58th Annual Adult Education Research Conference

Advancing Research and Enriching Practice in Adult Education

June 8 - June 11, 2017
University of Oklahoma
Thurman J. White Forum
Norman, Oklahoma
WE VALUE YOUR FEEDBACK!

This year complete your evaluation online on your smartphone, tablet, or laptop.

Navigate to aerc.outreach.ou.edu and select the Evaluation tab for each concurrent session you attend as well as the conference as a whole.
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Dear AERC Colleagues,

Welcome to the 58th Annual Adult Education Research Conference in Norman, Oklahoma! This year’s conference promises another dynamic retreat where community members can informally gather for collegial interactions and lively debate over the future direction of adult education research.

The 2017 Conference theme is **Advancing Research and Enriching Practice in Adult Education**. This year, we continued with the process for proposal and proceedings submission through the Digital Commons Repository—a process supported by Kansas State University, College of Education Department of Educational Leadership. This has increased the community’s efficiency in collecting, monitoring, archiving, and showcasing the variety of scholarly research that informs the field of adult education.

As in past years, this year’s conference offers numerous opportunities for participants to meet a diverse group of scholars from multidisciplinary fields. The conference highlights include paper presentations, roundtables, and a symposium, as well as our established and new pre-conferences that precede the opening reception kickoff.

It has been a pleasure for the 2016-2017 Steering Committee to serve this community during these exciting times. Each member brought unique skills necessary to continue making the AERC community a vital force in today’s changing world. It is our desire that you enjoy every aspect of the conference, including the dialogue, networking, and professional development.

**2016-2017 Steering Committee**

Simone C. O. Conceição, University of Wisconsin-Milwaukee  
John D. Holst, University of St. Thomas  
Catherine A. Hansman, Cleveland State University  
Paulette Isaac-Savage, University of Missouri St. Louis
April 28, 2017

Welcome to the 58th Adult Education Research Conference (AERC)!

We are honored to be the host institution for the 2017 AERC. The AERC is one of the longest running conferences focusing on research in the field of adult education and has a theme, “Advancing Research and Enriching Practice in Adult Education” this year. We are pleased to have so many talented scholars join us this year to present and discuss issues relevant to this area of study. Dr. Fred Schied will be featured as the opening keynote to kick off the conference. He will be followed by many others who will share their most current and emerging research.

University Outreach at the University of Oklahoma (OU Outreach), including the College of Continuing Education and the College of Liberal Studies, have been involved in Adult and Continuing Education for many years. OU Outreach is also the official home for the International Adult and Continuing Education Hall of Fame. In addition, faculty at the Jeannine Rainbolt College of Education have been very involved in Adult Education Research. The College offers Master’s and Ph.D. degrees with emphasis on the subject under the Adult and Higher Education program.

We hope you take time to visit the University of Oklahoma’s Norman campus. We have a wonderful library that houses some wonderful collections, as well as collaborative learning centers. The Fred Jones Jr. Museum of Art is free and contains some very impressive exhibits of Western and Native American Art, icons, as well as Modern and Contemporary Art. The Sam Noble Museum of Natural History is also well worth a visit. John Buskey’s Collection of Adult and Continuing Education in the Curriculum Library at the Jeannine Rainbolt College of Education allows you to review historically valuable literature as well.

We hope you will enjoy this year’s conference. We will do all we can to make it informative and enjoyable. We know you have high expectations and this year’s conference will not disappoint.

Sincerely,

[Signature]

The 2017 AERC Host Committee
Shad Satterthwaite, Junghwan Kim, Doo Hun Lim, Martha Banz, and Belinda Biscoe
OU Outreach & Jeannine Rainbolt College of Education
The University of Oklahoma
Dear Conference Participants,

On behalf of The University of Oklahoma, it's my pleasure to extend a warm welcome to the 2017 Adult Education Research Conference. As Dean of the College of Liberal Studies, I understand the importance of your research endeavors and resonate with the important impact it has on the field of adult education. We are glad to partner with you in this important work and hope you find the conference to be informative and helpful.

For more than a half-century, the OU College of Liberal Studies has afforded the opportunity for adult learners to engage with distinguished OU faculty, students who would not otherwise be able to attend courses on the University of Oklahoma campus. Throughout our history, we have continuously sought to extend an excellent academic experience to adult and nontraditional students in higher education. Our recent reorganization and expansion extends our reach to include an even wider audience of adult students, especially military-affiliated personnel stationed on bases in both Europe and North America.

Our College is nationally recognized for its excellence and was recently selected by *U.S. News and World Report* as a top three best online program, as well as being ranked #2 as the best online program for veterans. Additionally, our Master’s degree in Criminal Justice ranks #5 in the same report. For us, the bottom line is our abiding commitment to providing high-quality educational access to adult students and life long learners.

Again, welcome to Oklahoma and OU! It is our privilege to play a small part in hosting this important conference and we hope you enjoy your stay in the Sooner State!

Best regards,

Martha L. Banz, Ph.D.
Interim Dean, College of Liberal Studies
Associate Provost for Continuing Education
University of Oklahoma
Dear Conference Participants,

On behalf of University Outreach at the University of Oklahoma (OU), it's my pleasure to welcome you to Norman for the 58th Annual Adult Education Research Conference (AERC)! This year's theme, "Advancing Research and Enriching Practice in Adult Education," highlights the importance of moving research into practice for the benefit of adult learners. We believe this program will push all of us in our thinking to meet the needs of all adult students.

OU Outreach is a lifelong learning organization dedicated to helping individuals, businesses, groups, and communities transform themselves through knowledge. Nationally recognized for its pioneering efforts in continuing education programs, OU Outreach extends the educational resources of the University of Oklahoma on campus, online, and at locations around the world.

OU Outreach includes 23 program units and 10 support service units employing close to 600 professionals. Recognized public and community service programs and continuing education non-credit offerings within OU Outreach include the Association for Continuing Higher Education (ACHE) and the International Adult and Continuing Education Hall of Fame. Additional departments focus on programs in higher education, common education, including early childhood, juvenile justice, disability education and training, human relations, executive training and team development, health and human services, public radio, social justice, American Indian education and health, research and evaluation, and substance abuse prevention. All of these programs offer adult learning opportunities to improve professional practice in these fields.

In all aspects of adult learning and continuing education, OU Outreach is committed to implementing practices supported by research. Therefore, we are thrilled to host this annual conference, which serves as a "retreat for members of the adult education community; an informal, collegial gathering where all are encouraged to enter into lively debate over the future direction of research in adult education."

Welcome to OU!

Warm Regards,

Belinda Biscoc, Ph.D.
Interim Vice President for University Outreach
University of Oklahoma

480 24th Avenue NW, Suite 230, Norman, Oklahoma 73069
PHONE: (405)325-1711 FAX: (405)325-7676
June 9, 2017

Dear AERC Conference,

The Jeannine Rainbolt College of Education (JRCoE) at The University of Oklahoma and the OU Outreach extend a sincere welcome to the 2017 Adult Education Research Conference (AERC) attendees.

The mission of the Jeannine Rainbolt College of Education is to promote inquiry and practices that foster democratic life and that are fundamental to the interrelated activities of research and professional practice in the multi-disciplinary field of Education. We are committed to preparing professional educators for the classroom as well as for careers in diverse fields such as administration, counseling, literacy and adult education. Educational programs are ranked among the best in the country and accredited and approved by a variety of national, regional, and state professional associations.

We are excited to host the 58th annual conference activities here on our campus. The AERC conference provides a forum for adult education researchers to share their experiences and the results of their studies with students, other researchers, and practitioners from around the world.

This year’s conference theme is, “Advancing Research and Enriching Practice in Adult Education.” Dr. Fred Schied, who is a former faculty in Lifelong Learning and Adult Education at Penn State, is the keynote speaker. His address is titled “Researching Informal Learning in Adult Education.” We believe that this event will provide the environment to be challenged, excited and inspired. Please take time to visit each other’s session where different perspectives and ideas are shared and by the end of the conference your mind will have been expanded and rejuvenated. Again, thank you for being here.

Respectfully,

[Signature]

Gregg Garn, Ph.D.
Dean, Jeannine Rainbolt College of Education
Humphreys Chair in Education
Executive Director, K20 Center

820 Van Vleet Oval, ECH 100, Norman, Oklahoma 73019
PHONE: (405) 325-1081 FAX: (405) 325-7390
WEBSITE: http://www.uo.edu/education
May 11, 2017

Dear AERC Colleagues,

Welcome to the University of Oklahoma and the 58th Adult Education Research Conference. As interim chair of the Department of Educational Leadership and Policy Studies, let me thank you in advance for your work in advancing knowledge and practice in the area of adult education and development.

The theme for this year’s conference, *Advancing Research and Enriching Practice in Adult Education*, captures the work that many of the faculty, staff and students in our department engage in on a daily basis. Like you, we are committed to sharing research and evidence on effective policies and practices so that our schools, communities, and organizations can use to become places of human growth and flourishing.

Our department faculty and students have much to share and to learn. This past year, our faculty of 20 professors published 31 journal articles, 4 books, 17 book chapters, and had 82 conference presentations. Much of this work originates from ideas and relationships formed at conferences like this one. The department has three nationally recognized programs: (1) Adult and Higher Education, (2) Educational Administration, Curriculum, and Supervision, and (3) Educational Studies. Please find more information about the programs at [http://www.ou.edu/education/elps](http://www.ou.edu/education/elps).

It is my hope that you find the sessions useful, the evidence and information valuable, and the conversation enriching. Enjoy your time at the University of Oklahoma.

Sincerely,

*Signed*

Curt M. Adams  
Linda Clarke Anderson Presidential Professor  
Educational Leadership and Policy Studies  
Co-Director, Oklahoma Center for Education Policy  
Interim Department Chair, Educational Leadership and Policy Studies  
The University of Oklahoma
FORUM CONFERENCE CENTER MAP

Thurman J. White Forum Building
1704 Asp Ave
Norman, OK 73072
405-325-4318
conferenceservices@ou.edu
AERC SCHEDULE OF EVENTS

Thursday, June 8, 2017

8:30 am  Registration Open  Lobby

8:30 - 9:00 am  Continental Breakfast  Conference Room A

9:00 am - 5:00 pm  Pre-Conferences  Seminar Rooms

  LGBTQ+A Pre-Conference  Room A1
  African Diaspora Pre-Conference  Room A2
  Asian Pre-Conference  Room A3
  Bullying, Incivility, and Violence in Adult, Higher,
Continuing, and Professional Education  Room A4

12:00 - 1:00 pm  Pre-Conference Lunch  Conference Room A

6:00 - 8:00 pm  AERC Kickoff Dinner  Sam Noble Museum

  Welcome
  Celebrating the 10th Asian Diaspora Pre-Conference
  Celebrating the 25th African Diaspora Pre-Conference

Friday, June 9, 2017

8:00 am - 5:00 pm  Registration Open  Lobby

8:00 - 9:00 am  Hot Breakfast  Conference Room A

9:00 - 10:45 am  Opening and Keynote Speaker  Forum Room

  A Welcome from Norman
  Breea Clark, JD, Norman City Councilmember and Associate
  Director of Academic Integrity Programs, University of
  Oklahoma

  Welcome from the Host Committee
  Dr. Shad Satterthwaite, Associate Dean of the College
  of Liberal Studies, University of Oklahoma

  Greetings
  Dr. T. Elon Dancy, Associate Dean for Community
  Engagement and Academic Inclusion, Jeannine
  Rainbolt College of Education, University of Oklahoma
AERC SCHEDULE OF EVENTS

Friday, June 9, 2017

9:00 - 10:45 am  **Opening and Keynote Speaker - continued**
Meaning of Adult Education and Lifelong Learning
Kim Smith, MEd in Adult and Higher Education, University of Oklahoma

Introduction of Keynote
Dr. Junghwan Kim, Host Committee, University of Oklahoma

Keynote Address: *Rethinking Research on Informal Learning: Sociocultural and Historical Perspectives*
Dr. Fred Schied, Professor Emeritus of Lifelong Learning and Adult Education, Pennsylvania State University

11:00 - 11:50 am  **Concurrent Session #1** (See more information on page 15)
Forum Room

12:00 - 1:00 pm  **Lunch**
Conference Room A

1:00 - 1:50 pm  **Concurrent Session #2** (See more information on page 16)
Seminar Rooms

2:00 - 2:50 pm  **Concurrent Session #3** (See more information on page 17)
Seminar Rooms

2:50 - 3:10 pm  **Afternoon Break**
A-Corridor

3:10 - 4:00 pm  **Concurrent Session #4** (See more information on page 19)
Seminar Rooms

4:10 - 5:00 pm  **Concurrent Session #5** (See more information on page 20)
Seminar Rooms

5:15 - 6:30 pm  **CPAE Planning Meetings**
The CPAE Executive Committee invites you to join us to think about the identity of our field. Ann Brooks (Chair), Kevin Roessger and Haijung Kang (Members-at-Large) will be hosting this interactive session to help us take a step toward addressing the CPAE membership’s top priority, “Work together to elevate the visibility of Adult Education’s contributions and importance to society.” Current and retired faculty, researchers, practitioners, and doctoral students are all encouraged to attend.

5:15 - 6:30 pm  **IACE Hall of Fame - Appetizers**
C-Corridor/Hall of Fame

6:30 - 8:30 pm  **Dinner and Private Screening of “Night School”**
(See more information on page 30)
Conference Room A
# AERC Schedule of Events

## Saturday, June 10, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>8:00 am - 5:00 pm</td>
<td>Registration Open</td>
<td>Lobby</td>
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<tr>
<td>8:00 - 9:00 am</td>
<td>Continental Breakfast</td>
<td>Conference Room A</td>
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<tr>
<td>9:00 - 10:30 am</td>
<td>Symposium</td>
<td>Conference Room A</td>
</tr>
<tr>
<td>9:00 - 10:30 am</td>
<td><em>Reimagining Doctoral Education as a Practice of Adult Education,</em> Dianne Ramdeholl, Tom Heaney, Jaye Jones, Gabriele Strohschen</td>
<td>Conference Room A</td>
</tr>
<tr>
<td>10:45 - 11:35 am</td>
<td>Concurrent Session #6 (See more information on page 21)</td>
<td>Seminar Rooms</td>
</tr>
<tr>
<td>11:45 am - 1:45 pm</td>
<td>AERC Lunch &amp; Business Meeting</td>
<td>Conference Room A</td>
</tr>
<tr>
<td>2:00 - 2:50 pm</td>
<td>Concurrent Session #7 (See more information on page 23)</td>
<td>Seminar Rooms</td>
</tr>
<tr>
<td>3:00 - 3:50 pm</td>
<td>Concurrent Session #8 (See more information on page 24)</td>
<td>Seminar Rooms</td>
</tr>
<tr>
<td>4:00 - 5:15 pm</td>
<td>Meet the Editors</td>
<td>Conference Room A</td>
</tr>
<tr>
<td>5:15 pm</td>
<td>Dinner on Your Own</td>
<td>See Campus Corner Guide</td>
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## Sunday, June 11, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:00 - 10:00 am</td>
<td>Registration Open</td>
<td>Lobby</td>
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<tr>
<td>8:00 - 9:00 am</td>
<td>Continental Breakfast</td>
<td>Conference Room A</td>
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<tr>
<td>9:00 - 9:50 am</td>
<td>Concurrent Session #9 (See more information on page 25)</td>
<td>Seminar Rooms</td>
</tr>
<tr>
<td>10:00 - 10:50 am</td>
<td>Concurrent Session #10 (See more information on page 27)</td>
<td>Seminar Rooms</td>
</tr>
<tr>
<td>11:00 am - 12:00 pm</td>
<td>Closing Session</td>
<td>Conference Room A</td>
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<td><em>Martha Banz, PhD,</em> Interim Dean of the College of Liberal Studies</td>
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<td><em>Belinda Biscoe, PhD,</em> Interim Vice President, University of Oklahoma Outreach</td>
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The Effect of Mentoring on U.S. vs. Foreign-Born Faculty's Self-Esteem and Job Satisfaction

Room: A1  
Session Type: Paper  
Presenters: Tony Lee, University of Oklahoma Norman Campus; Doo H. Lim, University of Oklahoma Norman Campus; and Johyun Kim, Texas A & M University – Commerce

The purpose of this study was to explore the relationship among mentoring, self-esteem, and job satisfaction between U.S.-born and foreign-born faculty members in 21 research universities based on their country of origin, marital status, faculty ranking, tenure, and mentoring status.

Inclusive Workforce Education: Towards a Feminist Pedagogy for Vocational Programs

Room: A2  
Session Type: Paper  
Presenters: Sarah M. Ray and Ovi Galvan, Texas A&M University; Jill Zarestky, Colorado State University

Vocational education provides economic opportunity but often excludes women. The present literature review lays the foundation to develop relevant feminist perspectives and guide the inclusion efforts of community colleges.

Exploring Programmatic Issues Which Affect Continuing Legal Education in Kansas

Room: A3  
Session Type: Paper  
Presenters: Holly B. Fisher and W. Franklin Spikes, Kansas State University

This mixed methods research study identified current mandatory continuing legal education (MCLE) practices by Kansas providers and evaluated these against established adult and continuing education best practices.

Educators’ Reflections on Empowerment in a Gender Responsive Program for Women Offenders

Room: A4  
Session Type: Paper  
Presenters: Carolyn L. Sandoval and Lisa M. Baumgartner, Texas A&M University

We explore women educators’ experiences teaching in a gender-responsive program for women who are incarcerated. Themes including fostering empowerment, motivations for teaching, and tensions teaching emancipatory content in jail.

Effective and Necessary Professional Development for Science Teachers as States Adopt NGSS

Room: A5  
Session Type: Roundtable  
Presenters: Anne M. Krebs, Kansas State University

This roundtable will explore the efficacy of professional development opportunities designed to support science teachers during the transition to the Next Generation Science Standards (NGSS).
Concurrent Session #1 - Friday, June 9, 2017

“Creating What I Think I Should Be Doing”: Contradictions and Learning of College Job Changers

Room: A6
Session Type: Roundtable
Presenters: Joann S. Olson, University of Houston-Victoria; Junghwan Kim, University of Oklahoma

This study describes workplace learning after job changes. A cultural-historical activity framework identified contradictions: balancing conflicting expectations; managing ill-defined roles; encountering bureaucratic constraints; and mitigating gaps in institutional vision.

Concurrent Session #2 - Friday, June 9, 2017

Community Engagement in Climate Change: Models of Culturally Appropriate Citizen Science

Room: A1
Session Type: Paper
Presenters: Lisa M. Baumgartner, Texas A&M University; Jill Zarestky, Colorado State University

Climate change is increasingly affecting people in rural and indigenous communities. This paper explores opportunities for adult educators to develop and support community programs related to environmental change and preservation.

Dialogues in Promoting Knowledge Construction

Room: A2
Session Type: Paper
Presenter: Bo Chang, Ball State University

The purpose of this paper is to examine how different types of dialogue promote knowledge construction in an online course. Findings show that the instructor was able to design online discussion questions that balanced the grounding dialogue, critical dialogue, and reflective dialogue. Three types of dialogues were interwoven to help students understand the topics from various dimensions. Giving students freedom to select readings and discussion questions, creating a safe environment, and providing practical and controversial materials allowed space for different types of dialogue to flourish, and was found to be crucial for stimulating active and proactive knowledge sharing and creation.

Learning Agility: The Nexus Between Learning Organization, Transformative Learning, and Adaptive Performance

Room: A3
Session Type: Paper
Presenters: Doo Hun Lim, Min Hee Yoo, Junghwan Kim, Spencer Brickell, University of Oklahoma

This study is to establish a model of learning agility connected with transformative learning and learning organization and identify the mediating role of learning agility on the relationship between learning organization, transformative learning, and adaptive performance.
Violeta Parra: Popular Educator

Room: A4
Session Type: Paper
Presenters: María Alicia Vetter, Independent Researcher

This study reexamines the work of Chilean folklorist Violeta Parra with the purpose of identifying her as a popular educator.

African-American Males in Higher Education: Examining the Learning Experiences of African-American Male Graduate Students

Room: A5
Session Type: Roundtable
Presenters: Cedric G. Sanders, The University of Georgia

The purpose of this proposal is to present and frame a future research project focused on capturing stories from African-American male graduate students, to understand how their graduate school learning experiences are transformative.

The Role of Community Benefits Agreements for Community Development, Social Justice Adult Education, and Program Planning

Room: A6
Session Type: Roundtable
Presenters: Kayla Savage and Susan Yelich Biniecki, Kansas State University

The purpose of this roundtable is to facilitate discussion and debate about the role of community benefits agreements in community development, social justice education, and program planning within community development contexts.

From Cognition to the Imaginal: Fostering Self-Understanding from and through Emotions in Adult Learning

Room: A2
Session Type: Paper
Presenters: John M. Dirkx and Benjamin D. Espinoza, Michigan State University

Based on a critical review of the literature, this paper explores the imaginative contribution emotions make to self-understanding and how it complements the view of emotion as a form of cognition in adult learning.
Adult Education-Related Graduate Degrees: Insights on the Challenges and Benefits of Online Programming

Room: A3
Session Type: Paper
Presenters: Mattyna Stephens, Joellen E. Coryell, and Cindy Peña, Texas State University

This study investigated program coordinators’/instructors’ experiences of teaching online in graduate adult education programs. Specifically, we examined their perspectives on the benefits and challenges to both students and instructors in online learning environments and participants’ recommendations for others who were interested in transitioning their courses and degrees to online programming.

“The Money... Was Far More of a Relapse for Me”: A Qualitative Study of Women’s Experiences Transitioning from the Sex Trade to Legal Employment

Room: A4
Session Type: Paper
Presenter: Shannon K. Deer, Texas A&M University – College Station

The purpose of this study was to investigate women's experiences transitioning out of the sex trade, especially related to the types and contexts of learning they employed.

Career Construction as a Way to Promote Self-Determined Vocational Choices of People with Disabilities

Room: A5
Session Type: Roundtable
Presenters: Chang-kyu Kwon, University of Georgia, Athens

There is a great need for developing the self-determination of people with disabilities in their career choices. Career construction theory as a way to facilitate this development will be discussed.

The Transformation of Chinese Only-Child Parents in Empty-nests

Room: A6
Session Type: Roundtable
Presenters: Fujuan Tan, Morehead State University

This qualitative study investigates the transformation of Chinese only-child parents in empty-nests through attending cultural activities in the Chinese community, when their only children leave home and become independent.
Hanging on a Cliff: Workforce Development and Sustainability in the Face of Working Age Population Decrease in South Korea

Room: A1
Session Type: Paper
Presenter: Jin Lee, Texas A&M University

To evaluate and design effective policy to mitigate and ultimately overcome the crisis of demographic cliff, the systemic structure of labor force decrease of Korea was modeled with the system dynamics method.

Group Size and Adult International Field Study Programs: A Literature Review

Room: A2
Session Type: Paper
Presenters: Natalia Mora, Brittany Davis, and Joellen E. Coryell, Texas State University

Traveling in a group impacts the learning process abroad. This literature review examines established research about the effects of group sizes on learning when studying abroad as an adult.

The Democratic Ideal vs. Lumann’s Autopoietic Systems in Adult Education: Theorizing from the Literature

Room: A3
Session Type: Paper
Presenter: Jeff Zacharakis, Kansas State University

This paper analyzes the democratic ideal and its historical importance to adult education, and then analyzes how adult education today fits Niklas Luhmann’s (2006) autopoietic systems at the expense of the democratic ideal.

Freirean Dialectics and Dialogue

Room: A4
Session Type: Paper
Presenter: John D. Holst, University of St. Thomas

In this theoretical inquiry, I explore the importance of dialectics and dialogue in the work of Paulo Freire. I argue that dialectics is key to a social movement-based Freirean pedagogy.

Expansive Learning for Lifelong Learning: A City Case of Policy-Making in South Korea

Room: A5
Session Type: Roundtable
Presenters: In Tak Kwon, Chonbuk National University, South Korea; Young Hee Lim, Nambu University, South Korea; Junghwan Kim, University of Oklahoma; Doo Hun Lim, University of Oklahoma

This study aims to examine how key stakeholders, who are involved in policy-making for lifelong learning, engage in expansive learning to build a better lifelong learning city in South Korea.
Using Critical Race Theory to Interrogate Community Spaces at a PWI in the U.S.

Room: A6  
Session Type: Roundtable  
Presenter: Sarah M. Ray, Texas A&M University

International students of African descent are among the adult learners attending predominantly white institutions (PWI) in the U.S. Location and types of community spaces for students do not always address the unique lives and experiences of these students. Conducting qualitative interviews with international students of African descent attending a PWI and analyzing the data through a Critical Race Theory (CRT) lens allows for an examination of community spaces through the analytic frames of the: black/white binary, intersectionality, and essentialism. These are useful tools to interrogate the systems of oppression that international students of African descent experience in the U.S., and the ways community spaces support or oppress based on the racialized identities of students.

Best Practices for Adult Educators Working in Cross-Generational Learning Spaces

Room: A1  
Session Type: Paper  
Presenter: Andrea B. Nikischer, PhD, SUNY Buffalo State

This paper outlines findings from a collaborative research project on working with cross-generational groups of child welfare workers. Best practices for working with cross-generational groups are provided.

Quiet Noise: Adult Education’s Silence on Disabilities

Room: A2  
Session Type: Paper  
Presenter: Carol Rogers-Shaw, Pennsylvania State University

This paper identifies gaps in adult education literature on disability, examines the presence of persons with disabilities in adult education settings, and argues for their inclusion in the discourse. A search of titles, keywords, and abstracts of journal articles from 2010 through 2016 documented a failure to address disability as a social justice concern in adult education.

The Impact of Participation in Educational Programs on Elderly’s Life Satisfaction

Room: A4  
Session Type: Paper  
Presenter: Bora Jin, Texas A&M University

This study explored the impact of the participation in educational programs on the elderly's life satisfaction. Semi-structured interviews were conducted. It showed that participation in educational programs has positively impacted the elderly.
Concurrent Session #5 - Friday, June 9, 2017

Developing Knowledge and Theory in the Field of Adult Education: Research Conferences in the 1960s

Room: A5  
Session Type: Roundtable  
Presenters: Catherine A. Hansman, Cleveland State University and Amy D. Rose, Northern Illinois University

This historical study examines the role of research and the development of adult education research conferences, including the eventual founding and establishment of the Adult Education Research Conference (AERC). What role did research and research conferences play in developing the field of adult education?

Implementing a Culturally Responsive Faculty Development Program

Room: A6  
Session Type: Roundtable  
Presenter: China Jenkins, Houston Community College System

One method of aiding educators in becoming culturally responsive is faculty development. In this session, the presenter examines the creation and implementation of a culturally responsive faculty development program.

Concurrent Session #6 - Saturday, June 10, 2017


Room: A1  
Session Type: Paper  
Presenters: Chungil Choi, Pennsylvania State University; Soojeong Han, Texas A&M University; Jieun You, Ohio State University; Junghwan Kim, University of Oklahoma

This study aims to examine 10-year research trends in adult education. Using a topic modeling analysis, we analyzed 999 journal articles published and found 19 dominant topics and their flows.

U.S. Young Adult Numeracy Skills Lagging Behind: Results from the Newest PIAAC Release 2012/2014

Room: A2  
Session Type: Paper  
Presenters: Derek Hollliday and Emily Pawlowski, American Institutes for Research

This paper analyzes the numeracy skills of U.S. young adults in comparison with selected peer countries using data from the Program for the International Assessment of Adult Competencies (PIAAC).
**AERC CONCURRENT SESSION DETAILS**

**Concurrent Session #6 - Saturday, June 10, 2017**

**Adult Learning in Social Innovation**

Room: A3  
Session Type: Paper  
Presenters: Cheryl K. Baldwin, PhD and Rachel Lander, PhD, University of Wisconsin-Milwaukee

Practitioner learning in a social innovation project was expansive in character. However, relationships and broad social values also impacted investment in learning suggesting motives beyond the immediate activity system.

**Career Transition to Non-Tenure-Line Faculty: Midlife Women's Challenges, Supports, and Strategies**

Room: A4  
Session Type: Paper  
Presenter: Catherine A. Cherrstrom, Texas State University

Numbers of new faculty with prior careers, women faculty, and non-tenure-line faculty are increasing. This study investigated the career transitions and strategies of women midlife career changers to non-tenure-line faculty.

**Educational Gerontology: Bridging the Gap between Older Adult Learners and Historically Black Colleges and Universities**

Room: A5  
Session Type: Roundtable  
Presenters: Onna Jordan, North Carolina Agricultural and Technical State University

Older adult learners account for a significant percentage of the educational market. Higher education institutions should identify and make educational program adjustments surrounding the needs, motives, and outcomes of this evolving demographic (Brady & Fowler, 1988).

**How Can Parent Education be Used as a Resource to Improve and Promote Healthy Relationships with Children?**

Room: A6  
Session Type: Roundtable  
Presenter: Brittany Riggins, North Carolina Agricultural and Technical State University

Educating parents on the means and outlets they could use to create positive relationships with their children could be beneficial, yielding academic success. In bridging educational gaps amongst children in America, parent education classes would be a resource that provides fundamental skills and knowledge necessary to push children toward success. Considering the social, economic, and cultural variables that influence our social and cognitive development, educating parents and providing resources to aid them in developing skills, attitudes, and responsibilities that help their child succeed, is critical. These parent education classes would be most beneficial in low income areas where minority children encounter single parent homes, growing drug use, poverty, and a multitude of variables that effect their development and hinder their educational, social, and economic status.
Graduate Level Instructor's Perception of Teaching Critical Thinking
Room: A1
Session Type: Paper
Presenter: Jay Van Der Werff, PhD, Army University

Higher learning institutions identify the teaching of critical thinking skills to students as a goal of the academic programs offered. This study examined faculty perceptions of teaching critical thinking skills.

Relational Learning Abroad: Examining an Adult Short-term Field Study in Italy
Room: A2
Session Type: Paper
Presenters: Brittany Davis and Joellen E. Coryell, Texas State University – San Marcos

This study examines graduate students’ experiences with personal relationships developed abroad and how these relationships enhanced their learning while on a short-term international field study in Italy.

Intertwining Retirement Education with Adult Education
Room: A3
Session Type: Paper
Presenter: Chaewon Yang, University of Georgia

This literature review aims to explore how adult education can intervene to create a more satisfactory retirement through retirement education. Specifically, it is focused how retirement education has used transformative learning theory to interpret retirement experiences.

The MOVE Organization's Stand for Social Justice
Room: A4
Session Type: Roundtable
Presenter: Julee Rosser, PhD, Indiana University East

The focus of this roundtable will be on the MOVE Organization and their stand for life and social justice. In the self-published booklet, 25 Years on the MOVE, the MOVE Organization is described as a group of people who, “surfaced in Philadelphia during the early 1970’s. [They are] characterized by dreadlock hair, the adopted surname ‘Africa,’ a principled unity, and an uncompromising commitment to their belief...[in] the teachings of the MOVE founder JOHN AFRICA” (1997).

While the MOVE Organization started back in the early 1970’s, it is still very relevant today. It is especially important to research the issues that have affected the members of the MOVE Organization. Their experiences closely relate to the current problems with racism and violence in the police forces. This is highly relevant research and it has the potential to generate lively discussions and debate during the AERC Roundtable.
Concurrent Session #7 - Saturday, June 10, 2017

The Black Panther Party and Emancipatory Adult Education

Room: A5
Session Type: Roundtable
Presenter: Geleana Drew Alston, PhD, North Carolina Agricultural and Technical State University

The purpose of this roundtable paper is to illuminate the emancipatory adult educational activities created and implemented by the Black Panther Party in the 1960s. These “survival programs” were specifically designed to serve the educational needs of the community. For the purposes of this paper, the Community Learning Center, the Son of Man Temple, and the Seniors Against a Fearful Environment (SAFE) program will be briefly discussed.

Adaptive Learning and Returning Adult Online Students

Room: A6
Session Type: Roundtable
Presenter: Andrea Gregg, PhD, and Lynne Johnson, The Pennsylvania State University

Many returning adults choose online education for its flexibility but sometimes require additional preparation. We will discuss an adaptive learning pilot to address academic remediation and share preliminary research findings.

Concurrent Session #8 - Saturday, June 10, 2017

Experiences Influencing Ethno-National Identity Learning: The Case of Young Adults on the Divided Island of Cyrus

Room: A1
Session Type: Paper
Presenter: Christos Anagiotos, North Carolina A&T State University

Due to nationalist conflict, Greek-Cypriots and Turkish-Cypriots lived apart from 1974 until 2003. This study investigates ethno-national identity learning as a lifelong learning process among young adults that were raised during the segregation period.

The Matter of Morality: Examining Moral-Ethics as a Tenet of Transformative Learning

Room: A2
Session Type: Paper
Presenter: Perdeta L. Bush M.Ed, Penn State Harrisburg

Learning Lives and Reconstructing Identities of Young Adult North Korean Defectors

Room: A3
Session Type: Paper
Presenter: Hyewon Park, Pennsylvania State University

This ethnographic study is to examine young adult North Korean defectors' learning and identity reconstruction process within daily lives in South Korea, based on Cultural-Historical Activity Theory as a theoretical framework.
Concurrent Session #8 - Saturday, June 10, 2017

Exploring Adult Learners’ Knowledge Construction of Social Foundations Content: One Higher Education Context

Room: A4
Session Type: Paper
Presenters: Susan M. Yelich Biniecki and Royce Ann Collins, Kansas State University

This qualitative study explores adult learners’ knowledge construction of social foundations content within a Master of Adult Education program, broadening the understanding of the tenets of constructivist learning.

Mixed Gender High Performance Optimization (HPO) Teams: The Roles of Adult Learning Theories in the Enhancement of Endurance Teams’ Capabilities

Room: A5
Session Type: Roundtable
Presenter: Constance M. Carpenter, Kansas State University

This session examines the use of adult learning theories in enhancing the high-performance optimization (HPO) of mixed gender endurance teams. The research round table proposal explores effective learning approaches for improving endurance teams’ performance during conditions of mental and physical fatigue, uncertainty, and ambiguity. The session presents literature that examines the learning styles of national and international endurance teams with focus on behaviorist and progressive learning approaches.

Extension Cord: Powering Adult Education Through Cooperative Extension Programs

Room: A6
Session Type: Roundtable
Presenters: Jackson Alexander, Kenda S. Grover, Shelly Walters and Kit Kacirek, University of Arkansas

Cooperative extension provides opportunities for adult learning in a variety of settings. The study identified perceptions of county agents related to their role in community development and adult education.

Concurrent Session #9 - Sunday, June 11, 2017

A Systematic Review of the Literature on Foreign Brides’ Adaptation Experiences in Korea

Room: A1
Session Type: Paper
Presenters: Heh Youn Shin and Esther Prins, Pennsylvania State University

This study synthesizes the literature on foreign brides in Korea to explore how they are represented in research studies and how sociocultural contexts shape their experiences and adjustment.
Adult Learning in Online Educative Spaces: A Constructive-Developmental Perspective

Room: A2  
Session Type: Paper  
Presenter: Alexandra B. Cox, University of Georgia  

This study explored how adults construct meaning, develop, and grow within the particular context of a structured, online, educative space and through the alone/together paradox.

A New Research Direction of Authentic Leadership in the Field of Adult Education

Room: A3  
Session Type: Paper  
Presenters: Jihye Oh and Soo Jeoung Han, Texas A & M University – College Station  

This research encompasses authentic leadership and learning-related outcomes at workplaces from the perspective of adult education/learning. We provided a new insight and direction into the field of adult education/learning by utilizing authentic leadership as a facilitator.


Room: A4  
Session Type: Paper  
Presenter: Brigette A. Herron, University of Georgia  

This paper uses material-discursive theories to work alongside Maria Lugones’ concept of playful “world”-travelling and loving perception in order to theorize how adult educators might work in feminist ways across national borders.

Developing Mindful Leadership Among Learners

Room: A5  
Session Type: Roundtable  
Presenter: Wendy Griswold, University of Memphis  

Contemplative education offers practical means to facilitate adult development and growth. Its use in an educational leadership course resulted in opportunities for learners to explore and develop their leadership capacity.

Utilizing Adult Learning Principles to Understand Students’ Perception of Integrating Open-Access Resources into Nutrition Curriculum: A Survey Research

Room: A6  
Session Type: Roundtable  
Presenters: Kathleen Hoss-Cruz and Haijun Kang, Kansas State University  

The purpose of this research roundtable is to discuss how principles of adult learning could be used to make sense of student experiences with an open-access resource used in a basic level nutrition course. Based on preliminary results, students generally reported a positive experience with the OER.
“Do the Hard Work”: Identity Development and First Year Doctoral Students

Room: A1
Session Type: Paper
Presenters: Davin J. Carr-Chellman, University of Idaho; Carol Rogers-Shaw, Pennsylvania State University

This study examines the experiences of first year doctoral students in education to understand their identity development, self-concept changes, and the forces driving this development and change. Key findings include the centrality of challenges and obstacles, an enthusiasm for demanding tasks, the guidance of a larger purpose, the influence of community, and the construction of a personal narrative.

Move Over, Descartes! Neuroscience Says You’re Wrong

Room: A2
Session Type: Paper
Presenter: Kathleen Taylor, Saint Mary’s College of California

Recent developments in neuroscience, cognitive science, psychology, and philosophy of mind contradict Descartes's rejection of the body's role in thinking. This presentation describes implications for adult learning.

Confronting the “Imposter Syndrome” in the Adult Learning Classroom

Room: A3
Session Type: Paper
Presenters: Lorenzo Bowman, PhD and Glenn Anthony Palmer, PhD, DeVry University

Evaluating the Application of Andragogical Principles Beyond the Classroom

Room: A5
Session Type: Roundtable
Presenters: Saishea McNeill-Cook, Keith Street Robinson, and Myrah Wilson, North Carolina Agricultural & Technical State University

Given the common occurrence of catastrophic events, such as natural disasters and acts of terror, there is an increasing need for those who serve in volunteer capacities, such as first responders, to receive training which prioritizes their learning needs, specifically as adults.

“Volunteers, particularly among firefighters, represent an important part of the first responder population” (Quincy, 2014). Simply put, first responders are an integral part of world society. Communities rely upon their services as ambassadors of safety and emergency facilitators. “Of the estimated 29,980 fire departments in the U.S. in 2014, 19,915 (66.4 percent) were all-volunteer. Mostly volunteer and all-volunteer fire departments protect 35.4 percent of the U.S. population, about 115 million people” (NVFC, 2016). As first responders, they are in frequent contact with citizens in times of great need and are depended upon for the distribution of information. The world's emergency facilitators are also adult learners and thus, any education/training they receive should be grounded in andragogical principles. Therefore, this roundtable proposes to explore the development of systems for evaluating effective adult training in arenas outside of the classroom, such as volunteer first responders, with Knowles' six principles of adult learning as a guide for benchmarking.
Concurrent Session #10 - Sunday, June 11, 2017

Designing Qualitative Research that Solves Problems: Exploring the Potential of Participatory Action Research Methods in Adult Learning Contexts

Room: A6
Session Type: Roundtable
Presenter: Stacy N. Mackey Kimbrough, University of Arkansas, Fayetteville

The purpose of this roundtable is to explore participatory action research in the context of adult learning from recent scholarship and the presenter’s current study engaged in organizational change.
Dr. Fred Schied received his B.A. in history from the University of Illinois-Chicago, where he also did graduate work in nineteenth century European history. He received his M.S. in Rehabilitation Services Administration from DePaul University before receiving his Ed. D. in Adult Education from Northern Illinois University, studying with Phyllis Cunningham. Dr. Schied was a faculty member of the Lifelong Learning and Adult Education program at the Pennsylvania State University, University Park, for more than 20 years. He also served as an administrator of a large urban community and adult basic education program, taught English-as-a-Second-Language, and worked as a community educator in community development projects in Chicago, as well as a consultant for international lifelong education.

The research of Dr. Schied has addressed the questions of how lifelong and workplace learning is defined and conceptualized, who does the defining, whose interest is being served, and what impact lifelong and workplace learning has on marginalized adults and workers. His book, *Learning in Social Context: Workers and Adult Education in Nineteenth-Century Chicago*, received the 1994 Cyril O. Houle Award for Outstanding Literature in Adult Education from the American Association for Adult and Continuing Education (AAACE).

Dr. Schied served on the Steering Committee of the Adult Education Research Conference (AERC) from 2004 to 2006. He also served on the board of several scholarly journals, including *Adult Education Quarterly* and the *Canadian Journal for the Study of Adult Education*. In 1998, he was one of five Americans who received the Kellogg Foundation's Houle Emerging Scholar Award.

As a faculty member or a researcher, the former doctoral students of Dr. Schied have actively worked at multiple places nationally and internationally such as Cleveland State University, Drake University, Kansas State University, North Carolina State University, Pennsylvania State University, University of Houston, and University of Oklahoma in the United States, as well as Kongju National University, Korea National Open University, Kyonggi University, and the National Institute for Lifelong Education in South Korea.
Synopsis

Indianapolis has one of the lowest high school graduation rates in the country. For adult learners Greg, Melissa, and Shynika, finally earning their high school diplomas could be a life-changing achievement. Emmy award-winning director Andrew Cohn’s absorbing documentary observes their individual pursuits, fraught with the challenges of daily life and the broader systemic roadblocks faced by many low-income Americans.

Press

“The three people you meet—52-year-old grandmother Melissa, who wants to prove to herself she can be somebody; Greg, a single dad who’s getting out of drug dealing and wants a real job; and Shynika, who’s fed up with fast-food work and dreams of nursing—are all people who look like the folks you may not even see on your commute on public transportation. Their stories are complex and all their own. The problems they face are structural, endemic, and belong to everybody.”
- American University and the Center for Media & Social Impact

“Going deep into the lives of his subjects, filmmaker Andrew Cohn puts faces on statistics and reintroduces the human factor into a faltering social milieu that often gets obscured amid political debates... Night School is immersed in its sense of place: Indianapolis, which has one of the country's highest high school dropout rates. The film's three subjects, each from a low-income neighborhood, struggle with the challenges of poverty while pushing for new opportunities that a degree can offer them.”
- The Wall Street Journal

“Director Andrew Cohn observes the individual journeys of three adult students as they fight to better themselves and their situations. Each has their own personal reasons and motivations but ultimately, they have realized graduating to be a crucial stepping stone to bettering their lives. As in Cohn's directorial debut, Medora, the remarkable authenticity of these stories and the way in which they are woven together is both sobering and enlightening. These dynamic and empathetic characters are inspiring in their perseverance, and their small individual stories take on a larger importance in the context of the ongoing struggle for equal access to education in America.”
- Tribeca Film Festival

About Andrew Cohn

Andrew Cohn is an Emmy award-winning documentary filmmaker and screenwriter living in New York. His most recent film, Night School, premiered at the 2016 Tribeca Film Festival and was supported by a MacArthur grant. He is the director of the documentary Kid Danny for ESPN Films' 30 for 30 series—and his first film, Medora, went on to win an Emmy for PBS’ Independent Lens series. He is currently directing a concert documentary about famed-Detroit rapper Danny Brown, entitled Danny Brown: Live at the Majestic.
In 1899, the Territorial Legislature of the future state of Oklahoma mandated the founding of a natural history museum on the campus of the University of the Territory of Oklahoma in Norman, now the University of Oklahoma. Since that time, the museum has had a long and distinguished history, including being designated as the Oklahoma Museum of Natural History in 1987 by the Oklahoma Legislature and receiving the state’s first National Medal in 2014 awarded by the Institute of Museum and Library Services.

Curators and staff of the museum conduct scientific investigations to preserve and develop a greater understanding and appreciation of natural resources and human cultural heritage. They develop exhibitions and conduct educational programs for all ages that illustrate, interpret, and explain the natural history of the state and region to bring a greater understanding of our world to the people of Oklahoma and others.

On May 1, 2000, the Sam Noble Oklahoma Museum of Natural History opened its doors to a new 198,000 square foot facility housing 12 collections, labs, libraries, offices, and exhibit space. Today, the treasure chest design of the building’s architecture houses more than 10 million objects that belong to the people of the state of Oklahoma. More than 4 billion years of Oklahoma’s natural history are featured in thousands of artifacts from the collections on display in 50,000 feet of public galleries. Visitors can immerse themselves in the fascinating natural and cultural history of Oklahoma.
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