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

Donna Amstutz
University of Wyoming

Robert J. Hill
University of Georgia

Tom Nesbit
Simon Fraser University
Vancouver, British Columbia

Elice E. Rogers
Cleveland State University

HOST COMMITTEE

Doris Flowers, Chair
Ming Yeh Lee, Chair

Vanessa Sheared
Alicia A. Jalipa
Eurania Lopez
Anarose Schelstrate
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

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.

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

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)

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
7:30 a.m. – 9:00 a.m.  Continental Breakfast

7:30 a.m. – 5:00 p.m.  On-site Registration
   Jack Adams, Student Center

8:45 a.m. – 10:00 a.m.  OPENING SESSION
   Jack Adams, Student Center

10:15 a.m.– 11:10 a.m.  SESSION 1
   Teresa McDowell
   BH 236
   Answering the call for anti-racist praxis in adult education

   Debra Whitman
   BH 237
   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

   Joyce Stalker
   BH 210
   'Ladies’ work’ and critical pedagogy: How women use fabric crafts to make defiant statements

   Lisa M. Baumgartner
   BH 252
   ‘I always thought I had to get up and do something’: Highlander Septima Clark’s lifetime of social justice in adult education

   Silja Kallenbach
   BH 225
   Open to interpretation: Multiple intelligences theory in adult literacy education

   Michael Alhadeff
   BH 226
   Rethinking the concept of ‘critically reflective practice’ through the paradigm of complexity: Some epistemological, theoretical, and practical issues

   Barbara Sparks
   BH 256
   Women, class leadership: Geographical knowledge for political action

11:20 a.m. – 12:10 p.m.  SESSION 2

12:10 p.m. – 1:25 p.m.  LUNCH BREAK

1:30 p.m. – 2:20 p.m.  SESSION 3

   Emilio Lucio-Villegas
   and Antonio Fragoso
   BH 237
   Literacy, adult education and social change in southern Europe: A case study
Christie K Mabry and Catherine Hansman
Power and resistance in a formal, organizational mentoring program

Jennifer Sandlin
Working on women: Gender, power, and the construction of the “good man” in welfare-to-work educational programs

Nikki Ashcraft
The participation of Hispanic immigrants in adult learning activities

European-American Collaborative
Challenging Whiteness
Exploring pathways to whiteness as a system of knowing: Transformation of thought and action

Ralf St. Clair
It can’t help but help: The uses of research in adult literacy education

Janice M. Saturday
Problematicizing Qualitative Research: Intersubjective Dynamics in the Interview Process

2:30 p.m.– 3:20 p.m. SESSION 4

Jia Wang
Management education in the People’s Republic of China: Chinese managers’ perceptions and learning experiences

John M. Dirkx and Regina O. Smith
“Doesn’t anyone just lecture anymore?” Adult learners’ love/hate relationship with online small group work

Carolyn Clark, Carolyn Sandoval and Becky Petitt
Invisible women: Domestic and custodial workers and their construction of self

Sondra Cuban
An exploration of the literacy sponsorship model for explaining persistence of African-American adult basic education learners

Michael D. Degagne and John M. Dirkx
Success without assimilation: First nations adult learners in the post-secondary environment

Dip Kapoor
Knowledge, praxis and critical adult education in Adivasi (original dweller) social struggles/movements in India

3:45 p.m. – 4:35 p.m. SESSION 5

Pierre Walter and B. Alkenbrack
From laborer-teacher to laboring professors: Frontier college and the university in overalls

Meg Wise
Balancing assets and deficits: Who controls the online patient education learning agenda?

Patricia A Lawler and Kathleen King
Best practices in faculty development as adult education: Best practices in US, England, & Canada

Sharan Merriam, Bradley Courtenay and Lisa Baumgartner
On becoming a witch: Learning in a marginalized community of practice

Kiran Mirchandani
Racialization, learning and contingent workers: Developing new understandings of work-related learning

Tom Nesbit and Arthur L. Wilson
Theorizing power

Tonette S. Rocco and Andre Grace
John Ohliger & the social practice of adult education: A pilgrim of the obvious

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
7:30 – 3:00 p.m. Registration
8:30 - 9:20 a.m. SESSION 6
Marsha Rossiter BH 236
Constructing the Possible: A Study of Educational Relationships and Possible Selves
Mary Ziegler, Sherry Bain, Sherry Bell BH 237
and Donna Brian
Dispositional variables predicting the persistence of welfare recipients in adult basic education
Michael Day and Donna Amstutz BH 210
Philosophical frameworks versus core values: Giving practice meaning
Patti Gouthro BH 252
Feminist perspectives on Habermasian theory: Implications for the development of critical feminist theoretical discourses in adult education
Tonette S. Rocco, U. Wright and M. Parsons BH 225
Critical race theory and adult education: Critique of the literature in adult education quarterly
Lyle Yorks and Elizabeth Kasl BH 226
Through the looking glass- A taxonomy for presentational knowing
Richard C. Kiely BH 256
A chameleon with a complex: Searching for social justice in transformational learning

9:30 a.m. – 10:25 a.m. SESSION 7
Carolin Kreber BH 236
Authenticating the invisible: Speaking authentically about reflection in professors’ pedagogical growth and development
Kevin Olson BH 237
Bridge over troubled waters: Exploring music’s role in building communities of adult learners
Andre P. Grace BH 210
Citizen queer: Mediating welfare and work in education and culture
Sarah Gravett and N. Petersen BH 252
“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
David Jele BH 225
Re-conceptualizing the links between literacy and development: A political economy approach
Heather Kanuka and Dianne Conrad BH 226
Reshaping Adult Learning Experience Through Technology: Techne, technics and praxis
Elice E. Rogers BH 256
“A critical review of the women who served the congressional black caucus: Implications for adult education”

10:45 a.m. – 12:15 p.m. SYMPOSIA
Miriam Zukas, Tara Fenwick, Ann Harris BH 28
Christie Jarvis, Janice Malcolm and Dan Pratt
The ‘good’ teacher? Constructing teacher identities for lifelong learning.
Maria del Carmen Lorenzatti ROSA PARKS
The education of youth and adults from popular sections in Latin America

12:30 p.m. – 2:00 p.m. Business Meeting and Luncheon
Cesar Chavez Student Center
Graduate Student Award
Phyllis Cunningham Award

2:00 p.m. – 2:50 pm. SESSION 8
Veerle Stroobants BH 236
Learning active citizenship: Challenge, capacity and connection
Edward W. Taylor BH 237
Teaching beliefs of non-formal educators: A park educator’s perspective
Mary V. Alfred BH 210
Beyond cognition: Exploring sociocultural theory for a more responsive adult education practice
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 Judy Milton
“Seeing what is”: Learning communicates in a collaborative online interdepartmental doctoral program

John Egan
“Advocate, mentor or master” Worker-client power dynamics in AIDS prevention for injection drug users

Lynn Tett
“Adult education, women and health in socially excluded communities: A Scottish case study

Graduate Student Awardee

3:00 p.m.– 3:50 p.m. SESSION 9
Social Justice Awardee

Kit Yoong Ng
A “Northerner” adult education

Linda D. Sayre
Adult learning through acting as adult educators

Laura L. Bierema
Women’s networks: A career development intervention or impediment?

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

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

Robert. J. Hill
Pressing policy issues: Safe and supportive opportunities for lesbian, gay, bisexual, transgender, & queer learners in higher education

Cynthia L. Andruske

Romee Lee
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
Do it to me one more time: Ritual and exploitation within adult education

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

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

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

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

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

9:45 a.m.– 10:45 a.m. SESSION 11

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

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

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

Elizabeth J. Tisdell
Spirituality, health and medical education: Perspectives of physician and medical adult educator
“I’m not sitting on the couch eating Bon Bons!”: Women’s transitions from welfare to paid work and education

Elizabeth Dillon-Marable and Thomas Valentine
Theorizing computer integration in adult literacy education

Catherine A. Hansman
Mentoring in the real world: Whose interests are served?

JuSung Jun and Joo Ho Park
Power relations with on-line discussion context: Based on adult international student’s perspective and their experience of participation in the learning activities

10:45 a.m. – 11:45 a.m. SESSION 12

Earthlyn M. Manuel
Healing from oppression in relationship to learning and change

12:30 Tour of Sonoma Winery

VICTORIA, BRITISH COLUMBIA CANADA

San Francisco Weather

"The coldest winter I ever saw was the summer I spent in San Francisco."
This quote has been attributed to Mark Twain, but until the attribution can be verified, the quote should not be regarded as authentic.
http://www.twainquotes.com/SanFrancisco.html

From May to September expect morning fog from the Pacific that usually burns out by noon, usually rolls back in the late afternoon accompanied by mild to strong breezes. Temperature range from a low of 52° Fahrenheit to a high of 72° Fahrenheit.

A sweater, light jacket or all-weather coat come in handy just about anytime in San Francisco. It is best to be attired in “layers”.