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January 2014

Important New Developments in Andragogical Perspectives

John Henschke

Lindenwood University, jahenschke@gmail.com

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Lindenwood College

From the Selected Works of John A. Henschke EdD

January 10, 2014

Important New Developments in Andragogical Perspectives

John A. Henschke, EdD, *Lindenwood University*



Available at: https://works.bepress.com/john_henschke/78/

**Interim Report by John A. Henschke to the Missouri Association for
Adult, Continuing and Community Education as
Official Representative to the 2013 Conference of the
American Association for Adult & Continuing Education [AAACE]**

John A. Henschke, Ed.D.

**Associate Professor of Education & Chair of the
Doctoral Emphasis in Andragogy**

Lindenwood University—St. Charles, MO

*Interim Report to the 2014 Board of the Missouri Association for Adult,
Continuing and Community Education*

January 10, 2014

Columbia, Missouri

John A. Henschke, Ed. D., Associate Professor of Education;
Chair, Andragogy Doctoral Emphasis Specialty – Instructional Leadership Doctoral (Ed. D.) Program
School of Education, Lindenwood University; Warner Hall—Upper Level
209 South Kingshighway, St. Charles, MO 63301-1695 USA;
Phone: 636-949-4590 (o); 314-651-9897 (c); Fax: 636-949-4739
E-Mail: jhenschke@lindenwood.edu
Andragogy Websites: <http://www.lindenwood.edu/education/andragogy> <http://www.umsl.edu/~henschke>

AAACE

American Association for Adult and Continuing Education

Building Sustainable Futures Through Learning and Partnerships

PROGRAM



62ND Annual Conference

*November 5-8, 2013
Lexington, KY*



[2013 Conference](#) [2014 Conference](#) [Future Conferences](#)

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- [Conference Home](#)
- [AAACE Home](#)
- [Host Hotel Reservations](#)
- [Bourbon Tour and Tasting](#)

CONFERENCE UPDATES

We are confirming conference speakers. [Click here for preview.](#)
Fliers available to spread the word. [Check them out!](#)

Welcome to the 2013 Conference

"Building Sustainable Futures Through Learning and Partnerships"

Conference Schedule at a Glance

Current and Emerging Conversations in Adult Learning:

- [Adult Education Literacy: Shifting Policies and Standards](#)
- [Greening the Adult Ed. Curriculum: Sustainability and Environmental Adult Education](#)
- [Partnerships: Exploring the Roles and Needs of Adult Educators in an Emerging Social Structure](#)
- [Reaching Unique Populations: A Global Issue](#)

Bourbon Tour and Tasting

Detailed conference schedule

Special Interest Group (SIG) Information

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Adult Education Quarterly



What's Happening at AAACE

Meet OUR AAACE Candidates for 2013 Board Elections

We have excellent candidates to provide leadership for AAACE. Jean Fleming is the candidate to President-elect. Nancy Fire and Christy Rhodes are running for the one Director-at-Large position (3 year term). Click [here](#) for information about the candidates, their vision for AAACE and to access the voting process.

Adult Learning



Welcome to the 2013 Conference

"Building Sustainable Futures Through Learning and Partnerships"

Mark your calendar! Registration is now available at <http://www.aaace.org/2013-conference>.

A complete conference schedule is available at <http://www.aaace.org/2013-conference-program>

Journal of Transformative Education



Register now for AAACE's 62nd Annual Conference at the Lexington Convention Center in Lexington, Kentucky, November 5-8, 2013. The 2013 AAACE Conference will include concurrent, roundtable, and poster sessions, as well as workshops and symposia, in such areas as: Workforce Development, Community, Non-Formal, Career, Continuing Professional, Health, Religious, Military and International Adult Education, as well as Distance and Adult Learning, Adult Numeracy and Literacy, Human Resource Development, Program Management, and other related areas. It is this wide array of sharing and learning that makes this conference unique!

Handbook of Adult and Continuing Education, 2010 Edition



Past AAACE Conferences

The AAACE conferences have been held all over the United States in places such as Cleveland, Denver, and Norfolk. Each conference has included participants from over 43 states and more than 15 countries, providing opportunities to participate in 180 individual, multiple and roundtable concurrent presentations, general sessions, and pre- and co-conferences. Following are the program schedules for [2012](#), Las Vegas, NV, [2011](#), Indianapolis, IN, [2010](#), Clearwater Beach, FL, and [2009](#), Cleveland, OH.

American Association for Adult and Continuing Education

10111 Martin Luther King, Jr. Hwy
Suite 200C
Bowie, MD 20720
301-459-6261
Fax: 301-459-6241
E-mail: office@aaace.org

Members Helping Members (MHM)

MHM matches those members who are interested in finding out about particular topics or in need of specific skills with those who can provide ideas or assistance. Please [click here](#) to find out more and to participate.

Handbook of Adult and Continuing Education

Every ten years since the 1930's, **AAACE** publishes a handbook that addresses the current issues, research and practices in the field of adult and continuing education. The 2010 Handbook is available from Sage Publishing. Click on the Handbook on the left to order a copy. To review the table of contents of the past Adult & Continuing Education Handbooks [click here](#).

Welcome to the AAACE Website

This AAACE website is designed to provide information about AAACE and related areas in adult and continuing education, invite new members to join, and provide appropriate services to present members to facilitate their continuing professional growth. Please send any comments or suggestions to office@aaace.org.

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Adult Education Quarterly



Commissions

To go to each Commission's web site move the mouse over the Commission title and click.

[Adult Basic Education and Literacy \(CABEL\)](#)

Facilitating the research, discussion and implementation of policies and practices in the areas of adult basic education and literacy.

Adult Learning



[Affiliated Organizations \(CAO\)](#)

A number of state and regional adult and continuing education associations affiliate with AAACE and are coordinated with this commission.

Journal of Transformative Education



[Community, Minority, and Non-Formal Education \(CCMNFE\)](#)

Facilitating the education of persons working with minority and non-formal life-long learners.

[International Adult Education \(CIAE\)](#)

A forum for the discussion of international issues related to adult education.

Handbook of Adult and Continuing Education, 2010 Edition



[Professors of Adult Education \(CPAE\)](#)

A forum for the discussion of important issues related to the academic preparation of adult educators.

[Program Management \(CPM\)](#)

Providing information and developmental training for adult and continuing education program managers.

[Workforce and Professional Development \(CWPD\)](#)

Education to increase competencies, knowledge, career opportunities, and development in workforce and continuing professional education.

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Adult Education Quarterly



Commission for Affiliate Organizations

A number of state and regional adult and continuing education associations affiliate with AAACE and are coordinated by this commission.

Director: Steven Frye, (cao@aaace.org)

Adult Learning



STATE ORGANIZATIONS:

[Arizona Association for Lifelong Learning](#)
[Indiana Association for Adult & Continuing Education \(IAACE\)](#)
[Michigan Association for Adult and Continuing Education \(MAACE\)](#)
[Missouri Association for Adult Continuing and Community Education](#)
[Mountain Plains Adult Education Association \(MPAEA\)](#)
[Pennsylvania Association for Adult and Continuing Education \(PAACE\)](#)
[Virginia Association for Adult & Continuing Education \(VAACE\)](#)

[Click here](#) for date and location of the state conferences

Journal of Transformative Education



INSTITUTIONS/PROVIDERS

[Adelphi University, University College](#), Long Island, New York
[Ashford University](#), Clinton, Iowa
[Barry University](#), Miami Shores, Florida
[Central Internacional De Capacitacion Integral \(CICAPI\)](#), Providence, Rhode Island
[Concordia University Irvine](#), Irvine, California
[East Tennessee State University](#), Johnson City, Tennessee
[Educational Data Systems, Inc. \(EDS\)](#)
[Helvetic Business Institute ATPProcess AG, Unterägeri - Switzerland](#)
[Indiana Wesleyan University](#), Marion, Indiana
[Institute for Career Development](#) Merrville, Indiana
[ITT- Technical Institute](#)
[Northwest Christian University](#), Eugene, Oregon
[Smart Horizons Career Online Education](#)
[Sweetwater Union High School District/Division of Adult Education](#), Chula Vista, California
[Technology Ed, LLC](#)
[Texas A&M University-Central Texas](#), Killeen, Texas
[Texas Covenant Education, Inc.](#) San Antonio, Texas
[The International Tamil University USA](#), Lusby, Maryland
[University of the Rockies](#), Colorado Springs, Colorado
[U.S. Army Human Resources Command](#), Dept of the Army, Education Division, Fort Knox, Kentucky
[Virginia State University](#), Petersburg, Virginia

Handbook of Adult and Continuing Education, 2010 Edition



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 Suite 200C
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WELCOME TO MAACCE

The **Missouri Association for Adult Continuing and Community Education** furnishes you an important link with other disciplines concerned with community development and lifelong learning. From the annual meeting with opportunities for professional development and discussion of current topics in the field, to publications that keep you informed of adult and community education activities in Missouri, MAACCE is your link to professionals in practice.

LATEST NEWS

MAACCE 2013 Annual Summer Conference June 18-21, 2013

The 2013 annual summer conference is official! Save the dates of June 18-21, 2013 for the conference and prepare to "Set Sail with MAACCE - Learning is a Lifelong Voyage" That's right-- we're going to explore best practices in navigating the seas of adult learning and community /continuing education programming! So get out your nautical attire and get ready to jump into next year's conference!

President-Elect Timothy Fowler, chair of the Conference Planning Committee has assigned planning sub-committee chairs below. If you have time and ideas to share, please feel free to volunteer or let Timothy know if you would be available to assist while at the conference next summer.

For more information on the 2013 Conference, [click here.](#)

MISSION STATEMENT

The Missouri Association for Adult Continuing and Community Education (MAACCE) focuses on lifelong learning by enhancing the growth and development of professionals with diverse roles as they address the changing needs of their communities.

MAACCE AFFILIATES



Time	Event	Room
11:30 AM - 12:45 PM	General Session Keynote Speaker: Jo Tyler, Ed.D., Associate Professor, Penn State, Harrisburg	Bluegrass Ballroom 1
12:45 PM-1:30 PM	Lunch on your own	
1:30 PM-2:30 PM	Breakout Sessions and Roundtables 3	
2:45 PM - 3:30 PM	Breakout Sessions and Roundtables 4	
4:00 PM - 4:45 PM	Breakout Sessions and Roundtables 5	
4:50 PM - 6:00 PM	Open Meetings of Commissions, Special Interest Groups, AHEA Meeting	
	CABEL - Commission of Adult Basic Education and Literacy	Thoroughbred 6
	CAO - Commission of Affiliate Organizations	Thoroughbred 7
	CCMNFE - Commission of Community, Minority, and Non- formal Education	Scott
	CWPD - Commission of Workplace and Professional Development	Woodford
	CPM - Commission of Program Management	Jessamine
	AHEA Association Meeting	TB1
	Distance Learning/Technology SIG	Patterson A
	Health Professionals SIG	TB2
6:30 PM - 8:15 PM	A Taste of Kentucky Bourbon - Fundraising & Social <i>(tickets required)</i>	Hyatt Suites
Thursday November 7, 2013		
8:00 AM - 5:00 PM	Registration Open	
8:00 AM - 5:00 PM	Exhibits	
	Breakfast is on your own today	
7:00 AM - 8:00 AM	Graduate Student Forum & Breakfast <i>Graduate Student SIG Follows in the same room</i>	Patterson A
7:00 AM - 7:00 PM	Connection Central	Bluegrass Prefunction
7:15 AM - 8:50PM	Past Presidents' Breakfast (Invitation only)	Glass Garden
8:30 AM - 9:45 AM	Information Session for Publishing in <i>Adult Education Quarterly, Journal of Adult Education, Canadian Journal for the Study of Adult Education, Journal of Transformative Education, and Adult Learning</i>	Patterson B
8:00 AM - 8:45 AM	Graduate Student SIG	Patterson A
8:00 AM - 8:45 AM	Breakout Sessions and Roundtables 6	
9:00 AM - 9:45 AM	Breakout Sessions 7, Posters	
9:45 AM - 10:15 AM	Refreshment Break – Exhibits Sponsored by GED Testing Service	

WEDNESDAY
11/6/13

Schedule at a Glance

Time	Event	Room
Sunday, November 2, 2013		
7:00 PM - 9:30 PM	CIAE - Commission for International Adult Education International Pre-Conference	Patterson AB
Monday, November 4, 2013		
9:00 AM - 6:00 PM	CIAE Continued - Commission for International Adult Education International Pre-Conference Continued	Patterson AB
6:30 PM - 9:00 PM	AAACE Board of Directors Meeting	Mary Todd Lincoln
Tuesday, November 5, 2013		
9:00 PM - 5:00 PM	Registration Open	Lexington Center
9:00 AM - 2:00 PM	CIAE - Commission for International Adult Education Pre-Conference Continued	Patterson AB
8:00 AM - 3:00 pm	KAACE Conference	Regency 2-3
2:00 PM - 7:30 PM	Connection Central Networking and Meeting AAACE Partners & Leaders	Bluegrass Prefunction
3:30 PM - 5:30 PM	AAACE Conference Welcome ACHE General Session - Welcome - Keynote: Robert G. Kegan, Professor, Harvard Graduate School of Education	Bluegrass Ballroom 2
5:30 PM - 7:30 PM	AAACE and ACHE President's Reception & Exhibits	Bluegrass Prefunction
Wednesday, November 6, 2013		
7:00 AM - 5:30 PM	Registration Open	Lexington Center
7:00 AM - 7:00 PM	Connection Central	Bluegrass Prefunction
7:45 AM - 9:00 AM	<i>Future of the Field Panel and Breakfast</i> - <i>Marcie Boucouvales, Professor of Human Development, Virginia Tech</i> - <i>Linda Morris, Faculty, Virginia Tech</i> - <i>Roger Morris, Associate Professor, Retired, Adult Education, University of Technology, Sydney</i> - <i>Walter Pearson, Dean of the School of Continuing and Professional Studies at Loyola University, Chicago</i> - <i>James Pappas, Vice President, University Outreach & Dean of the College of Liberal Studies, University of Oklahoma, Moderator</i>	Bluegrass Ballroom 2
9:00 AM - 5:00 PM	Exhibits Open	Bluegrass Prefunction
9:15 AM - 10:00 AM	Joint Breakout Sessions and Roundtables 1	
10:00 AM - 10:30 AM	Coffee Break - Exhibits	BG Prefunction
10:30 AM - 11:15 AM	Joint Breakout Sessions and Roundtables 2	

Time	Event	Room
10:15 AM - 11:00 AM	Breakout Sessions and Roundtables 8	
	<i>Adult Education Quarterly</i> Editors' Meeting	Patterson B
11:15 AM - 12:00 PM	Breakout Sessions and Roundtables 9	
	<i>Adult Learning</i> Editors' Meeting	Patterson B
12:00 PM - 1:30 PM	Annual Awards Lunch	Bluegrass Ballroom 2
1:45 PM - 3:15 PM	Current and Emerging Conversations in Adult Learning	
	Adult Literacy: Shifting Policies and Standards	Regency 1
	Greening the Adult Education Curriculum: Sustainability and Environmental Adult Education	Regency 2
	Partnerships: Exploring the Roles and Needs of Adult Educators in an Emerging Social Structure	Regency 3
	Reaching Unique Populations: A Global Issue	Thoroughbred 3
3:15 PM - 3:30 PM	Break	
3:30 PM - 4:15 PM	Breakout Sessions and Roundtables 10	
4:30 PM - 5:45 PM	Concurrent Sessions, Roundtables 11	
5:45 PM	Dinner on your own or join a dinner group	
3:15-6:00	CPAE - Commission of Professors of Adult Education Conference	Regency Ballroom
3:15-6:00	CPAE Registration Open	Regency Foyer
3:45-5:15	CPAE Welcome and Opening Session	Regency 1-2
5:15-6:15	CPAE Reception	Regency 3
6:15-8:00	CPAE Business Meeting	Regency 1-2
Friday, November 8, 2013		
8:00 AM - 11:45 AM	Registration Open	Lexington Center
7:00 AM - 8:00 AM	AAACE Board of Directors Meeting	Mary Todd Lincoln
7:00 AM - 8:15 AM	Continental Breakfast	Bluegrass Prefunction
7:15 AM – 8:00 AM	Information Session for those Interested in AEQ Editorship	Franklin
8:00 AM – 2:00 PM	Connection Central	Bluegrass Prefunction
8:15 AM - 9:00 AM	Breakout Sessions and Roundtables 12	
9:00 AM - 9:30 AM	Break	
9:15 AM - 10:00 AM	Breakout Sessions and Roundtables 13	

Time	Event	Room
10:15 AM - 11:00 AM	Breakout Sessions and Roundtables 14	
	<i>Journal of Transformative Education Consulting Editors' Meeting</i>	Thoroughbred 2
CPAE Continues	CPAE - Commission of Professors of Adult Education	
8:00-9:20	CPAE Concurrent Session 1	
9:30-10:50	CPAE Concurrent Session 2	
11:00 AM - 12:30 PM	AAACE General Session Keynote: Sharan B. Merriam, Professor Emeritus, Adult Education and Qualitative Research, University of Georgia, Athens	Bluegrass Ballroom 1
12:30 PM - 2:00 PM	AAACE Annual Meeting and Luncheon	Bluegrass Ballroom 2
2:00-3:20	CPAE Concurrent Session 3	
3:25-4:45	CPAE Closing Session	Regency 1-2
2:00 PM – 3:00 PM	Conference Planning Committee Debrief	Thoroughbred 1
	Conference Adjourns - Safe Trip Home	

2013 Conference 2014 Conference Future Conferences

QUICK LINKS

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[AAACE Home](#)
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CONFERENCE UPDATES

We are confirming conference speakers. [Click here for preview.](#)
 Flyers available to spread the word. [Check them out!](#)

Welcome to the 2013 Conference

"Building Sustainable Futures Through Learning and Partnerships"

Plan to attend!!

Registration available now!

[Click here to register!](#)

[Program Book with Corrections](#)

The Conference

Plan to attend AAACE's 62nd Annual Conference at the Lexington Convention Center in Lexington, Kentucky, November 5-8, 2013. The 2013 AAACE Conference will include concurrent, roundtable, and poster sessions, as well as workshops and symposia, in such areas as: Workforce Development, Community, Non-Formal, Career, Continuing Professional, Health, Religious, Military and International Adult Education, as well as Distance and Adult Learning, Adult Numeracy and Literacy, Human Resource Development, Program Management, and other related areas. It is this wide array of sharing and learning that makes this conference unique!

Dedicated to the belief that lifelong learning contributes to human fulfillment and positive social change, AAACE envisions a more humane world made possible by the diverse practice of our members in helping adults acquire the knowledge, skills and values needed to lead productive and satisfying lives. Key in this aim is the development of partnerships that make us stronger as a discipline, allow us to reach more learners, and allow us to build foundations that will carry us into the future. The theme of this year's conference, "Building Sustainable Futures Through Learning and Partnerships" reflects the importance of looking to the future and of planning now for the directions we take tomorrow. Partnering with like-minded people and organizations can benefit us, as adult educators, and can also benefit our discipline, our learners, and society in general. Partnerships can make us stronger and better prepared for the future.

2013 Partners

Conference partners include the following:

- Association for Continuing Higher Education (ACHE) (www.acheinc.org), an association of professionals dedicated to promoting excellence in continuing higher education
- Adult Higher Education Alliance (AHEA) (www.ahea.org), an association of people from across the country engaged in action learning, reflection and discussion

Enjoy Lexington

Lexington is located in northeastern Kentucky, in the bluegrass region of the state. It is within one day's drive of two-thirds of the population of the United States, and its airport features approximately 100 direct and non-stop flights. Home of the University of Kentucky, Lexington is the horse capital of the world, and is known for its history and its distilleries.

AAACE's 2013 Conference will be at the Lexington Convention Center, 403 West Vine Street, Lexington, KY 40507. The Lexington Convention Center is located in the heart of downtown Lexington, and is surrounded by shopping, dining and cultural options. For more information visit: www.lexingtoncenter.com/index2.php.

Come to Lexington this November. You will learn, have fun, and find many ideas during AAACE's 62nd Annual Conference. Thank you in advance to all who organize, review, volunteer, propose, present, host as vendors, travel, and troubleshoot. Our conference is a success because you care about providing the best and most meaningful educational experiences for adult learners.

AAACE Partners

Each of our partners has made unique and valuable contributions to the conference. They join us in welcoming all of you.

Association for Continuing Higher Education (ACHE)



The Association for Continuing Higher Education is dedicated to promoting lifelong learning and excellence in continuing higher education. The Association strives to emphasize the importance of lifelong learning and excellence in quality continuing higher education programs; to provide for and support the personal, professional, and career development of its members; and to encourage research in the field of adult and continuing higher education through scholarship and the Association's research publication, *The Journal of Continuing Higher Education*. The ACHE Annual Conference and Meeting is the Association's hallmark networking and professional development event. This year, ACHE is collaborating with AAACE to host our 2013 annual conference in Lexington to create opportunities for ACHE and AAACE members to network and engage in joint sessions. We look forward to the exceptional opportunities created by this collaborative effort as our two associations come together to network and learn.

David Grebel, President, Texas Christian University
Brian Van Horn, President-Elect, Murray State University
Regis Gilman, Vice President, Eastern Illinois University
Paula Hogard, Vice President-Elect, Penn State University
James P. Pappas, Executive Vice President, University of Oklahoma
Charles R. Hickox, Immediate Past President

Directors:

Ruth Bettendorf, University of Georgia
Pamela Collins, Eastern Illinois University
Eric Cunningham, Columbia College
Walter Pearson, Loyola University
Clare Roby, California State University – Chico
Tim Sanford, University of North Carolina – Chapel Hill
Marthann Schulte, Park University
Judy Stang, Springfield College



Association for Continuing Higher Education

The Network of Leaders for Lifelong Learning for Over Sixty Years

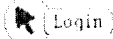
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- [Annual Conference & Meeting](#)
- [ACHE Regions](#)
- [ACHE Community](#)

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Association for Continuing Higher Education

Phone: 800.807.2243 ~ Email: admin@acheinc.org

Web site Design/Development: [Bonny K. Million](#)
[University of Oklahoma Outreach](#) Marketing & Communications

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Kentucky Association for Adult and Continuing Education (KAACE)

Welcome to Kentucky, home of the world's best bourbon! The Kentucky Association of Adult and Continuing Education is proud to partner with AAACE for this conference in Lexington, KY. We know you will learn a great deal from the presenters and vendors while enjoying the southern hospitality of this region. Please be sure to take time to visit the surrounding attractions and find a spot to enjoy some comfort and quiet. We are grateful to have you visit!



Jim Berger, President, Western Kentucky University

Pam Morgan, Vice President & Pre-Conference Co-Chair, Logan County Adult Education

Contessa Love, Treasurer, Kentucky Educational Development Corporation

Vicki Bloodworth, Secretary, Pre-Conference Co-Chair, Marshall County School District

Adult Higher Education Alliance (AHEA)

Again this year, the Adult Higher Education Alliance (AHEA) holds its annual gathering in conjunction with the AAACE conference. The AHEA has a long tradition of engaging practitioners and researchers in dialogue as a means to create a supportive learning community. This year, the Alliance offers conference participants opportunities within panel sessions and workshops to partake of provocative discussion and share insights, experiences, and trends from the field. As an organization, we are pleased to provide engaging and thoughtful sessions at the conference. These are the beginning of year-long, regional discourse and mutual support activities among AHEAers. So, please, do stop by the AHEA table and meet members of our organization!



The Adult Higher Education Alliance

Gabriele Strohschen, President

Tessa McDonnell, Past President & Scholarship Chair

Fred Prasuhn, Technology Director

Ann Rapp, Treasurer

Carrie Boden-McGill, Director & Book Series Editor

Katherine Jelly, Director

Lisa Sax, Marketing Director

Jennifer Holtz, Membership Director

Bonnie Flynn, Secretary

The Adult Higher Education Alliance

Welcome to the Alliance

The Adult Higher Education Alliance (AHEA) is an association of people from across the country who are engaged in action learning, reflection and discussion which we bring to our own lives and into our colleges and universities as teachers and administrators.

We are united by our commitment to adult students, adult education professionals, degree programs for adults, and research supporting adult higher education.

* * * * *

2013 CONFERENCE SCHOLARSHIP RECIPIENTS

Congratulations to our 2013 Conference Scholarship Recipients.

Our awards are going to truly interesting and enthusiastic young scholars. We look forward to meeting them all in Kentucky.

- Lindsay Jackson, Montana State University – Larry Murphy Award
- Mary Millar, Michigan State University – Chickering Award
- Melisa Kakas, Texas State University – International Graduate
- Nora Cavazos, Texas state University – Chickering Award

* * * * *



Read the latest AHEA news!

* * * * *

Building Sustainable Futures for Adult Learners edited by Carrie J. Boden-McGill and Kathleen P. King is a refereed collection of papers published in conjunction with the joint Adult Higher Education Alliance (AHEA) and American Association of Adult and Continuing Education (AAACE) Conferences. This book will be the third in a series of peer reviewed publications associated with the annual AHEA conference. This series fills a unique niche in the field of adult education as it offers a venue for scholars and practitioners to present ideas in their conference papers, receive feedback from peers and attendees during conference sessions, and have some time to integrate that feedback into the final paper, which will be submitted one month after the conference. This model of scholarly dialogue and collaboration is the heart of the AHEA organization, and it will be showcased in the

publication. We invite you to propose a chapter, based on your AHEA or AAACE presentation, to contribute to this exciting venture.

The Adult Higher Education Alliance

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Adult Education Quarterly



Adult Learning



Journal of Transformative Education



Handbook of Adult and Continuing Education, 2010 Edition



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301-459-6261
Fax: 301-459-6241
E-mail: office@aaace.org

Commission for International Adult Education (CIAE)

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

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

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

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

2013 CIAE International Pre-Conference

The 2013 Pre-Conference is being held November 3-5, 2013, at the Hyatt Regency Lexington, Kentucky.

Previous CIAE International Pre-Conferences

The 2012 International Pre-Conference of the Commission on International Adult Education (CIAE), American Association for Adult & Continuing (AAACE), was held October November 4-6, 2012, at the Rio All-Suite Hotel & Casino, Las Vegas, Nevada. This year the International Society for Comparative Adult Education (ISCAE) hosted its two-day conference at the same venue just prior to the CIAE International Pre-Conference, and Alan Knox led a session for both groups during the opening session of CIAE. Abstracts of the papers presented in 2012 and previous years are available online.

[Click here for the 2013 Abstracts](#)

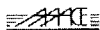
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Pre- and Co-Conference Programs

Commission for International Adult Education -- International Pre-Conference 2013

Chair: Marcie Boucouvalas (Virginia Tech), Director, Commission for International Adult Education

Presenters and Titles of Papers

Note: Abstracts will be posted on the CIAE page on the AAACE Website

Sarah M. Alajlan (sarah.alajlan@ndsu.edu)
Claudette M. Peterson (claudette.peterson@ndsu.edu)
Obaidalah H. Aljohani (obaidalah.aljohani@ndsu.edu)
Obstacles Facing Adult Education in Saudi Arabia

Christos Anagiotos (Christos.anagiotos@gmail.com)
Learning National Identity in a Divided Country: How Greek-Cypriot and Turkish-Cypriot Young Adults Make Sense of their National Identity

Phyllis A. Cummins (cumminpa@miamioh.edu)
Suzanne R. Kunkel (kunkels@miamioh.edu)
A Global Examination of Policies and Practices for Lifelong Learning

Tony Dreise (Tony.dreise@gmail.com)
When Learning Falls into pLACE

Monica Fedeli (monica.fedeli@unipd.it)
Ettore Felisatti (ettore.felisatti@unipd.it)
Mario Giampaolo (mario.giampaolo@studenti.unipd.it)
A Hypothetical Model to Help Facilitators in the Use of Learning Contracts with the Learners

Ettore Felisatti (ettore.felisatti@unipd.it)
Monica Fedeli (monica.fedeli@unipd.it)
Cristina Mazzucco (cristina.mazzucco.1@unipd.it)
Mario Giampaolo (mario.giampaolo@studenti.unipd.it)
Matrix of Teacher Profile: Guidelines and Development Plans to Design Teachers Training

Barry Golding (b.golding@ballarat.edu.au)
Men's Learning in International Settings

John Henschke (jhenschke@lindenwood.edu)
Important New Developments in Andragogical Perspectives

Eucharia Ike (Nigeria.ikechika37@gmail.com)
Ibeh Bartholomew Okechukwu (barthokeyibeh@yahoo.com)
Effective Learning Systems through Blended Teaching Modules in Adult Secondary Education Systems in Developing Nations: Need for partnership
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Giannina Hayes
Eunkyung Na
Developing Global Awareness for Doctoral Students Through Study Abroad

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Nora Cavazos (nc1114@txstate.edu)
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Advantages of Graduate Programs with International Components

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The Olympic Truce and its Relevance Today in the Olympic Games

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The Growth of Distance Continuing Education Programs in Ghana

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Benefits of Correctional Education in South Africa: Implications for Adult Inmates as a Group With Special Needs

Roger K. Morris Roger.Morris@uts.edu.au
The WEA (Workers' Educational Association) in Sydney, 1913-2013: Achievements; controversies, and an inherent difficulty

William R. Naugle wn5@nyu.edu
Language, Civil Rights, and the Adult Learner in a Globalized World

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Education for Including the Excluded: Case Study of Almajiri Education in Nigeria

Bolanle Clara Simeon-Fayomi gbola202000@yahoo.com
The Future of Entrepreneurship and the Role of Adult Education in Nigeria

LaNette W. Thompson Thompson@baylor.edu
Individualistic Teacher, Collectivistic Student

Nneka Augustina Umezulike Neksiems@yahoo.com
Collaboration Agenda of Michael Okparpa University of Agriculture, Umudike: For Future Learning

Melanie Wicinski mwicinsk@usf.edu
The Development of the Cognitive Domain of the Intercultural Maturity Scenario Assessment

Roberta E. Worsham roberta.e.worsham.mil@mail.mil
Melanie L. Wicinski mwicinski@mail.usf.edu
Intercultural Sensitivity at the Army Medical Department Center and School as Measured by the Intercultural Sensitivity Survey

Commission for International Adult Education (CIAE) International Pre Conference 2013
AAACE Conference Lexington, Kentucky
Presenters, Titles of Papers, Contact Information, & Abstracts

Sarah M. Alajlan (sarah.alajlan@ndsu.edu)
Claudette M. Peterson (claudette.peterson@ndsu.edu)
Obaidalah H. Aljohani (obaidalah.aljohani@ndsu.edu)
Obstacles Facing Adult Education in Saudi Arabia

ABSTRACT: Although significantly more initiatives have been created to improve adult education in Saudi Arabia, there are obstacles that hinder progress in the field of adult education. The obstacles are the lack of scientific research, obstacles with curriculum, obstacles for teachers, as well as the learners' environment and the obstacles they face in adult education. The aim of this paper was to explore the most common obstacles for adult education and to provide a vision for the future along with some recommendations. The authors also developed two proposed needs assessments. The first one was about a teachers' training needs assessment for understanding adult learners' needs and improving their skills at adult education. The second one was a needs assessment to investigate adult learners' needs in Riyadh, Saudi Arabia. In addition, the paper affords an introduction to the background of informal and formal adult education in Saudi Arabia.

Christos Anagiotos
Christos.anagiotos@gmail.com

Learning National Identity in a Divided Country: How Greek-Cypriot and Turkish-Cypriot young adults make sense of their national identity

ABSTRACT: Cyprus is a divided country as a result of nationalist conflict. Greek-Cypriots and Turkish-Cypriots have lived apart from 1974 until 2003. This phenomenological study aims to describe how Greek-Cypriot and Turkish-Cypriot young adults (born after 1974) make sense of their national identity and examines how their experiences have influenced the learning and of their national identity.

Phyllis A. Cummins (cumminpa@miamioh.edu)
Suzanne R. Kunkel (kunkels@miamioh.edu)

A Global Examination of Policies and Practices for Lifelong Learning

ABSTRACT: Over the past several decades, continuous learning over the life course has been recognized as necessary to compete in a knowledge based global economy. Due to demographic changes, workers are increasingly encouraged to remain in the labor force at older ages, which for many will require skill upgrading. Lifelong learning strategies have been most successful in Nordic countries, which have in turn benefited from higher labor force participation rates at older ages, along with lower rates of poverty and income inequality. Funding lifelong learning programs, especially for disadvantaged groups who have the greatest need, continues to be a challenge. Recognizing lifelong learning as a shared responsibility among stakeholders is crucial to successful program implementation.

Tony Dreise

Tony.dreise@gmail.com

When Learning Falls into pLACE

ABSTRACT: A 'place-based' approach to learning is hardly a new phenomenon, but as a public policy approach it has never taken off in a substantial way in Australia. Rather, Australia has adopted an institutionalised approach, akin to 'build it and they will come'. From this institutionalised approach, Australia has largely pursued an 'access and equity' agenda for Aboriginal people in Australian education and training. The returns on this institutionalised model of investment have been, at best, patchy. Data over recent decades consistently show that Aboriginal young people are more likely to leave school early; are more likely to be enrolled in lower level training programs; and are far less likely to participate in university level education. The nation is looking to 'Close the Gap' in education between Aboriginal people and non-Indigenous people. While progress has been made, the pace of reform is slow and the gains marginal. This paper argues the case for greater emphasis on place-based, lifelong and lifewide (including culture) approaches to Aboriginal learning. It will explore the case for an interface between place-based learning movements and community development as a policy and programmatic feature of future Aboriginal adult and community education (ACE) in Australia; a future potentially based on community empowerment and 'Indigenised' social innovation. Education that is entirely institutionalised, standardised and formalised is not likely to work. The paper argues that Aboriginal places are more likely to survive, revive, and thrive when ACE movements are firmly parked in *pLACE*.

Monica Fedeli (monica.fedeli@unipd.it)

Ettore Felisatti (ettore.felisatti@unipd.it)

Mario Giampaolo (mario.giampaolo@studenti.unipd.it)

An Hypothetical Model to Help Facilitators in the Use of Learning Contracts with the Learners

ABSTRACT: After two years working with the learning contract we are going to present in this paper an hypothetical model that should help instructors to better use the learning contract with their learners. Starting from the work of M. S. Knowles on self-directed learning and the learning contracts (Knowles 1975, 1986) researchers analyzed the reactions and the perceptions of two different groups of learners in the Italian university system. Reflecting on students' point of view it is possible to hypothesize different phases and components to suggest how the facilitator can reach good achievements. The model gives a best practice to instructors in using the Learning Contract through three steps and tries to sensitize them about cognitive and meta cognitive components considered important by learners. The critical aspects in students' perceptions help to understand that the first aim for facilitators is to clarify what really is a learning contract and why it can help learners in their learning process. In facilitating the process of learning it is also important to encourage reflection and critical reflection on the learning process and cooperation among learners. Finally the researchers, involved in implementing the learning contracts in a virtual learning content management system, will suggest the strength and weakness of forum discussion used by learners.

Ettore Felisatti (ettore.felisatti@unipd.it)

Monica Fedeli (monica.fedeli@unipd.it)

Cristina Mazzucco (cristina.mazzucco.1@unipd.it)

Mario Giampaolo (mario.giampaolo@studenti.unipd.it)

Matrix of Teacher Profile. Guidelines and development plans to design teachers training

ABSTRACT: The beginning and the professional development of each subject is structured starting from a series of psychological, social and experiential components in the logic of transformative development (Mezirow, 2003) that can become the basis for later learning. Knowing these components can be a decisive factor in the organization of continuing training of career growth. Within this framework, the

research presented was carried out in a degree course designed for Italian in-service teachers of elementary school (6-11 years old) and kindergarten (3-5 years old) who wish to improve their professional action and, at the same time, acquire an additional qualification. Teachers attending the Didactics and Cooperative Learning course, in online modality, develop a metacognitive reflection about the original matrix of their professionalism. The research examines three areas: a) the biographical and social field, b) the training field; c) the field of professional experience. The paper presents the qualitative study of the protocols produced by students in the academic triennium 2010-2013, from which emerges important information about the fundamental aspects of professional teaching. The data collected from a group of 251 teachers allow outlining some significant indications to build and improve training projects on teacher professionalism to support process learning more connected to the personal dimensions of subject learning.

Barry Golding

b.golding@ballarat.edu.au

Men's learning in international settings

ABSTRACT: This paper critically examines new and emerging international research in the field on men's learning, whose new research data tend to come mainly and recently from Australia and Europe. It deliberately builds on the first major work on men's learning by Veronica McGivney (published by NIACE, McGivney, 1999; 2004). It also identifies particular groups of boys and men who are adversely affected by educational preclusion in diverse international contexts. These particularly include men of all ages who are beyond work for a range of reasons (early school leavers, unemployed, withdrawn from the workforce, with a disability or in age retirement). It also includes men whose engagement with work, family and community is limited by exclusion from, active avoidance of, or aversion to formal education. The paper provides a rationale and theoretical framework for focusing on the needs of men whose limited knowledge of formal learning cultures, new information technologies and functional literacies preclude them from accessing, participating in and benefiting from life and new learning.

John Henschke

jhenschke@lindenwood.edu

Important New Developments in Andragogical Perspectives

ABSTRACT: This updated History and Philosophy of Andragogy is mainly limited [with a few exceptions] to a chronological history and the accompanying philosophy of andragogy, in line with when the English language documents were published and personal descriptions of events were recorded. Some of these documents, however, present aspects of the events and ideas which recount the years and contexts prior to the time in which they appeared in published form. To date, nearly 400 documents have been discovered, but space limitations in this paper allowed the inclusion of only a fraction of that number. Each of 15 time periods is articulated with selected works and the important new developments are found mostly in the most recent era.

Eucharia Ike (Nigeria.ikechika37@gmail.com)

Ibeh Bartholomew Okechukwu (barthokeyibeh@yahoo.com)

Effective Learning Systems through Blended Teaching Modules in Adult Secondary Education Systems in Developing Nations: Need for partnership

ABSTRACT: In most developing nations, Nigeria for instance, the policies of successive governments have resulted in a mere increase in the number of adult education institutions without a corresponding effective learning techniques and sustainability measures. The education budget in Nigeria has always fallen short of the recommended United Nation's 26% less than 8% is allocated. Access to information

technology is increasing in Nigeria without its corresponding integration into the learning system. The authors therefore reviewed other works and methodological lessons in randomly selected adult secondary schools to construct the case for international partnership while examining education development in Nigeria (e-learning/traditional classroom). Standard database and web-based searches were conducted for publications between 1985 and 2012 on learning systems. Blended learning system, a method that adapts new technologies to enhance the traditional classroom teaching mixes traditional face-to-face classroom activities, live e-learning and self-paced learning. This technique creates flexible rich learning environments that can simulate and maximize both the student's and teacher's potential while transforming traditional learning activities. This paper presents its absence and finds a heavy (over 80%) reliance on traditional methods of learning in Nigeria, less than 3% partnership with developed nations/organisations accompanied by low standard of learning. Therefore, the authors propose the introduction of a blended teaching model which can potentially improve learning while requiring partnership from other developed nations and non-governmental organisations to aid its sustenance.

Wayne James (wjames7846@aol.com)

Helena Wallenberg-Lerner

Giannina Hayes

Eunkyung Na

Benefits, Challenges, Joys, and Successes of Study Abroad

ABSTRACT: This article discusses study abroad programs for graduate students in adult education, setting the background for the short-term trips to Sweden. Participants from the two trips responded to a survey about their experiences and their observations are shared here. In addition, insights and lessons learned by the instructor, the local hosts, and the participants are presented.

Melisa Kakas (melisa.kakas@txstate.edu)

Nora Cavazos (nc1114@txstate.edu)

Carrie Boden-McGill (cjb131@txstate.edu)

Advantages of Graduate Programs with International Components

ABSTRACT: The United States is facing an education and skills crisis (National Commission on Adult Literacy, 2008); there is not a shortage of labor. Rather, there is a shortage of talent. In the modern workforce, desired skills and abilities include professional behaviors in the workplace, a strong work ethic, effective oral and written communications, strong interpersonal skills, critical thinking/problem solving, up to date informational technology skills, and the ability to work in multicultural teams. Due to the global nature of the 21st century workforce, international components are increasingly important parts of graduate education. The ability to effectively interact with people of different cultures can enhance the educational experience of adult student learners. Exposure to different cultures also promotes a new worldly perspective. Mental, emotional, and spiritual engagement in international education can create pathways of transformation by creating meaningful and holistic experiences. This paper explores the existing literature on the benefits for adult learners of graduate programs that include international components such as emphases on globalization, diversity, cross cultural relationships, cultural competence, and transformative learning that can lead to multifaceted workforce readiness.

Cameron Kiosoglous
ckiosoglous@gmail.com

The Olympic Truce and its Relevance Today in the Olympic Games

ABSTRACT: The purpose of this paper is to highlight an historical perspective of the Olympic Truce and to trace its relevance to the modern Olympics today. The Olympic Truce is defined as the ideal of the pursuit of peace through sport, and what is outlined here is a critical analysis of some of the benefits of the Olympic Truce. This review of the literature examines the relevance of the Olympic Truce to the modern Olympics as a framework for conflict resolution within and outside the sporting arena. The primary question of focus here is: can sport help to make peace in a world of growing political complexity and economic interdependence? This paper attempts to argue that pursuing peace through sport is critical while the world we live in faces many complex challenges and that this ideal is even more relevant today than ever before. The Olympic Truce is one example of how we can continue to move towards a more peaceful world.

Olivia A. T. Frimpong Kwapong
kwapong@ug.edu.gh

The Growth of Distance Continuing Education Programs in Ghana

ABSTRACT: Adult education has a history in Sub-Saharan African sub-region and for that matter Ghana. Adult education began the time the first adult lived and has evolved up to today. From the perspective of indigenous education and lifelong learning one can conceive adult education as an automatic part of our day-to-day life even when one does not make the conscious decision to study. Adult education has however evolved in all its three forms of – informal, non-formal and formal in the continent. There have been arguments and concerns over the way the formal adult education was embraced at the expense of the indigenous or informal practice in terms of the erosion of the rich African culture. There is also the other school of thought that total acceptance of the formal adult educational practice in place of the indigenous practice was the best way to fit and survive in the global village and be part of the industrial revolution as well. Maybe there should be a third group who will opt for a hybrid as in a combination of the strength of indigenous and formal adult education to push the development agenda of the continent forward. In exploring these dynamics this paper will be based on available literature to track the evolution of adult education from the indigenous to the current era and look out for the issues that have emerged in the process.

Matata Johannes Mokoele
mmokoele@dut.ac.za

Benefits of Correctional Education in South Africa: Implications for adult inmates as a group with special needs

ABSTRACT: South Africa has the highest number of prisoners in all of Africa and ranks ninth among other countries worldwide. The absence of positive educational experience often leads to criminal recidivism as inmates do not appear to have learned to value life without crime. This paper reflects an examination of selected educational interventions applied elsewhere in the world and considers their positive or negative applicability to South African inmates. The overarching philosophy herein is that incarceration in South Africa can offer corrective value to uneducated adults, consistent with adopted post-apartheid policy. That policy underscores offender hope, encourages positive lifestyles and law abiding citizenry. Conclusions reached offer ways the South African Department of Correctional Services

(DCS) over time can ensure that adult inmates are exposed to learning experiences that positively influence lifestyles after release and, as a consequence, underscore reduced recidivism.

Roger K. Morris

Roger.Morris@uts.edu.au

The WEA (Workers' Educational Association) in Sydney, 1913-2013: Achievements; controversies, and an inherent difficulty

ABSTRACT: One hundred years ago a meeting was held in Sydney to establish a local Workers' Educational Association [generally known as the WEA]: this was just some ten years after the original foundation of the WEA in the United Kingdom. Today, in a much-changed world, the Sydney WEA is still functioning, indeed thriving, even though recent circumstances have proved to be difficult for the WEA and other local providers of adult education. But the WEA of 2013 is not the WEA of 1913.

William R. Naugle

wn5@nyu.edu

Language, Civil Rights, and the Adult Learner in a Globalized World

ABSTRACT: The hallmark of a free, democratic society is the civil rights that society bestows upon its members. Civil rights access, however, is often only afforded through a competent mastery of the language in which that society's law is written and expressed. If one's native language is different than that in which the laws and policies of the society are written or expressed, then the individual's civil rights and liberties face a significant barrier. We see a modern-day example of this as Myanmar (Burma) moves through the democratization process, assigning Burmese as the official language of the Republic and, thereby, disenfranchising the ethnic, cultural, and linguistic minorities elsewhere in the country. As a society re-identifies itself through government, the society's members must re-identify, as well, either by aligning themselves with the changing culture or by asserting their indigenous culture. Advancing, or even maintaining, one's civil rights in an unfamiliar culture, in an unfamiliar language, and within the parameters of an unfamiliar legal register is daunting and fraught with challenges and conflict. This paper examines the challenges that adult language learners face with respect to language policy and civil rights. In order to maintain a free, democratic society, we, as researchers and educators, should work together to ensure that all members of society have the opportunity to achieve language mastery and that they are treated equitably, regardless of their language competency.

Olaniran, Sunday Olawale

olaniransundayo@gmail.com

Education for Including the Excluded: Case study of Almajiri education in Nigeria

ABSTRACT: Examined was the impact of non-formal education on the nomadic pastoralists popularly called almajiris in Nigeria. The term 'almajiri' is derived from the Arabic word *Almuhajirun* meaning *an emigrant*. In Nigeria, the word has been used interchangeably to mean itinerant flock keepers or one who abandons Quranic schools to beg for alms all the time. As owners of a vast majority of the country's livestock, the pastoral nomads in the northern part of Nigeria constitute a major socio-economic group, yet despite their immense contributions to economic development, they are highly disadvantaged in access to education. Their literacy rate is estimated to be 0.28 percent primarily because they are itinerant in nature. In order to respond to the literacy needs of almajiris, National Commission for Nomadic Education was established in 1989 by the Federal Government of Nigeria. Responsibilities included providing quality basic education for nomads, boosting their literacy capacity and equipping them with skills and competencies to enhance their well-being and participation in national development and

integration. This paper examined various strategies employed by this commission in giving literacy skills to the almajiris including provision of boat schools, mobile collapsible classroom structures, extension services, among others. The study also looked into some problems confronting the almajiri education in Nigeria suggesting policies that will prioritise education for the disadvantaged groups in the country.

Bolanle Clara Simeon-Fayomi

gbola202000@yahoo.com

The Future of Entrepreneurship and the Role of Adult Education in Nigeria

ABSTRACT: The paper is an overview of the past, present and future of entrepreneurship in Nigeria, with the view of exploring its prospects in building a sustainably prosperous nation and an economically empowered and self-reliant citizenry. The paper posits that the Nigerian indigenous education was not only all inclusive; it has promoted creativity, ingenuity, innovation and entrepreneurship. The paper notes that western education rather than complement indigenous education displaced many aspects of it either by omission or commission. It further revealed an unbalanced view of the purpose of western education by its many beneficiaries and advocates in Nigeria. This comes with associated consequences of unemployment and poverty even among enlightened minds. The paper highlights the roles that adult education can play in promoting entrepreneurship education that is capable of fostering poverty reduction, employment and sustainable development in Nigeria.

LaNette W. Thompson

Lanette_thompson@baylor.edu

Individualistic Teacher, Collectivistic Student

ABSTRACT: This paper, using a comparative perspective, encourages individualistic teachers who will be teaching adults from a collectivistic tradition in non-university settings, to examine their own worldviews and purposes for teaching. It challenges them to consider the validity of their students' ways of knowing and perceiving the world. First, while acknowledging the difficulties of stereotyping changing cultures, it reviews relevant literature that illuminates basic differences between individualistic and collectivistic traditions. Second, it acknowledges the role of schooling in socializing students into these traditions by comparing selected teaching practices in the United States, Japan, and China noting differing purposes of small groups. Third, it discusses the concept of an individualistic teacher becoming "worthy" to teach by developing character traits and behaviors that are valued in collectivistic traditions. Fourth, discussing various communication models, it challenges individualistic teachers to understand that in collectivistic societies, teachers' behaviors outside the classroom can validate or invalidate their teaching inside the classroom.

Nneka Augustina Umezulike

Neksiems@yahoo.com

Collaboration Agenda of Michael Okparpa University of Agriculture, Umudike: For future learning.

ABSTRACT: Over the decade, collaboration between researchers across the nations and institutions of higher learning has grown. Collaboration, which involves a partnership or alliance between two or more parties (like universities), has many benefits. Some examples: sharing and transfer of knowledge, skills and techniques, social and team management skills, creation of critical mass in research skills, facilities and large infrastructure, and cross fertilization of ideas which can generate new insights to provide better outcomes among others. Barely few months, after the assumption of office in 1st March, 2011, the current Vice-Chancellor of Michael Okpara University of Agriculture (MOUAAU), Umudike, Prof. Hilary O. Edeoga embarked on collaborative agreement with some world class Universities including Utah State

University, USA; University of Boras, Sweden; Kentucky State University, USA; Tennessee State University, among others. The aims of the collaboration were in area of Agriculture and consumer sciences, engineering, business, public service and urban affairs, arts and science and other evolving areas. At present, no document seems to exist to show the aggregated impact of MOUAU collaborative activities. This paper therefore examined the process, challenges and prospects of MOUAU collaborations. Documentary survey was used in data collection. Findings show that many staff and students of MOUAU have benefited from the collaborative strides in the form of undergraduate and graduate degree programmes; there are records of personnel exchange and visits, cooperative research and exchange of scientific materials among others. Based on the findings, recommendations were made towards enhancing future learning through the collaborative agenda of the university.

Melanie Wicinski (mwicinsk@usf.edu)

The Development of the Cognitive Domain of the Intercultural Maturity Scenario Assessment

ABSTRACT: This article discusses the procedure by which an instrument was created to measure the cognitive domain of intercultural maturity. The process is derived from the theoretical framework of King and Baxter Magolda's Development Model of Intercultural Maturity (2005), Flanagan's Critical Incident Technique (1954), and Fiedler, Mitchell, and Triandis' Culture Assimilator Model (1971). A four stage process is discussed and specific information is provided on how the research progressed through the stages.

Roberta E. Worsham

roberta.e.worsham.mil@mail.mil

Melanie L. Wicinski,

mwicinski@mail.usf.edu

Intercultural Sensitivity at the Army Medical Department Center and School as Measured by the Intercultural Sensitivity Survey

ABSTRACT: Intercultural sensitivity, or cultural awareness competence, is a topic that is at the forefront of many fields, including military operations in the Global War on Terrorism. Intercultural sensitivity has an impact on negotiations, mediations, infrastructure of countries, as well as, monetary issues in the global market of today. The Intercultural Sensitivity Scale (ISS) created by Chen and Starosta (2000) was used to measure intercultural sensitivity at the Army Medical Department Center and School (AMEDDC&S), using students, visitors, military employees, and civilian employees. The results revealed that all aspects of the ISS were influenced by the self-reported exposure to different culture scores of each participant.

CPAE Co-Conference Program

Thursday, November 7, 2013		
3:30 p.m. -6:15 p.m.	Commission of Professors of Adult Education (CPAE) Co-Conference Registration	
3:45 p.m.-5:15 p.m.	<p>CPAE Opening Session: <i>It's the Journey, Not the Destination: Career Issues and Insights for Professors of Adult Education</i></p> <p>Roger Baldwin, Professor of Higher, Adult, and Lifelong Education, Michigan State University</p> <p><i>This session will focus on the tasks, challenges, and rewards of academic life as educators gain experience, mature, and grow personally and professionally. The session will briefly examine changing theoretical perspectives on careers to provide a basis for reflection and conversation. Participants will discuss key issues confronting early, middle, and late-career academics and actions professors can take to sustain engaging and fulfilling professional lives. How these issues unfold for professors of adult education will be a key focus. While the session will consider common developmental experiences occurring over the course of academic life, it will also acknowledge how race, ethnicity, gender, sexual orientation, and other variables can influence academic career paths.</i></p> <p>Respondents: Susan Yelich Biniecki , Steve Schmidt, Ed Taylor (facilitated by Juanita Johnson-Bailey)</p>	
5:15 p.m.-6:15 p.m.	Reception	
6:15 p.m.-8:00 p.m.	CPAE Business Meeting Libby Tisdell, Chair	
Friday, November 8, 2013		
8:00 a.m.-11:00 a.m.	Commission of Professors of Adult Education (CPAE) Co-Conference Registration	
7:00 a.m.-8:00 a.m.	Continental Breakfast	
8:00 a.m.-9:20 a.m.	CPAE Concurrent Session 1	

<p>CPAE International/ Intercultural SIG, Part 1: Exploring Cross-Cultural Knowledge Construction through Concept Mapping: An Exploratory, Mixed Methods Study of the Experiences of Ecuadorian Educators in the U.S.</p>	<p>Susan M. Yelich Biniecki</p>	<p>This study used concept mapping as a way to help inform an understanding of how participants created cross-cultural knowledge during their program in the U.S. Concept maps are used by a variety of practitioners and disciplines, but gauging cross-cultural knowledge construction through concept mapping is a new approach.</p>
<p>CPAE International/ Intercultural SIG, Part 2: Negotiating Identity: Autoethnography and Mind-mapping as Tools for Adult Learners</p>	<p>Dina Zavala-Petherbridge</p>	<p>This presentation explores using autoethnography and mind mapping as tools for exploring personal identity work. A <i>transnational woman</i> constructs different identities that allow her to change her role according to the context she is in. The best adult learning strategies are the ones that allow adults to be included in the learning process.</p>
<p>CPAE Dialogues in Andragogy SIG, Part 1: Exploring the Symmetries and Contradictions of Andragogy in Higher Education</p>	<p>Ellen Scully-Russ Aliko Nicholaides Paige McDonald</p>	<p>This session explores whether and how andragogy can help to respond to the needs of a changing student population in higher education. The implications for andragogy will also be considered as we discuss whether the appropriation of the method to organize and deliver formal curriculum extends or coops its basic tenants.</p>
<p>CPAE Dialogues in Andragogy SIG, Part 2: 1. Students' and Facilitators' Perception of an Andragogical Learning Contract Experience in Two Italian Higher Education Courses 2. The Transforming Power of Trust in the Andragogical Learning Environment 3. Expanding Andragogy in Additional Dimensions</p>	<p>1. Monica Fedeli, and Mario Giampaolo 2. Kristi Archuleta Frush, and Lori Risley 3. John A. Henschke</p>	<p>1. The Learning Contract is an instrument to facilitate self-directed learning. 2. This presentation will present student perspectives on the transforming nature of using trust in the andragogical learning environment. 3. An update of research in andragogy has revealed some new dimensions and another era as we look toward andragogy's future.</p>

	Roxanne M. Gonzales Regis University rmgonzales@regis.edu	Jennifer Green Huntington College of Health Sciences jgreen@hchs.edu	Anne Greenawalt Penn State University-Harrisburg greenawalt459@gmail.com
Cheryl Grice Kansas State University Cdgrice@ksu.edu	Marsha Griffin UTHSCSA Regional Academic Health Center - Community for Children griffinmrcfc@gmail.com	Wendy Griswold Kansas State University griswold@ksu.edu	Kenda S. Grover University of Arkansas kgrover@uark.edu
Debra Hagerly Armstrong Atlantic State University Debra.Hagerly@armstrong.edu	Julie Hall Roane State Community College Hallja3@roanestate.edu	Catherine Hansman Cleveland State University c.hansman@csuohio.edu	Michael Harner University of Illinois mikeh@uic.edu
David Hartt The George Washington University hartt1@cox.net	Virginia Heaven Columbia College Chicago vheaven@rcn.com	Jack Hedrick Choctaw Nation of Oklahoma jdedrick@choctawnation.com	John Arthur Henschke Lindenwood University jhenschke@lindenwood.edu
Brian Hentz University of Connecticut brian.hentz@business.uconn.edu	Michael Edward Hess II Ohio University hessm@ohio.edu	Melissa Thorpe Hill NC State University mmthorpe@ncsu.edu	Annie Hoekman Kansas Wesleyan University annie.hoekman@kwu.edu
Chad Hoggan North Carolina State University cdhoggan@ncsu.edu	Patricia Holt Armstrong Atlantic State University Patricia.Holt@armstrong.edu	Dorleen Hooten Texas A&M University-Central Texas dkhooten@ct.tamus.edu	
Yvonne Hunter-Johnson The College of the Bahamas vashawn5@hotmail.com	Robin Hurst Virginia Commonwealth University rrhurst@vcu.edu	Barbara Hutchison North Dakota State University School of Education Barbara.Hutchison@My.NDSU.edu	Jihee Hwang Penn State University jzh180@psu.edu
Susan Isenberg Lindenwood University sisenberg@lindenwood.edu	Lindsey Jackson Montana State University lindsey.0427@gmail.com	Porscha Jackson Texas A&M University-TCALL porschaj@tamu.edu	Wayne B. James University of South Florida wjames7846@aol.com
Katherine Jelly SUNY Empire State College Katherine.Jelly@esc.edu	Shinhee Jeong Texas A&M University jeongsh00@tamu.edu	Sarah Johaningsmeir Medical College of Wisconsin sjohanin@mcw.edu	Carrie Johnson Eastern Illinois University cejohnson@eiu.edu
Christine Johnson DePaul University	Constance Johnson Colorado Technical University Cjohnson@coloradotech.edu	Michelle Johnson Texas A&M University michellejohn@neo.tamu.edu	Freeman Johnson Royal Bahamas Police Force freeman_johnsprn@hotmail.com
Jeannette Jones American InterContinental University- Main Campus jeannette.jones@faculty.aiuonline.edu	K.P. Joo The Pennsylvania State University kpfight@gmail.com	Kit Kacirek University of Arkansas-Fort Smith kitk@uark.edu	Leann Kaiser Colorado State University leann.kaiser@colostate.edu
Melisa Kakas Texas State University-San Marcos m_k84@txstate.edu	Fran Kamin Florida Atlantic University fkamin@fau.edu	Karen Kaminski Colorado State University Karen.kaminski@colostate.edu	Carol Kasworm North Carolina State University carol_kasworm@ncsu.edu
Sarah Strom Kays Elmhurst College saskays@yahoo.com	Jie Ke Jackson State University jie.ke@jsums.edu	Rita Kenahan Teachers College Columbia University rak2133@columbia.edu	Lynne Key DiamondWinds Inc. / University of South Florida LynneKey@mail.usf.edu
Young-In Kim Korea National Open University ykim@knou.ac.kr			

Thursday		Event	Presenters	Room
		<i>Partnerships: Exploring the Roles and Needs of Adult Educators in an Emerging Social Structure</i>	Barbara Board, Michael Callanan, <i>Ellen Scully-Russ, Facilitator</i>	Regency 3
		<i>Reaching Unique Populations: A Global Issue</i>	Tony Dreise, Barry Golding, Matata Johannes Mokoete, <i>Linda Morris, Facilitator</i>	TB3
3:15 PM - 3:30 PM		Break		
3:30 PM		Exhibitor Tear Down		
3:30 PM - 4:15 PM		Breakout Sessions and Roundtables 10		
10.1	7198	(AHEA) Interactive Conversations about Developing and Sustaining Adult Learners (DSAL) Part 1	Carrie Boden-McGill, Carrie Johnson, Melisa Kakas, Nora Cavazos	TB1
10.2	7619	Andragogically Building a Doctor of Andragogy, a Master's of Andragogy-On-Line, and a Certificate of Andragogy Program	John Henschke, Susan Isenberg	TB2
	7672	Andragogy and the Economy: Is There an Influence?	Kathy Petroff, John Henschke, Susan Isenberg	
10.3	7431	Microaggressions and the Disruption of the Online Sense of Presence	Anita Samuel	TB3
	7458	When Bullies Grow Up and Join the Workforce	Patricia Holt	
10.4	7465	Making the Call: Factors Influencing College Choice Among Freshmen African American Males in Undergraduate Studies	John Harrison	TB4
	7547	Andragogy in a Shifting Learning Landscape	Deidre Wheaton, Jie Ke	
10.5	7432	Examining Authentic Leadership and Popular Education	Stephen Earnest, Marjorie Treff, Michelle Glowacki-Dudka	TB5
10.6	7369	Incorporating Scaffolded Scenarios into Your Webinars	Melissa Hill	Jessamine

7611	Adult Literacy Learners: Partners Not Problems	Adult Basic Education	This presentation explores the negative language often used to fuel and frame literacy educational efforts and considers how terms like "crisis" and "disease" affect partnerships between sponsors and adult learners.
7612	Andragogy, Mesagogy, and Pedagogy: The Effects of Subject-matter Difficulty on Learner Structure Preferences	Adult Learning	Presenters share a research study examining the effects of subject-matter difficulty on adult learner preferences for learning environment structure.
7614	Mobile Devices: Mechanisms for Delivery and Learning	Distance Learning and Technology	This session will discuss current uses of mobile devices to support learning. We will review examples of devices and applications and discuss the benefits and challenges for all involved.
7615	Adult Female Undergraduates on Campus in Residence - An Exploration of their Lived Experience	Women's Issues, Status and Education	This session will explore the preliminary findings of a study of the lived experience of adult female undergraduates who live on campus including themes of resilience, self-efficacy, identity and motivation.
7616	Increasing Student Engagement in Online Courses Through Virtual Workgroups	Human Resource Development	This session will explore the current practices in the design of online courses and present empirical evidence of virtual workgroups as a strategy for increasing student presence and engagement.
7617	Assessing Transformative Learning: Challenges and Ideas	Adult Learning	This session considers unique challenges to developing an instrument to assess transformative learning in light of the ongoing discussion of whether such learning is a rational, intuitive, or blended process.
7619	Andragogically Building a Doctor of Andragogy, a Master's of Andragogy-On-Line and a Certificate of Andragogy Program	Adult Learning	Developing and implementing andragogy programs andragogically provides an opportunity to "think outside the box". This effort requires congruency between talking and action. Is this possible to accomplish? Just maybe.
7620	Web Conferencing and the Power of Rapid Prototyping: The New F2F for Adult Distance Learning	Distance Learning and Technology	Presentation will discuss distance/online learning trends and demonstrate content management systems and web conferencing technologies that may support teaching of adults. Role of rapid prototyping software will also be presented.
7623	John H. Johnson's Re-Education of African Americans Through The Selfethnic Liberatory Nature of Magazines	History and Philosophy of Adult Education	This session will discuss how John H. Johnson, the pioneering publishing magnate of Johnson Publishing Company, re-educated African Americans through the selfethnic liberatory nature of his magazines, EBONY and Jet.

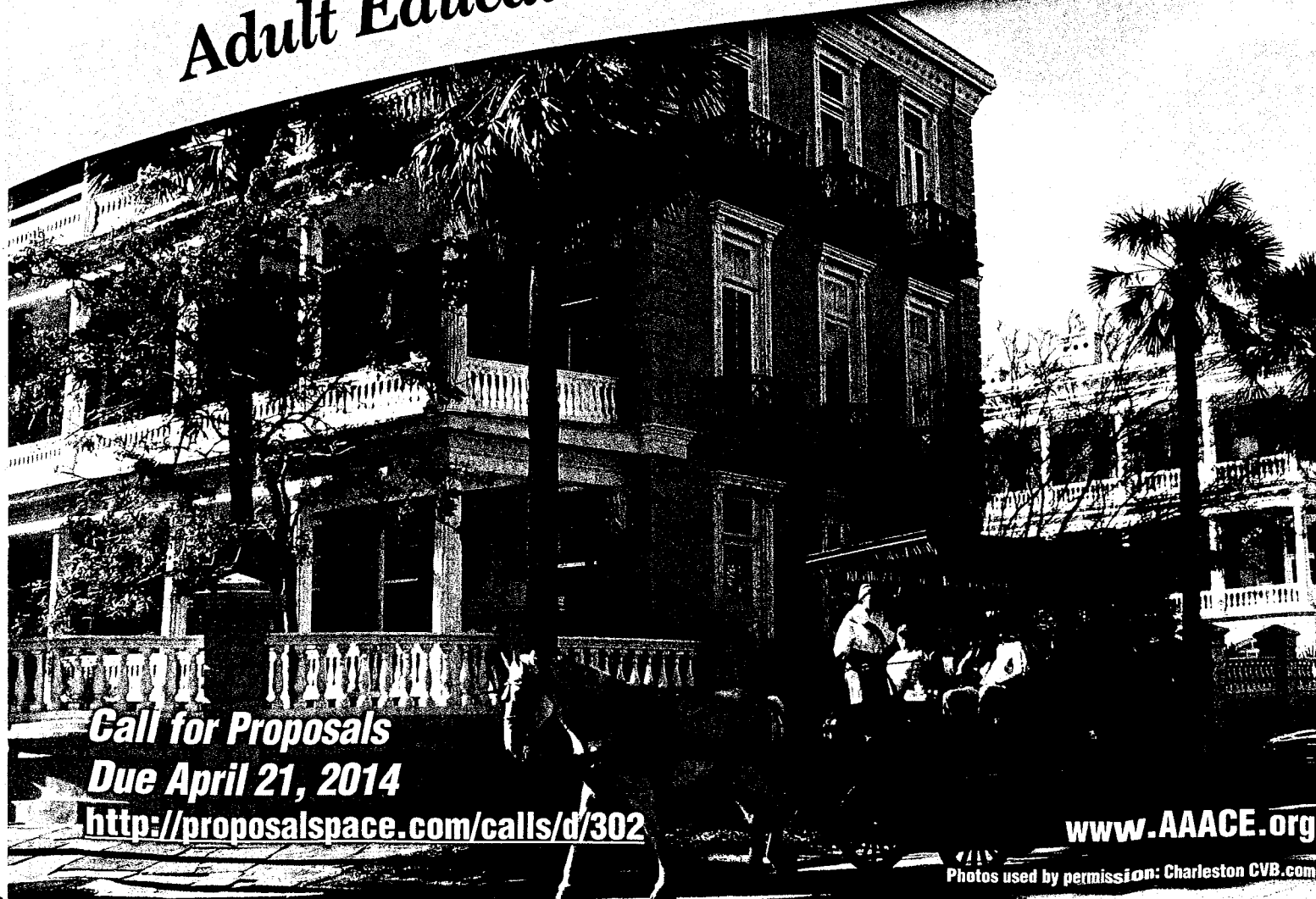
7671	Class Act or Class Clown? The Public Pedagogy of TV's Proliferation of Working-Class Reality Programs	Colleges and Universities	Adult educators who promote social justice should help students recognize and resist the corporate agenda embodied in class-based in programs like Swamp People and Hillbilly Blood. Come see how.
7672	Andragogy and the Economy: Is There an Influence?	Adult Learning	Little effort has been devoted to understanding the economic impact of andragogy on the economies of world nations. It is possible that andragogy may influence economies.
7677	Diversity Awareness Perceptions Among University Support Staff	Human Resource Development	Research conducted at a land grant university identified themes centered around diversity awareness perceptions among classified support staff. Themes included: positional power, ageism, 'the good old boy' network and racism.
7679	Learning to Live with Uncertainty	International Adult Education	From a developmental perspective, explore findings from presenter's Fulbright research in Greece of citizens navigating crisis. Bring your own questions and experiences too in discussing this crucial 21st century need.
7682	Through the Learner's Lens: How Facilitators Create Trust in Learning Environments	Adult Learning	Facilitators utilize elements of trust within learning environments. In this interactive session, we will share recently completed research that can help educators identify how trust occurs in learning settings.
7842	The Relationship of Goal Setting to Persistence	Adult Learning	This research project was designed to investigate the impact of formal goal setting activities of adult non-traditional graduate students on their persistence to complete a master's degree.

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