult Educators: Making a Difference!***

**Pre-conference:** Commission of International Adult Education: November 2-4

**Co-conference:** Commission of Professors of Adult Education: November 6-7

**~ Register Now and Join us in Charleston! ~**

**The Theme** of this year's conference, *Adult Educators: Making a Difference*, reflects the vision and mission of AAACE. Conference sessions provide an opportunity to showcase past, present, and future examples of how adult and continuing educators make a difference and contribute to human fulfillment and positive social change.

**Conference Information** on keynote speakers, schedule, hotel, transportation, exhibitor/sponsor/advertising options, and more is available at the conference website. Visit <http://www.aaace.org/2014-conference> for all your information needs!

### **Conference Hotel: Embassy Suites North Charleston - Airport/Hotel & Convention**

Charleston has been named the #1 U. S. city for the third consecutive year by Condé Nast Traveler/ Readers' Choice Awards! Find out more at <http://www.aaace.org/2014-hotel-transportation>.

**Register Now** at <http://www.aaace.org/2014-conference-registration>

***Early Bird Registration available until September 15, 2014.***

***Two free hotel nights available in our Early Bird Drawing!***

**INTERNATIONAL  
TRANSFORMATIVE LEARNING CONFERENCE XI**

New York City  
October 23-26, 2014

**Theme: Spaces of Transformation and Transformation of Space**

**Conference co-sponsors:**

**TEACHERS COLLEGE**  
COLUMBIA UNIVERSITY



The University of Georgia

**THE GEORGE  
WASHINGTON  
UNIVERSITY**  
WASHINGTON, DC

*The aim of this conference is to provide an opportunity for the expanding community of students, practitioners and researchers who use transformation learning theories to reinterpret the nature and influence of contemporary challenges that affect our commons through the context of space.*

*In transformative learning we explore the taken for granted dimensions of our lives and how these impact our relationships, emotions and ways of knowing. Therefore space, and its unexplored assumptions, provides fertile ground for this conference.*

*We seek to create a dynamic opportunity for all of us to engage individual and collective experiences of political, economics, social, psychological, spiritual, cultural, physical and ecological spaces--as well as liminal spaces or spaces in which boundaries are crossed or bluffed.*

Please check our website for updates on pre-conference events, conference design and special events. Registration details will be posted on our website: <http://tinyurl.com/2014tlconference>

## Harrisburg Visitor's Guide

### Cabs

AAA Alpine Taxicab Company	(717) 238-2020
Harrisburg City Cabs	(717) 232-5555
Yellow Cab Co	(717) 238-7252

### Restaurants

Alfred's Victorian Restaurant	38 N. Union St. Middletown, PA	(717)944-5373
Brownstone Cafe	1 N. Union St. Middletown, PA	(717) 944-3301
Café 1500	1500 N. Sixth St. Harrisburg, PA	(717) 831-8322
Lancaster Brewing Company	469 Eisenhower Blvd, Harrisburg, PA	(717) 564-4448
Leeds Restaurant & Lounge	750 Eisenhower Blvd. Harrisburg, PA	(717)564-4654
The Firehouse Restaurant	606 N 2 <sup>nd</sup> St. Harrisburg, PA	(717) 234-6064
Chocolate Avenue Grill	114 W. Chocolate Ave. Hershey, PA	(717) 835-0888
Hershey Pantry	801 E. Chocolate Ave. Hershey, PA	(717) 533-7505

### Hospitals

Harrisburg Hospital	111 S. Front St. Harrisburg, PA	(717) 782-3131
Comm. General Osteopathic Hospital	4300 Londonderry Rd., Harrisburg, PA	(717) 652-3000
Holy Spirit	503 N 21st St. Camp Hill, PA 17011;	(717)763-2100

### Shopping

Harrisburg Mall	3501 Paxton St, Harrisburg, PA	(717) 564-0980
Rockvale Outlets	U.S. 30, Lancaster, PA	(717) 392-7260
Tanger Outlets	46 Outlet Square, Hershey, PA	(717) 520-1236

### Recreation

City Island	Market St. Bridge, Harrisburg, PA	(717) 255-3020
Hollywood Casino	777 Hollywood Blvd, Grantville, PA	(717) 469-2211
Hershey Park	100 W Hershey Park Dr. Hershey, PA	(717) 534-3860



