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## Conference Schedule “At a Glance”

**Friday, October 12, 2007**

**Location: Lakeway Inn**

- 10:00 a.m.-7:00 p.m.** *Conference Check-in*
- 1:30-2:30 p.m.** *Welcome and Opening Session*
- 2:30-2:45 p.m.** *Break*
- 2:45-3:45 p.m.** *Roundtable and Poster Sessions*
- 3:45-4:00 p.m.** *Break*
- 4:00-5:00 p.m.** *Welcome and Introduction of Panel*
- 5:00-7:30 p.m.** *Break – Dinner “on your own” Bellingham*
- 7:30-9:00 p.m.** *Dessert Reception*

**Saturday, October 13, 2007**

**Location: Western Washington University**

- 7:00 a.m.-12:00 p.m.** *Conference Check-in*
- 7:00-8:30 a.m.** *Continental Breakfast*
- 8:30-9:20 a.m.** *Morning Welcome and Keynote Speaker*
- 9:30-10:20 a.m.** *Concurrent Session I*
- 10:30-10:45 a.m.** *Break*
- 10:45-11:35 a.m.** *Concurrent Session II*
- 11:45-1:15 p.m.** *Luncheon and Panel*
- 1:15-2:05 p.m.** *Concurrent Session III*
- 2:15-3:05 p.m.** *Concurrent Session IV*
- 3:15-3:30 p.m.** *Break*
- 3:30-4:20 p.m.** *Concurrent Session V*
- 5:00 p.m.** *Evening Special Event  
Bellingham Bay Sunset Dinner Cruise*

**Sunday, October 14, 2007**

**Location: Western Washington University**

- 7:00-8:30 a.m.** *Continental Breakfast*
- 8:30-9:20 a.m.** *Concurrent Session VI*
- 9:30-10:20 a.m.** *Concurrent Sessions VII*
- 10:30-10:45 a.m.** *Break*
- 10:45-11:35 a.m.** *Concurrent Session VIII*
- 11:35-11:50 a.m.** *Break*
- 11:50 a.m.-1:00 p.m.** *Closing Luncheon and Speaker*

## Conference Schedule with Abstracts

Friday, October 12, 2007 – Lakeway Inn Best Western	
<p><b>10:00 a.m. – 7:00 p.m.</b></p> <p><b>Lakeway Inn Best Western Lobby</b></p>	<p><b>Conference Check-in</b></p>
<p><b>1:30-2:30 p.m.</b></p> <p><b>Welcome and Opening Session</b></p> <p><b>Sehome/ Fairhaven Room Lakeway Inn Best Western</b></p>	<p><b>Dr. Moheb Ghali, Dean of Graduate School Western Washington University</b></p> <p><u>Panel Discussion - Globalization Research:</u> Tom Sork, University of British Columbia Pierre Walter, University of British Columbia Darlene Clover, University of Victoria Gretchen Bersch, University of Alaska</p>
<p><b>2:30-2:45 p.m.</b></p>	<p><b>Break</b></p>
<p><b>2:45-3:45 p.m.</b></p> <p><b>Roundtable and Poster Sessions</b></p> <p><b>Sehome/ Fairhaven Room Lakeway Inn Best Western</b></p>	<p><b>Roundtable Sessions:</b></p> <p>Gail Goulet, Michael Furtado and Betty Rohner, Western Washington University - <i>Third Wave Adult Education Adult Programming for Post Disaster Recovery</i></p> <p>Michelle Schraeder, Western Washington University - <i>Acupressure and Improving Learning in Adult Education</i></p> <p>Dannelle D. Stevens, Miki Yamashita and Serap Emil, Portland State University - <i>Mentoring International Graduate Students: A Personal and Professional Change Process</i></p> <p>Akiko Ota, Portland State University – <i>Encouraging Nonnative English Speaking Teachers and Accented English in TESOL and TEFL</i></p> <p>Yana Zateikina, Western Washington University - <i>What Contributes to the Under-Representation of Women in Computer Science?</i></p> <p>James Schutten, Western Washington University - <i>Campaigning for Workplace Diversity Sensitivity: How Aspects of Individual Learning and Communication Play an Important Role in Workplace Safety with Implications for the Multicultural Classroom</i></p> <p>Yoko H Sakurachi and Aylin Bunk, Portland State University - <i>Revealing Silenced Voices of International Students as Non-Native English Speakers in the U.S. Higher Education</i></p> <p>Sandra Daffron, Western Washington University - <i>The Challenges of Educating the Adults of the Middle East and North Africa</i></p> <p>Pat Fabiano, Western Washington University - <i>Wellness for Adults: Becoming Whole in a Fragmented World</i></p> <p>Angela Harwood, Western Washington University - <i>Community Service Learning</i></p> <p>Larissa Chuprina, Seattle University – <i>Understanding Diversity from the Global Perspective: A Social Justice Approach.</i></p>

	<p><b>Poster Sessions</b></p> <p>Mary Friar, Western Washington University - <i>The Kulshan Learning Club, a Model for Older Adult Learners, Where Knowledge and Skills are Exchanged</i></p> <p>Debra Nelli and Lori Patterson, Portland State University - <i>Access Denied: A Feminist Policy Analysis of the 1996 TANF Act on Access to Educational Opportunities for Impoverished Women</i></p> <p>Melissa Ganus, Seattle University - <i>Maximizing Value for Students and Attendees: A Step-by-Step Process to Presentation Planning and Curriculum Design Based on Dee Fink's Models for Significant Learning.</i></p> <p>Erika J. Campbell and Melissa Ganus, Seattle University - <i>Social Marketing and Community Education: An AARP Project to Help Protect Older Americans from Fraud by Increasing their "Persuasion Literacy"</i></p>
3:45-4:00 p.m.	<b>Break</b>
4:00-5:00 p.m. Welcome and Introduction  Sehome/ Fairhaven Room Lakeway Inn Best Western	<p><b>President, Karen W. Morse</b> Western Washington University</p> <p>Panel Discussion – Sustainability Victor Nolet, Western Washington University Seth Vidana, Western Washington University Derek Long, Sustainable Connections, Bellingham, WA Maureen Summit, Western Washington University</p>
5:00-7:30 p.m.	<b>Break – Dinner “on your own” Bellingham</b>
7:30-9:00 p.m.  Sehome/ Fairhaven Room Lakeway Inn Best Western	<b>Dessert Reception</b>

Saturday, October 13, 2007 – Western Washington University – Communication Facility	
6:45 – 8:15 a.m.	<b>Shuttle Service from Lakeway Inn Best Western to WWU</b>
7:00 a.m. – 12:00 p.m.  Communication Facility 1 <sup>st</sup> Floor	<b>Conference Check-in</b>
7:00-8:30 a.m.  Communication Facility	<b>Continental Breakfast</b>

<p><b>8:30-9:20 a.m.</b> <b>Morning</b> <b>Welcome and</b> <b>Keynote</b> <b>Speaker</b></p> <p><b>Communication</b> <b>Facility</b> <b>115</b></p>	<p><b>Introduction given by Dean Salzman, Woodring College of Education, Western Washington University</b></p> <p><b><u>Keynote Speaker:</u> Sharan Merriam, University of Georgia</b></p> <p><i>Five Past, Present and Future Trends in Adult Education</i></p>
<p><b>9:30-10:20 a.m.</b> <b>Concurrent</b> <b>Session I</b></p> <p><b>Communication</b> <b>Facility (CF)</b></p>	<p><b><i>Moving from Training to Workplace Learning: Perspectives on Learning at Work</i></b></p> <p>Robert Rowden, Cappella University <b>Location: CF 226</b></p> <hr/> <p><b><i>Knocking at the Academy Door: Examining the Initial Doctoral Socialization of Women Scholars</i></b></p> <p>Debora K. Nelli, Portland State University <b>Location: CF 231</b>  <b>Abstract:</b> This concurrent session will review findings of a study examining the academic and professional socialization of 1<sup>st</sup> year women doctoral students. This narrative progresses over a year, using visual and verbal stories through student created art quilts, journal entries and interviews describing women doctoral student’s socialization. Effective socialization impacts not only a graduate’s academic success but predicts future scholarly productivity. Providing an effective socialization experience for women is critical to providing equal access to higher education. This interactive multimedia session will increase understanding of doctoral socialization of women scholars and will be of interest to higher education faculty, student service administrators, anyone interested in gender equity issues in education.</p> <hr/> <p><b><i>Community-based Lifelong Learning for Promoting Health Among Older Adults: A Qualitative Analysis of Continuing Ed</i></b></p> <p>Miya Narushima, Brock University <b>Location: CF 227</b>  <b>Abstract:</b> This case study of the Seniors’ Daytime Program in Toronto examines the role of the traditional community-based public continuing education program run by the local school board for retirees, in particular seniors at risk, focusing on the motivations and benefits of later life learning in tandem with health.</p> <hr/> <p><b><i>A Historical &amp; Biographical Perspective on Adult Education Inside the Chinese Communist Party</i></b></p> <p>Yan Huang &amp; Roger Boshier, University of British Columbia <b>Location: CF 229</b>  <b>Abstract:</b> This is a biographical study of an extraordinary Chinese woman adult educator. The authors reflect on what Madame Li Li’s life means for learning in 21<sup>st</sup> century China.</p> <hr/> <p><b><i>The Intersection of Culture and History: Implications for African Centered Teaching and Learning</i></b></p> <p>Lee Martin, San Francisco State University <b>Location: CF 225</b>  <b>Abstract:</b> The purpose of this study was to examine how culture and history might be included in adult education curriculum development. The historical context of the African American experience in adult education and its implications for teaching practice and adult learning was an integral focus of this study. African Americans’ involvement in their educational development evolved with the intent of meeting the particular exigencies of the learner. The socio-cultural history and life experiences of the group were embedded in their educational programs, institutions and philosophical approaches. The critical perspective of education forged by this group provides a construct in which adult educators and learners grow and are empowered by the process.</p>

10:30-10:45 a.m.	<b>Break</b>
10:45-11:35 a.m. <b>Concurrent Session II</b>	<b><i>Building Partnerships in a Global Society: The Internationalization of Educational Program</i></b>  Mary Jane Harkins, Mount Saint Vincent University <b>Location: CF 226</b>
<b>Communication Facility (CF)</b>	<b><i>40 Years from Education as the Practice of Freedom: New Perspectives on Paulo Freire from Latin America</i></b>  Robert Bahruth, Boise State University <b>Location: CF 227</b>
	<b><i>Learning Styles, Distance Learning and Student Satisfaction</i></b>  Shawn Edwards, Western Washington University <b>Location: CF 229</b> <b>Abstract:</b> This narrative study details some of the experiences and challenges of students who participated in a hybrid program planning class which utilized face to face, online (Blackboard) and interactive videoconferencing. There were two main facets to their experiences: the administration of the class itself and the team collaboration process.
	<b><i>Technology and Equity: Moving Beyond Access to Address Causal Factors</i></b>  Robert Hughes, Seattle University <b>Location: CF 231</b> <b>Abstract:</b> We see a gap between those who use technologies to create and explore the world and those who find technologies as a barrier. The causes of these inequities can be arranged into five elements which must be taken into account to create equity.
	<b><i>Developing Core Activities for Building Student Professionalism</i></b>  Susan Mancuso, Western Washington University <b>Location: CF 225</b>
11:45-1:15 p.m. <b>Luncheon and Panel</b>	<b><i>Exploring Postsecondary Education: A Kaleidoscope of Professional Perspectives</i></b>  Paula Brook, Suzanne Butler, Alejandro Campos, Darcy Corcoran, Barbara Dussault, Collin Elkow, Rick Harris, Natasja Larson, Cathy Olson, Vicky Worrell, Leah Wack, Yanping Xie, David Zdebiak University of Alberta  <b>Abstract:</b> Postsecondary education is characterized by great diversity in structure, programs, learners, mandates, instructors, resources, etc. Yet they are faced with similar challenges that require strategic leadership and dynamic activity related to alternative programs, technological opportunities, diverse students, business/market influences, changing faculty, globalization, and limited resources.
1:15-2:05 p.m. <b>Concurrent Session III</b>	<b><i>Transfer of Learning in Continued Legal Education Programs: Perspectives from Attorneys in a Public Law Office</i></b>  Brandi Ledford, Phyllis Hults, & Carla Levesque, Western Washington University <b>Location: CF 225</b>  <b>Abstract:</b> How can instructors help attorneys to successfully transfer information learned in continuing legal education (CLE) programs to their specific practice? This study examines four variables that have been found to greatly influence transfer of learning for this group of professionals: attorney participation in pre-program planning; the presentation style and methods used by the instructor; organizational support; and the application of new information upon return to work. This study includes results from a survey instrument that was administered to 26 attorneys in a public law office. The goal of this research is to assist attorneys, legal administrators, and continuing legal educators to learn effective ways to successfully transfer information learned from legal training to every day practice.
<b>Communication Facility (CF)</b>	

	<p><b><i>Antecedents &amp; Consequences of Participation in a National Lesbian, Gay, Bisexual, and Transgender Workplace Conference</i></b></p> <p>Julie Gedro, Empire State College/State University of New York <b>Location: CF 231</b></p> <p><b>Abstract:</b> This qualitative study examined participant motivation and outcomes of a national LGBT workplace conference. The conference provides educational workshops on a variety of LGBT related workplace issues, designed to provide information, education, business case strategies and personal empowerment.</p>
	<p><b><i>Professional Development: Pursuing Positions in Higher Education</i></b></p> <p>Vanessa Sheared, Sacramento State University <b>Location: CF 227</b></p>
<p><b>2:15-3:05 p.m. Concurrent Session IV</b></p> <p><b>Communication Facility (CF)</b></p>	<p><b><i>Resources and Resilience: An Assets Based Examination of Native Student Success</i></b></p> <p>Diane Hirshberg &amp; Diane Erickson, University of Alaska Anchorage <b>Location: CF 226</b></p> <p><b>Abstract:</b> Alaska Native alumni of the University of Alaska Anchorage were interviewed to explore the key events, relationships, and activities from pre-K through college that influenced their decision to attend college and complete a baccalaureate degree.</p>
	<p><b><i>Building Learning Communities Through On-line Social Interactions</i></b></p> <p>Nalini Desikan &amp; Lorilee R. Sandmann, University of Georgia <b>Location: CF 225</b></p> <p><b>Abstract:</b> This study analyzed learners' perceptions of online discussion groups as learning communities. Responses showed quality of social interactions and discussions enabled by structured groups shaped and helped learning communities to evolve. Type of tasks set was also critical. Implications are drawn for theory and practice, particularly course development and implementation.</p>
	<p><b><i>Who Is Not Here? Identifying Underserved Populations in Need of Basic Skills/ESL Instruction</i></b></p> <p>Stanford T. Goto, Gail Goulet, Connie Martin, Beth Robinson, &amp; Michael Furtado, Western Washington University <b>Location: CF 227</b></p> <p><b>Abstract:</b> While basic skills educators (i.e., ABE, GED, ESL, literacy) have a deep understanding of their students, they typically don't have the means to determine who is not in their classes. This is a crucial blind spot. Educators need to know the extent to which their programs are serving (or not serving) the needs of local residents. This session will describe a collaborative project conducted by a university and community leaders in basic skills education. The study seeks to identify eligible populations that are underserved in a Pacific Northwest county. The presenters will demonstrate a methodology that combines survey and interview techniques. Participants will come to understand how to: (A) identify underserved populations, (B) determine key characteristics of these populations, and (C) explore why individuals do not enroll in basic skills/ESL courses. This session will be of particular interest to college instructors and administrators, as well as institutional researchers.</p>
	<p><b><i>On Becoming a Citizen: The Construction of Racial Identity of the Older Adult Immigrant Learner</i></b></p> <p>Luis Kong, San Francisco State University <b>Location: CF 231</b></p> <p><b>Abstract:</b> The non-formal setting of citizenship schools provide an environment for learning, critical reflection and a space to socially construct a collective racial meaning through</p>

	<p>dialogue and through a critical understanding of history and identity in the United States. This study will focus on the experiences of Spanish speaking older adult learners as they prepare for the citizenship test and explore their sense of identity as new citizens.</p> <p><i>Are We Good Planners? Case Study of Program Planning with Cervero and Wilson's Program Planning Theory</i></p> <p>Bo Chang, University of Georgia <b>Location: CF 229</b></p> <p><b>Abstract:</b> The purpose of the paper is to understand Cervero and Wilson's program planning theory by analyzing a planning story that over-emphasized the political perspective.</p>
<b>3:15-3:30 p.m.</b>	<b>Break</b>
<b>3:30-4:20 p.m.</b> <b>Concurrent Session V</b>  <b>Communication Facility</b>	<p><i>Adult Education and Critical Global Citizenship</i></p> <p>Makere Stewart-Harawira, University of Alberta <b>Location: CF 227</b></p> <p><b>Abstract:</b> This paper addresses two areas of critical concern regarding adult education and conceptions of global citizenship: the impact of deep integration of the Americas and the invisibility of the Indigenous world view in adult education literature regarding citizenship and human rights. It argues for a radial reconceptualization of these key areas.</p>
	<p><i>The Inclusion of Gender in Curriculum and Instructional Teaching Practices and its Impact on the Adult Learner</i></p> <p>Sherrie Carinci, California State University <b>Location: CF 225</b></p> <p><b>Abstract:</b> Many students enter the adult education programs with the premise that all doors are open and all students have equal opportunity to succeed. This presentation will examine the strategies and skills needed to create an equitable learning experience for all students, especially the adult learner.</p>
	<p><i>How Do Students Benefit from Informal Learning in the Tutorial Setting?</i></p> <p>Andrei Davis, Western Washington University <b>Location: CF 229</b></p> <p><b>Abstract:</b> Graphic design students attend lectures, then do software tutorials. Students traditionally work alone during formal tutorial times, rarely whispering personal techniques not in the book. When such exchanges are explicitly permitted, informal learning takes place far more often. Learners say, "Informal interactions during tutorial time need to be encouraged."</p>
	<p><i>Outside the Circle: A Case Study into Volunteer Activities of Adults with Low Literacy Skills</i></p> <p>Allan Quigley, St. Francis Xavier University <b>Location: CF 231</b></p>
	<p><i>Philosophical Foundations of Adult Environmental Education</i></p> <p>Pierre Walter, University of British Columbia <b>Location: CF 226</b></p>
<b>4:25 – 4:45 p.m.</b>	<b>Shuttle Service from WWU to Lakeway Inn Best Western</b>
<b>5:00 p.m.</b>  <b>Depart from Lakeway Inn Best Western</b>	<b>Evening Special Event – Registration Required</b> <b>Bellingham Bay Sunset Dinner Cruise – Boat will depart from dock at 5:30 p.m.</b>

Sunday, October 14, 2007 – Western Washington University – Communication Facility	
6:45 – 8:15 a.m.	<b>Shuttle Service from Lakeway Inn Best Western to WWU</b>
7:00-8:30 a.m.	<b>Continental Breakfast</b>
<b>Communication Facility</b>	
8:30-9:20 a.m. Concurrent Session VI	<p><i>Around the World in 240 Days: Adventures in Globalizing the Curriculum in Adult Education</i></p> <p>Tom Sork, University of British Columbia <span style="float: right;"><b>Location: CF 226</b></span></p> <p><b>Abstract:</b> The purpose of this project was to assess the desirability and feasibility of a global core curriculum for the preparation of adult educators. This paper describes the process used to develop the framework for this core curriculum as well as the outcomes of a consultation process that involved presenting the framework to faculty, students and practitioners at 11 universities in seven countries during 2005-2006. This session will summarize the fifth iteration of the core curriculum—and the feedback received to date—and invite participants to critique not only the substance of the proposal but also the possibly faulty (or brilliantly compelling) logic underlying its rationale.</p>
<b>Communication Facility</b>	<p><i>Nutrition and Health Education: Stepping Outside the Clinical Box for Effective and Accessible Support for Lifestyle Change</i></p> <p>Jan Kincaid Rystrom, Manager of WellAware, Consumer Health &amp; Nutrition Programs, Haggen Inc. <span style="float: right;"><b>Location: CF 227</b></span></p> <p><b>Abstract:</b> This paper will report on a health and nutrition education program developed in a Northwest Washington retail grocery and pharmacy chain. The mission of the program is to positively affect the management of chronic disease and improve the health of individuals and communities by offering in-store classes and shelf-level nutrition information.</p>
	<p><i>CCE Student Workshop: Sustainability in the Residence Halls</i></p> <p>Patrick Feuer, Western Washington University <span style="float: right;"><b>Location: CF 229</b></span></p>
	<p><i>All-American Apple Pie or Chocolate Sundae: Introspections from the Margins of Race and Gender</i></p> <p><b>Presenter:</b> Doris Flowers, Colleen Weissner and Ming-yeh Lee, San Francisco State University and Vanessa Sheared, Sacramento State University <span style="float: right;"><b>Location: CF 225</b></span></p> <p><b>Abstract:</b> This conversation began a few years ago with colleagues who were interested in finding ways to honestly discuss the impact that race and racism had made on their teaching practices, and, how students perceived us as women and women of color in our classrooms and to bring these conversations into the professional conferences in our field. We must remind the readers that this is a process of understanding that we as women and women of color have undertaken to better understand the dynamics of not only the intellectual act of dialogue about race and racism but our willingness to share experiences that have had which has helped shape how we have acted and communicated as faculty in our classrooms. What we present to you here is an analysis of our conversation on race which took place at the 2007 Adult Education Research Conference held in Halifax, Nova Scotia, Canada.</p>

<p><b>9:30-10:20 a.m.</b> <b>Concurrent Sessions VII</b></p>	<p><b><i>Scholarship of Teaching and Learning: Examining Your Practice in an Age of Accountability</i></b></p>
<p><b>Communication Facility</b></p>	<p>Stanford T. Goto, Colleen Kane, Phyllis Hults, Sam Cheung, &amp; Andrei Davis, Western Washington University <b>Location: CF 231</b></p> <p><b>Abstract:</b> College faculty and other adult educators can enrich their instructional practice through the Scholarship of Teaching and Learning (SoTL). However, the process can be unsettling, particularly for new or untenured instructors. This session will invite participants to explore challenges and potential benefits of SoTL for those who teach in assessment-driven programs. We will emphasize how educators can frame research problems in ways that are personally beneficial and institutionally rewarded. The presenters will provide examples of recent SoTL projects in community and technical colleges in a variety of areas, including ESL and electronics. A bibliography and other resources will be provided.</p>
	<p><b><i>A Critical View of Cultural Competence from an Adult Education Perspective</i></b></p> <p>Lillian H. Hill and Gaye B. Winter, University of Southern Mississippi <b>Location: CF 226</b></p> <p><b>Abstract:</b> This session is an exploration of cultural competence through a critical lens, examining current trends in the literature, conceptual limitations, and implications for adult education. An adult education perspective contributes a more complex understanding and respect for cultural differences, as well as increased recognition of individuals' autonomy and learning needs.</p>
	<p><b><i>Why Social Movements Fail: The Importance of Adult Learning</i></b></p> <p>Donna Chovanec, University of Alberta &amp; Elizabeth Lange, Concordia University College of Alberta <b>Location: CF 225</b></p> <p><b>Abstract:</b> In this paper, we explore common findings from four adult education research studies that explicitly investigated the learning dimension of social action/social movements and the learning experience of social activists. In all cases, we found that the effectiveness and sustainability of the social action/social movement was mediated by a variety of adult learning and educational processes. We contend that when a reflective educational dimension is <i>intentionally and explicitly</i> integrated within social movements, the membership is more effectively mobilized to action, particularly across generations. This session will be of interest to adult educators who want to engage more effectively in adult education for social justice and social change.</p>
	<p><b><i>CCE Student Workshop: 26 Ways to Save the Planet</i></b></p> <p>Maureen Summit, Western Washington University <b>Location: CF 229</b></p>
	<p><b><i>Professional Development: How to Get Published for Grad Students</i></b></p> <p>John Purdie, Western Washington University <b>Location: CF 227</b></p>
<p><b>10:30-10:45 a.m.</b></p>	<p><b>Break</b></p>
<p><b>10:45-11:35 a.m.</b> <b>Concurrent Session VIII</b></p>	<p><b><i>Math Anxiety: What is Wrong with Math Education and How to Fix It?</i></b></p> <p>Dr. Ping Tung Chang, University of Alaska, Anchorage &amp; Leza Madsen, Western Washington University <b>Location: CF 229</b></p>
<p><b>Communication Facility (CF)</b></p>	<p><b>Abstract:</b> This paper focuses upon small group learning in mathematics and methods of overcoming classroom challenges like math anxiety and unmotivated learners. Re-testing shifts the emphasis from punitive measurement of points to an indicator of strengths and</p>

	<p>weaknesses of the students. There is also an emphasis on the practical application of the Zojonc Module dealing with the optimal division of labor and Polya's problem -solving heuristics. Utilizing small group settings and retesting are two methods of helping learners overcome classroom challenges and their own math anxiety. This paper is intended to present methods to be used with adult learners or continuing education students</p>
	<p><b><i>Trainer Perceptions of Culture, Race, and Ethnicity on Facilitation of Training Programs: A Global Perspective</i></b></p> <p>Mari Jo Pesch, University of Colorado Hospital and Audrey Rae Lang, AORN – Association of Perioperative Registered Nurses <b>Location: CF 226</b></p> <p><b>Abstract:</b> This qualitative study examined how trainers perceive and manage a training program with racially, ethnically, and culturally diverse participants in global corporations. Five themes emerged: global perspective, learning styles and culturally diverse participants, facilitation style, preparation for training with culturally diverse groups and, culturally sensitive training materials.</p>
	<p><b><i>Learning Transfer: Lessons Learned from Professionals</i></b></p> <p>Sandra Daffron, Mary North, &amp; James Doran, Western Washington University <b>Location: CF 231</b></p> <p><b>Abstract:</b> How can continuing professional educators set the stage to successfully transfer skills and knowledge offered in their programs to the practice of the professional? This research determines how training and working environments, attitudes, and experiences influence transfer of learning for groups of professionals in their training settings. The study looks at variables during three phases: the planning of continuing education programs, the presentation of the training, and the professional's application of the training after returning to the work setting. This study included Palestinian law professors, software company professionals, state court judges, and appellate staff attorneys.</p> <p>Findings indicate that several variables strongly influence successful transfer: involvement in the pre-program planning process and self-motivation to participate, use of a variety of delivery approaches and involvement of the trainee in the learning process, and immediate application of post-training experiences with organizational support for the transfer of learning. The data also suggests that the different professional groups have a context for learning unique to their profession.</p>
	<p><b><i>Race, Gender, and Culture: African American Women in Higher Education</i></b></p> <p>Shirley L. Lucas, San Francisco State University <b>Location: CF 225</b></p> <p><b>Abstract:</b> This study explored African American female faculty and focused on their experiences through narrative discourse. The role that race and gender plays on their practice, as a professor is significant.</p>
	<p><b><i>Integrating Social Justice into Adult Education: Trials, Tribulations, and Triumphs</i></b></p> <p>Christine Cress &amp; Janine Allen, Portland State University <b>Location: CF 227</b></p> <p><b>Abstract:</b> Integrating social justice ethos effectively into adult education requires that principles, values, and practices be embedded throughout a graduate preparation program in order to strengthen future adult educators' proficiency as change agents. Thematic analysis of three years of qualitative data from master's comprehensive projects indicates how program mission and curriculum alignment result in student development of social and intercultural understanding in building equitable and just learning communities.</p>

11:35 – 11:50 a.m.	<b>Break</b>
11:50 a.m. – 1:00 p.m. <b>Closing Luncheon and Speaker</b>  <b>Communication Facility 115</b>	<i>Creating Our Future: Perspectives and Transitions</i>  Gretchen Bersch, University of Alaska.
1:05 – 1:35 p.m.	<b>Shuttle Service from WWU to Lakeway Inn Best Western</b>

**Thanks to those who planned this conference!**



**Spring 2007 CCE Program Planning Class:**

Top (left to right) – Martha Adams, Beth Robinson, Linda Spaulding, Michael Furtado, Larry Price, Celeste Connors, Sandra Daffron, Erin Douglas, Patrick Feuer, Phyllis Hults, Mark Riggelman, Karen Stuen, Andrei Davis, Carrie Danielson, Maureen Summit  
Bottom (left to right) – Andrea Hartland, Sinead Fitzpatrick, Shawn Edwards, Kim Doyle, Heather Gabrielson, Amy Cloud  
Not pictured – Shannon Gaule, Loretta Saarinen, Jackie Hensel, James Schutten

**Summer and Fall 2007 Planning Committee:**

Sandra Daffron, Carrie Danielson, Celeste Connors, Beth Robinson, Mark Riggelman, Patrick Feuer, Michael Furtado, Andrei Davis, Shawn Edwards, Amy Could, Maureen Summit, Karen Stuen, Erin Douglas, Linda Spaulding

**Special Thanks to: Carrie Danielson, Conference Manager  
and to Megan Lewis, Maureen Summit, Linda Spaulding, Sherry Haskins, and  
Susan Mancuso**

**Advisory Committee Members:**

Gretchen Bersch, University of Alaska  
Darlene Clover, University of Victoria  
Tom Sork, University of British Columbia  
Vanessa Sheared, Sacramento State

## **Maps and Directions**

### **Lakeway Inn**

Directions to Best Western Lakeway Inn from I-5 southbound (from airport):

Take exit #253, Lakeway Dr.

Turn left onto Lakeway Dr.

The hotel entrance will be on the right immediately after passing under the freeway.

Directions to Best Western Lakeway Inn from I-5 northbound (from train or bus station):

Take exit #253, Lakeway Dr.

Turn right onto King St.

Turn right onto Lakeway Dr.

The hotel entrance will be on the left immediately before the freeway.

### **Western Washington University**

From Interstate 5, take exit 252

Turn left off the ramp onto S. Samish Way

Turn left at the stop light onto N. Samish Way

Turn left onto Bill McDonald Parkway/Byron Ave.

The university will be on your right about a mile down.

Directions to the Communications Facility:

As you approach the university turn right onto S. College Drive

Turn right at stop sign onto E. College Way

Communications Facility is the 1<sup>st</sup> building on the left

For parking, call (360) 650-2945 or stop at the Visitor Center on campus.