

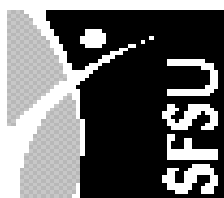
CONFERENCE BROCHURE

AERC 2003

The 44th Annual Adult Education Research Conference Registration Information and Preliminary Program

June 6 – 8, 2003

Pre Conferences: June 5, 2003



San Francisco State University
San Francisco, California

2002-2003 AERC STEERING COMMITTEE

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University of Wyoming**

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**AERC 2003
Pre-Conference Information
June 5, 2003**

AFRICAN DIASPORA PRE-CONFERENCE

9:00 a.m. - 4:00 p.m.
Rosa Park Hall
Cesar Chavez Student Center

The eleventh African Diaspora Adult Education Research Pre-Conference will be held at San Francisco State University in San Francisco, California in conjunction with the 44th annual Adult Education Research Conference. The foci of the pre-conference are the following themes:

- Historical research on people of African descent who are involved in adult and continuing education
- Research on contemporary issues, problems and concerns relevant to the African Diaspora in the area of adult and continuing education. Proposal pertinent to one of these themes are invited.

The purpose of this pre-conference is to provide a forum in which graduate students of African ancestry can critically dialogue about theoretical and practical issues related to the education of adults in the African Diaspora.

ASIAN DIASPORA PRE-CONFERENCE

9:00 a.m. – 4:00 p.m.
Meeting room C – 112
Cesar Chavez Student Center

This is the first Asian Diaspora pre-conference held in conjunction with the 44th annual Adult Education Research Conference. The purpose for this Asian Diaspora Pre-conference is to provide a forum for critical dialogue on issues, concerns, and problems relevant to Asian Diaspora in the area of adult and continuing education.

CHICANA(O)/LATINA(O) PRE-CONFERENCE

9:00 a. m. – 4:00 p.m.
Rigoberta Menchu Hall
Cesar Chavez Student Center

Chicana (o)/Latina (o) Pre-Conference: For the first time the Chicana (o)/Latina (o) Pre-Conference will be held in conjunction with the 44th Adult Education Research Conference taking place at San Francisco State University. The goal of the pre-conference is to provide space for Latinos in adult education to present and discuss research and programs being developed for Chicana(o)/Latina(o)'s on a local, national and international level. The principle idea for this pre-conference is to give voice to Chicana(o)/Latina(o) scholars and Graduate students to enter in dialogue about the role of Chicana(o)s/Latina(o)s in adult education from a global perspective

CYRIL O. HOULE PRE-CONFERENCE

8:30 a.m. –5:00 p.m.

Meeting Room T - 143
Cesar Chavez Student Center

All past and present Cyril O. Houle Scholars are invited to present at the 4th Annual Houle Scholar Pre-Conference. The conference goal is to provide a global forum for scholars to share their research experiences with a broader audience of Houle Scholars and other interested AERC participants. Scholars may rekindle relationships and initiate new ones through dialogue about research on international adult education issues.

INDIGENOUS PEOPLE PRE-CONFERENCE

9:00 a.m. – 4:00 p.m.
Meeting room T 114
Cesar Chavez Student Center

This is the first Indigenous Scholarship pre-conference held in conjunction with the 44th annual Adult Education Research Conference. The purpose of the pre-conference is to provide a forum for exploring the topic of Indigenous Scholarship.

As scholars, Indigenous Educators often find their approach to learning, teaching, and meaning making unique not only in methods but in its purpose *for* and *in* their communities.

In this forum we will collectively and experientially explore Indigenous Scholarship to understand and articulate how knowledge in our cultures is created, sustained and for what purpose perpetuated. Participants will be encouraged to bring forth their own indigenous ways of knowing as we dialog and discuss issues, concerns, and problems relevant to defining knowledge construction in our cultures that can advance the development of pedagogues which honor our worldviews.

LESBIAN, GAY, BI-SEXUAL, TRANSGENDER AND QUEER PRE-CONFERENCE

9:00 a.m. – 1:00 p.m.
Meeting Room T - 160
Cesar Chavez Student Center

The year 2003 marks the 10th anniversary of the LGBTQ Caucus. This first Queer Pre-conference examines relationships at the intersections of truth/power/knowledge. Papers/discussions will center on: What counts as knowledge, and what knowledge counts in LGBTQ discourse? How have Queer communities exposed/replaced categories such as family/citizenship/democracy? How do Queer communities engaged in sense making beyond hetero/homo duality to re/construct social difference in new and meaningful ways? Papers in the morning will be followed by a walking tour of the "the Castro", San Francisco's most famous "gay neighborhood".

MIDYEAR MEETING OF THE COMMISSION OF PROFESSORS OF ADULT EDUCATION (CPAE)

7:00 p.m. – 10:00 p.m.
Rigoberta Menchu Hall
Cesar Chaves Student Center

This informal mid-year meeting of the Commission of Professors will provide an opportunity to discuss the status of adult education graduate programs and review the kinds of research training currently provided in various programs. Members of the Commission will be invited to present a short summary of the research methods preparation required in their graduate programs and provide a brief oral summary of the status of their programs. A short summary will also be provided of the current year's work of the Commission and plans for our annual conference in Detroit.

CALIFORNIA INSTITUTE OF INTEGRAL STUDIES COMMUNITY MEETING

CONFERENCE WELCOMING RECEPTION

6:00 p.m. – 9:00 p.m.
Cesar Chaves Student Center

**AERC 2003
Preliminary
Conference Program
Friday, June 6**

7: 30 a.m. – 9:00 a.m.	Continental Breakfast	11:20 a.m. – 12:10 p.m.	SESSION 2
7:30 a.m. – 5:00 p.m.	On-site Registration Jack Adams, Student Center	Laurel Jeris and Teresa McDowell	BH 237
8:45 a.m. – 10:00 a.m.	OPENING SESSION Jack Adams, Student Center	<i>Journal literature through the lens of critical race theory: A model for examining racism and social justice in the professions</i>	
10: 15 a.m.– 11:10 a.m.	SESSION 1	Kathleen P. King, Jane Bennett,	BH 210
Teresa McDowell	BH 236	P. George Perera and Mavis N. Matewa	
<i>Answering the call for anti-racist praxis in adult education</i>		<i>Understanding adult learners amidst societal crisis: An international interpretation from ground zero</i>	
Debra Whitman	BH 237	Vivian W. Mott	BH 252
<i>Learning for social change. Exploring non-traditional sites of learning. A feminist perspective-Hearing the marginalized voices, utilizing narrative, reflection, daily realities, and personal experience</i>		<i>The role of culture in continuing professional education: An examination of epistemology and reflection among Native American women</i>	
Joyce Stalker	BH 210	Jane Cruikshank	BH 225
<i>'Ladies' work' and critical pedagogy: How women use fabric crafts to make defiant statements</i>		<i>The changing face of lifelong learning</i>	
Lisa M. Baumgartner	BH 252	Tara Fenwick	BH 226
<i>"I always thought I had to get up and do something": Highlander Septima Clark's lifetime of social justice in adult education</i>		<i>Dancing with the devil? Towards a critical HRD</i>	
Silja Kallenbach	BH 225	Lyn Hughes and P. H. Garth	BH 256
<i>Open to interpretation: Multiple intelligences theory in adult literacy education</i>		<i>An African American community, historical and cultural resources: The national historic registry of African American railroad employees</i>	
Michael Alhadeff	BH 226	Michael Law	BH 236
<i>Rethinking the concept of 'critically reflective practice' through the paradigm of complexity: Some epistemological, theoretical, and practical issues</i>		<i>Bringing the state back in: New directions in trade union education in a small democracy</i>	
Barbara Sparks	BH 256	12:10 p.m. – 1:25 p.m.	LUNCH BREAK
<i>Women, class leadership: Geographical knowledge for political action</i>		1: 30 p.m. – 2:20 p.m.	SESSION 3
		Emilio Lucio-Villegas	BH 237
		and Antonio Fragoso	
		<i>Literacy, adult education and social change in southern Europe: A case study</i>	

Christie K Mabry and Catherine Hansman <i>Power and resistance in a formal, organizational mentoring program</i>	BH 210	Michael D. Degagne and John M. Dirkx <i>Success without assimilation: First nations adult learners in the post-secondary environment</i>	BH 226
Jennifer Sandlin <i>Working on women: Gender, power, and the construction of the “good man” in welfare-to-work educational programs</i>	BH 252	Dip Kapoor <i>Knowledge, praxis and critical adult education in Adivasi (original dweller) social struggles/movements in India</i>	BH 256
Nikki Ashcraft <i>The participation of Hispanic immigrants in adult learning activities</i>	BH 225	3:45 p.m. – 4:35 p.m.	SESSION 5
European-American Collaborative Challenging Whiteness <i>Exploring pathways to whiteness as a system of knowing: Transformation of thought and action</i>	BH 226	Pierre Walter and B. Alkenbrack <i>From laborer-teacher to laboring professors: Frontier college and the university in overalls</i>	BH 236
Ralf St. Clair <i>It can’t help but help: The uses of research in adult literacy education</i>	BH 256	Meg Wise <i>Balancing assets and deficits: Who controls the online patient education learning agenda?</i>	BH 237
Janice M. Saturday <i>Problematizing Qualitative Research: Intersubjective Dynamics in the Interview Process</i>	BH 236	Patricia A Lawler and Kathleen King <i>Best practices in faculty development as adult education: Best practices in US, England, & Canada</i>	BH 210
2:30 p.m.– 3:20 p.m.	SESSION 4	Sharan Merriam, Bradley Courtenay and Lisa Baumgartner <i>On becoming a witch: Learning in a marginalized community of practice</i>	BH 252
Jia Wang <i>Management education in the People’s Republic of China: Chinese managers’ perceptions and learning experiences</i>	BH 237	Kiran Mirchandani <i>Racialization, learning and contingent workers: Developing new understandings of work-related learning</i>	BH 225
John M. Dirkx and Regina O. Smith <i>“Doesn’t anyone just lecture anymore?” Adult learners’ love/hate relationship with online small group work</i>	BH 210	Tom Nesbit and Arthur L. Wilson <i>Theorizing power</i>	BH 226
Carolyn Clark, Carolyn Sandoval and Becky Pettit <i>Invisible women: Domestic and custodial workers and their construction of self</i>	BH 252	Tonette S. Rocco and Andre Grace <i>John Ohliger & the social practice of adult education: A pilgrim of the obvious</i>	BH 256
Sondra Cuban <i>An exploration of the literacy sponsorship model for explaining persistence of African-American adult basic education learners</i>	BH 225	4:45 p.m. – 5:45 p.m.	RECEPTION
		6:00 p.m. – 9:30 p.m.	Multicultural Program

SATURDAY – JUNE 7

7:30 – 9:00 a.m.	Breakfast	Sarah Gravett and N. Petersen	BH 252
7:30 – 3:00 p.m.	Registration	<i>"You have been thrown in on the deep end and you are on your own": The learning process of newly appointed academics at a South African university</i>	
8:30 - 9:20 a.m.	SESSION 6	David Jele	BH 225
Marsha Rossiter	BH 236	<i>Re-conceptualizing the links between literacy and development: A political economy approach</i>	
<i>Constructing the Possible: A Study of Educational Relationships and Possible Selves</i>		Heather Kanuka and Dianne Conrad	BH 226
Mary Ziegler, Sherry Bain, Sherry Bell and Donna Brian	BH 237	<i>Reshaping Adult Learning Experience Through Technology: Techne, technics and praxis</i>	
<i>Dispositional variables predicting the persistence of welfare recipients in adult basic education</i>		Elice E. Rogers	BH 256
Michael Day and Donna Amstutz	BH 210	<i>"A critical review of the women who served the congressional black caucus: Implications for adult education"</i>	
<i>Philosophical frameworks versus core values: Giving practice meaning</i>		10:45 a.m. – 12:15 p.m.	SYMPOSIA
Patti Gouthro	BH 252	Miriam Zukas, Tara Fenwick, Ann Harris	BH 28
<i>Feminist perspectives on Habermasian theory: Implications for the development of critical feminist theoretical discourses in adult education</i>		Christie Jarvis, Janice Malcolm and Dan Pratt	
Tonette S. Rocco, U. Wright and M. Parsons	BH 225	<i>The 'good' teacher? Constructing teacher identities for lifelong learning.</i>	
<i>Critical race theory and adult education: Critique of the literature in adult education quarterly</i>		Maria del Carmen Lorenzatti	ROSA PARKS
Lyle Yorks and Elizabeth Kasl	BH 226	<i>The education of youth and adults from popular sections in Latin America</i>	
<i>Through the looking glass- A taxonomy for presentational knowing</i>		12:30 p.m.– 2:00 p.m.	Jack Adams Hall Cesar Chavez Student Center
Richard C. Kiely	BH 256	Business Meeting and Luncheon Graduate Student Award Phyllis Cunningham Award	
<i>A chameleon with a complex: Searching for social justice in transformational learning</i>		2:00 p.m. – 2:50 pm.	SESSION 8
9:30 a.m. – 10:25 a.m.	SESSION 7	Veerle Stroobants	BH 236
Carolyn Kreber	BH 236	and Danny Wildemeersch	
<i>Authenticating the invisible: Speaking authentically about reflection in professors' pedagogical growth and development</i>		<i>Learning active citizenship: Challenge, capacity and connection</i>	
Kevin Olson	BH 237	Edward W. Taylor	BH 237
<i>Bridge over troubled waters: Exploring music's role in building communities of adult learners</i>		<i>Teaching beliefs of non-formal educators: A park educator's perspective</i>	
Andre P. Grace	BH 210	Mary V. Alfred	BH 210
<i>Citizen queer: Mediating welfare and work in education and culture</i>		<i>Beyond cognition: Exploring sociocultural theory for a more responsive adult education practice</i>	

Ian E. Baptiste, Kala Dowlath, BH 252
 Christopher Fegley, Gaye R. Jenkins, H. Naomi
 Nyanungo, Elimami Swai and P. Tammeveski
*A model for university collaboration in community
 organizing and capacity building*

Bradley C. Courtenay and BH 226
 Judy Milton
*"Seeing what is": Learning communicates in a
 collaborative online interdepartmental doctoral
 program*

John Egan BH 225
*"Advocate, mentor or master" Worker-client power
 dynamics in AIDS prevention for injection drug
 users"*

Lynn Tett BH 256
*"Adult education, women and health in socially
 excluded communities: A Scottish case study"*

Graduate Student Awardee BH 352

3:00 p.m.– 3:50 p.m. SESSION 9

Social Justice Awardee BH 352

Kit Yoong Ng BH 237
A "Northerner" adult education

Linda D. Sayre BH 210
Adult learning through acting as adult educators

Laura L. Bierema BH 225
*Women's networks: A career development
 intervention or impediment?*

Dent C. Davis BH 226
*Conversations with the unseen: Spiritual growth
 and adult learning in the human experience*

Joe F. Donaldson, Barbara. K. Townsend BH 256
 and Robin Walker Thompson
*Another decade of obscurity: Adult undergraduates
 in higher education journals*

Robert. J. Hill BH 236
*Pressing policy issues: Safe and supportive
 opportunities for lesbian, gay, bisexual, transgender,
 & queer learners in higher education*
 Cynthia L. Andruske BH 210

Romee Lee BH 252
*Bridging East and West: Cross-cultural experience
 of Korean immigrant professionals*

4:30 p.m.– 5:30 p.m. CAUCUSES

6:00 p.m.– 10:00 p.m. Tour Of Fisherman's Wharf

SUNDAY, JUNE 8

7:30 a.m. – 9:00 a.m. Breakfast

8:30 a.m.– 9:30 a.m. SESSION 10

Steven E. Noble BH 236
*Do it to me one more time: Ritual and exploitation
 within adult education*

Shari L Peterson and Faye Weisenberg BH 237
*Professional fulfillment of U.S. and Canadian
 faculty: A comparative study*

Donovan Plumb and Barbara Berringer BH 210
*Learning about HIV/AIDS in the meshwork:
 Framing a cultural theory of human learning*

Alisa Belzer BH 252
*Adult basic education as a context for federal policy
 implementation*

Christopher Fegley and Irene Baird BH 225
*Losing myself to crime; Learning and the social
 construction of masculinity among incarcerated men*

Karen Munoz and Laurel Jeris BH 226
*Learning to be interdisciplinary: An action research
 approach to boundary spanning*

9:45 a.m.– 10:45 a.m. SESSION 11

Marilyn M. Parrish BH 236
*Learning in social movement: The women of the
 catholic worker*

Elizabeth J. Tisdell BH 237
*Spirituality, health and medical education:
 Perspectives of physician and medical adult educator*

