

Friday, April 8, 2005

4:00 p.m. Reception

4:30 Welcome Tom Heaney, Director ACE Doctoral Program
Martha Casazza, Dean, College of Arts and Sciences

4:50 **Katherine Yvonne Baines Brown**
Scipio A.J. Colin III, Ed.D., Primary Advisor
Tom Heaney, Ph.D.
Vanessa Sheared, Ed. D.

Enslaved Africans and a Liberatory Adult Education Experience

This historical study sought to identify the types of educational activities that enslaved Africans engaged in and to identify how and in what ways they utilized adult education activities to overcome their oppressive conditions. Three manuscript collections conducted in Tennessee were analyzed: *God Struck Me Dead*, *Unwritten History of Slavery*, and the Federal Writer's Project. The study concludes with the implication of these findings for the field of adult education and recommendations for future research.

5:35 **Bruna Ori**
Ranee Lawrence, Ed.D., Primary Advisor
Tom Heaney, Ph.D.
Ted Schaffner, Ed.D.

Older Adults Renew Their Spirit Through Technology

My action research project focused on the four computer classes that I developed as a "Computer Comfort for Seniors" program for a continuing education program. Yes, my students had to learn how to turn on the computer, but I also wanted to explore how technology touched their spirit. It really is all about connections—physical, mental and emotional.

6:20 Break

6:30 **Mafalda Novella**
Gabriele Strohschen, Ed.D., Primary Advisor
Tom Heaney, Ph.D.
Anton Lysy, Ph.D.

Spiritual Consciousness: A Path to Insightful Knowing: A Sacred Approach to Create, Manifest & Enhance the Experiences of Adult Learning.

The purpose of this research is to introduce Spiritual Consciousness as a valuable means of insightful knowing, to complement the physical, intellectual, psychological and emotional aspects of adult education. This holistic perspective will allow us to consider our spiritual realm in the Adult Education field of inquiry. Creating space for Spirit in education is about reclaiming the Sacred. Thus, I believe, teaching and learning will be better served when healing and transcendence are incorporated in praxis.

7:15 **Catherine Tierney Brady**
Elizabeth Peterson, Ed.D., Primary Advisor
Ranee Lawrence, Ed.D.
Rebecca Dowling, Ph.D., R.D.

Professionalism: Explicit and Implicit Expectations

I serve as fieldwork coordinator of an entry level master of occupational therapy program. Because students are expected to be professional, how and in what ways the concepts of professionalism and professional behavior are defined and measured should be investigated. • Persons responsible for evaluating students' professionalism are being asked their meaning of professionalism and the transcripts reviewed for reference to expectations identified by the Fieldwork Performance Evaluation. Early review of the data indicates that expectations of professionalism are influenced by age, culture, gender and socioeconomic status.

8:00 **Closing** **Ranee Lawrence**

Saturday, April 9, 2005

8:30 a.m. **Refreshments**

8:45 **Welcome** **Elizabeth Peterson, ACE Doctoral Faculty**
Kathryn J. Tooredman, Provost

8:55

Anghesom Atsbaha

Tom Heaney, Ph.D., Primary Advisor

Scipio A.J. Colin III, Ed.D.

Mechthild Hart, Ph.D.

Learning & Teaching Across Borders: Education as a Movement for Social Change: The Truman-DePaul Bridge Model of Collaboration

The study looks at the cultural & academic barriers that keep many adult students from bridging over to four-year universities and assesses the collaborating efforts of two dissimilar institutions to improving access, strengthen retention, and increase the rate of completion. The main purpose is, however, to conduct a critical and evaluative description of the Bridge model, providing a sharp glimpse into the future – what the Bridge ought to be doing and the importance of collective activism. The main participants of the study are students, faculty teams, and administrators. PAR is the primary research design, and a documentary film as well as a companion-edited volume is produced.

9:40

Carole Lund

Scipio A.J. Colin III, Ed.D., Primary Advisor

Gabriele Strohschen, E.D.

Gretchen Bersch, Ph.D.

Perpetuating Racism in the Adult Education Professoriate: A Liberatory Process for White European American Professors

The purpose of this case study research was to identify attitudes and analyze the behaviors of White European American members of the Adult Education professoriate to determine how and in what ways racism is perpetuated in their profession and practice: inclusion of professors of color, curriculum, and praxis. This research has implications for changing the way White European American adult educators practice: The process of liberation begins with the acknowledgment that as White European Americans, we are racist.

10:25

Break

10:35

Phillip Moulden

Gabriele Strohschen, Ed.D., Primary Advisor

Tom Heaney, Ph.D.

Rita Weinberg, Ph.D.

Hope—Heartbeat of Adult Education: A Phenomenological Inquiry

This phenomenological study of the phenomenon—hope identified two essential meaning structures (“change” and “human agency”) in the experiences communicated by the Adult Educators interviewed. It was also discovered that hope is an energy that interacts with Affective, Relative (Re-lay-tive), and Cognitive energies in the lives of the research participants. Understanding how “change” and “human agency” can be aligned with these A.R.C. energies holds implications for further research and the practice of Adult Education.

11:20

Lunch Break

12:30

Welcome

Elizabeth Peterson

12:35 p.m.

Sara Worley

Scipio A.J. Colin III, Ed.D., Primary Advisor

Elizabeth Peterson, Ed.D.

Viviana Baxter

The Impact of Institutionalized Racism on Postsecondary African American Students

American universities and colleges reflect our richly diverse society yet seem to be some of the last institutions inclusive of racial and cultural changes. The majority of postsecondary institutions in the United States are predominately European American, which means this research, could be applicable at numerous institutions. To honor the uniqueness of each race this researcher chose to focus the lived experiences of one race: African Americans. This case study reviews data collected through one on one interviews with postsecondary African Americans students attending a predominately European American college and university.

1:20

Gwendoline Regina James

Randee Lawrence, Ed.D., Primary Advisor

Elizabeth Peterson, Ed.D.

Aloma Mendoza, Ph.D.

Crossing Over, Moving Forward: Personal Narratives of Caribbean Immigrant College Women's Struggles and Strategies.

This is a qualitative research study that used the narrative inquiry approach to document the personal narratives of Caribbean immigrant college women's growth and development. The main purpose of this study was to examine the extent to which the concurrent work, family and community settings impact their personal and cognitive development. The themes of self-determination, motivations, parental support vs self support and learning experiences emerged as significant factors in their personal development. Self-determination was the foremost underlying factor.

2:05

Break

2:15

Luis Kong

Tom Heaney, Ph.D., Primary Advisor

Gabriele Strohschen, Ed.D.

Vanessa Sheared, Ed. D.

Immigrant Civic Participation and Leadership Development In Citizenship Schools: A research study using Appreciative Inquiry

This action research study inquires into the experiences of participants in citizenship schools who are developing civic participation and leadership programs in immigrant communities. Stories about successful, energizing experiences organizing for civic engagement were collected using an Appreciative Inquiry interview process. This research study has provided useful information that can be disseminated to community groups for the development of learning centers and leadership programs. This study has been influenced by a Democratic Social Change perspective and by the work of popular educators like Paulo Freire and Myles Horton. The Institute for Community Learning was created as a result of this research. The Institute's website contains this research study, and resources on participatory development, popular education and immigrant participation and leadership projects.

3:30

Sheila A. Vinson

Elizabeth Peterson, Ed.D., Primary Advisor
Gabriele Strohschen, Ed.D.
Kumi Watanuki, Ed. D.

The Voices of the Homeless: Literacy, Survival, and Dreams

The purpose of my study is to allow the voices of the homeless to be heard with the hope that homelessness and the homeless will be viewed differently in today's society. This group has been marginalized, misunderstood and disrespected for far too long. It's my intention to address some of the myths, assumptions, and perceptions, regarding the homeless and why they are homeless. It's been assumed that there's a correlation between homelessness and literacy. Based upon my study and daily interaction with the homeless population, I'm convinced that there's a literacy that has allowed this marginalized population to survive the streets and lives they live. I'm advocating that the homeless population has skills that allow them to survive, and I'd like to title this literacy, "survival literacy."

4:15

Break

4:25

Diana Churchill

Elizabeth Peterson, Ed.D., Primary Advisor
Ranee Lawrence, Ed.D.
Eileen Sexton, Ph.D.

Aren't You Too Old to Go Back to School? Listening to the Voice of the "New" Traditional (Adult) Student in the 21st Century

What happens when we put talking back into the writing process? Using a writer's circle approach and a learning memoir as the focus of writing, this case study of a course, "Talk About Writing," uncovers ways in which adult post-secondary students can increase their writing ability and uncover their writing voice, aid in their understanding of the barriers to education they had in the past, and discover what sustains them on their current journey. A major finding was that overcoming the pedagogy of K-12 education was a significant step in increasing confidence about writing voice.

5:10

Close

Gabriele Strohschen, Visiting Doctoral Faculty, DePaul University

Sunday, April 10, 2005

8:30 a.m. Refreshments

8:45 Welcome Tom Heaney, Director, ACE Doctoral Program

8:55 **Ken Elazier**
Gabriele Strohschen, Ed.D. Primary Advisor
Tom Heaney, Ph.D.

The Role of the Adult Educator: Meeting Learners' Needs

Today's adult educators must ask if their role is still that of the subject matter expert who determines, designs, and delivers content in the traditional educational institution, or is it one who may, for instance, mentor, counsel, and guide the learner in an industrial or commercial setting? This study sought to determine what changes are necessary in the role of adult educators as a result of the new demands being placed upon them by the adult learner, institutions, and changing market influences.

9:40 **Rebecca Lake**
Scipio A.J. Colin III, Ed.D., Primary Advisor
Tom Heaney, Ph.D.
Karen Hunter-Anderson, Ph.D.

**Global Construction of Higher Education:
How College University Presidents Around the World Make Decisions**

Decisions made by presidents of colleges/universities have significant consequences on complex transnational tertiary education issues. The purpose of this global case study was to identify "pre-choice" factors employed by presidents of higher education institutions around the world when making decisions. Seven college/university presidents, one participant on each continent, were selected to accommodate global distribution. The study found presidents share common factors when making decisions plus evidence of interpretive repertoires and a presidential positional culture.

10:25 Break

10:35

Rosemary Buteau

Balancing Acts: A Phenomenological Study of Single Moms Who Are Successful University Students

Randee Lawrence, Ed.D.

Elizabeth Peterson, Ed.D.

Trends indicate that the percent of single-mom families living in poverty is drastically lower for those families whose mothers who have a college degree (16% vs 90% for those without high school diploma). It is important, then, that single moms in college are successful. This study sought to answer these questions: Why are some single moms in college more successful than others? Are there institutional practices which contribute to or interfere with success?

11:20

David Loiacono

Elizabeth Peterson, Ed.D.

Randee Lawrence, Ed.D.

Terri Jackson, Ph.D., R.Ph.

The Role of the Pharmacist in Treating the “Ill” in Health Illiteracy, Are Pharmacists Really Adult Educators?

The purpose of this interpretive paradigm of case study research the was to identify how and in what ways female adult patients obtain, understand and utilize health and health-care information. The OUU (pronounced ow) question, how do patients Obtain, Understand, and Utilize health information. The implication of this research was to discover if pharmacists are involved in a patient’s understanding of health information. Provide pharmacists with awareness about participant’s definition of health information and literacy. Extrapolating how patients from different cultural levels, view, understand, comprehend and make sense of health.

12:05 p.m.

Closing

Scipio A.J. Colin III
