

# ESTHER S. PRINS

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Lifelong Learning and Adult Education Program, Pennsylvania State University  
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## EDUCATION

- 2003      **Ph.D., Adult Education**, Cornell University
- 2003      **Specialized Training:** Seminar in College Teaching, Teaching Resources Center, University of California-Davis.
- 1999      **M.S., Adult Education**, Cornell University
- 1994      **B.A., Sociology**, Wheaton College (*summa cum laude*)

## HONORS, FELLOWSHIPS, AND AWARDS

- 2025      Exemplary Paper Award (with C. Clymer, E. McLean, & J. Lee), Adult Literacy and Adult Education SIG, American Educational Research Association
- 2019      Graduate Faculty Teaching Award, Pennsylvania State University
- 2015      One of 10 Penn State professors selected to visit Cuba (Office of Global Programs initiative to initiate research and teaching projects in Cuba)
- 2013      Mildred B. and Charles A. Wedemeyer Award for Outstanding Scholar in Distance Education (with Cathy Kassab, Brendaly Drayton, and Ramazan Gungor)
- 2011      Outstanding Researcher Award, College of Education, Pennsylvania State University
- 2010      Imogene Okes Award for Outstanding Research, American Association for Adult and Continuing Education
- 2007      Outstanding Paper by an Early Career Scholar Award (with K. Schafft), Adult Literacy and Adult Education SIG, American Educational Research Association (\$500)
- 2003 – 2004      Fellow, Professors for the Future, a year-long professional development and leadership program at UC-Davis (\$3000)
- 2001 – 2002      Women's Studies Dissertation Fellowship, Cornell University (\$6500)
- 2000 – 2001      Julian and Veta S. Butterworth Doctoral Research Prize, Cornell University Department of Education (\$2000)
- 1997      Tomorrow's Leaders Today Award for leaders who are committed to building community through their careers and/or volunteerism, Public Allies, Chicago
- 1994 – present      Member, Wheaton College Scholastic Honor Society
- 1993      Wheaton College Alumni Association Senior Scholarship

## RESEARCH EXPERIENCE

- 2021 – 2022      **Visiting Scholar**, UNESCO Institute for Lifelong Learning, Hamburg, Germany
- 2017 – present      **Professor** – Pennsylvania State University, Lifelong Learning and Adult Education (LLAED) Program
- Co-Director**, Goodling Institute for Research in Family Literacy and the Institute for the Study of Adult Literacy
- Core faculty member**, Comparative and International Education Program

2011 – 2017	<b>Associate Professor</b> – Pennsylvania State University, LLAED
2005 – 2011	<b>Assistant Professor</b> – Pennsylvania State University, LLAED
2004 – 2005	<b>Assistant Professor</b> – Washington State University, Department of Educational Leadership and Counseling Psychology (with partial Extension appointment)
2002 – 2004	<b>Postdoctoral Researcher</b> – University of California-Davis, Department of Human and Community Development. Dr. Jim Grieshop (Extension Education Specialist), Principal Investigator
2000 – 2001	<b>Graduate Research Assistant</b> – Cornell University, Institute for Community College Development. Dr. Betsy Grigoriu, Assistant Director
1998 – 2000	<b>Graduate Research Assistant</b> – Cornell University, Cooperative Extension. Dr. Merrill Ewert, Director and Associate Dean
1997 – 1999	<b>Graduate Assistant</b> – Cornell University, Office of Publications and Statistics, The Graduate School. Dr. Mary Margaret Carmichael, Director

#### TEACHING EXPERIENCE

2005 – present	<b>Professor</b> – Pennsylvania State University, Lifelong Learning and Adult Education Program. <i>Graduate courses</i> : Family Literacy; Literacy, Identity, and Culture in a Global Context; Politics, Language, and Pedagogy: Applying Paulo Freire Today; Social and Historical Issues in Adult Education; Doctoral Proseminar in Lifelong Learning and Adult Education. <i>Undergraduate course</i> : Adult Learners in the University
2004 – 2005	<b>Assistant Professor</b> – Washington State University, Department of Educational Leadership and Counseling Psychology. <i>Graduate courses</i> : Student Development Theories, Research, and Application; Higher Education Masters Practicum; and Issues in Higher Education
2003 – 2004	<b>Instructor</b> – University of California-Davis. <i>Undergraduate course</i> : Field Studies with Children and Adolescents (3 sections)
2000 – 2003	<b>Guest Lectures</b> “Banking Versus Empowering Education.” Course: Explorations in Science and Society: Engagement. UC-Davis, Science and Society Program. Spring 2003. “Women, Learning, and Voice.” Course: Community Learning and Service Partnership. Cornell University, Department of Education. Spring 2001. “A Comparison of IAF and PICO’s Approaches to Congregation-Based Community Organizing.” Course: Community Education and Development. Cornell University, Department of Education. Fall 2000.

#### OTHER PROFESSIONAL EXPERIENCE

2003	<b>Internship Supervisor</b> – University of California-Davis, Summer Leadership Institute (June – August)
1994 – 1997	<b>Adult Literacy Coordinator</b> – Youth Service Project, Chicago

1993                    **Intern** – Iglesia Bautista Emmanuel, San Salvador, El Salvador (adult education and community development)

#### PUBLICATIONS (\* denotes graduate student)

##### Books

**Prins, E.**, & Zholdoshalieva, R. (Eds.). (2025). *Family and intergenerational literacy and learning: International perspectives*. UNESCO Institute for Lifelong Learning.  
<https://unesdoc.unesco.org/ark:/48223/pf0000393131>

Lynch, J., & **Prins, E.** (2022). *Teaching and learning about family literacy and family literacy programs*. Routledge.

Reviewed:        Anderson, J. (2022). *International Review of Education*, 68, 497-499.  
<https://doi.org/10.1007/s11159-022-09960-y>

Martinez, J. (2024). *Adult Literacy Education Research Journal*, 6(1), 44-45.  
<http://doi.org/10.35847/JMartinez.6.1.44>

Sarabella, G. (2023). *Adult Learning*, 35(1). OnlineFirst.  
<https://doi.org/10.1177/10451595231161346>

Tarbett, L. B., & Skelly, D. L. (2022). *School Community Journal*, 32(2), 301-304.  
<http://www.schoolcommunitynetwork.org/SCJ.aspx>

Tett, L. (2022). *Adult Education Quarterly*. Advanced online publication.  
<https://doi.org/10.1177/07417136221095464>

Tuckett, A. (2022). *International Journal of Lifelong Education*, 41(2), 247-249.  
<https://www.tandfonline.com/doi/full/10.1080/02601370.2022.2053941>

##### Peer-reviewed Articles

McLean, E., Clymer, C., **Prins, E.**, & Lee, J. (2024). Promising findings of targeted professional development in a family literacy initiative. *COABE Journal: The Resource for Adult Education*, 13(2), 9-27.  
<https://coabe.org/wp-content/uploads/2024/11/Professional-Development-in-Family-Literacy.pdf>

Bar-Kochva, I., Clymer, C., Greenberg, D., **Prins, E.**, Schrader, J., & Schmidt-Hertha, B. (2024). Editorial: Basic and language education for adults with low literacy skills. *Zeitschrift für Weiterbildungsforschung (Journal for Research on Adult Education)*, 47, 175-180.  
<https://link.springer.com/article/10.1007/s40955-024-00292-y>

Clymer, C., Lee, J., McLean, E., & **Prins, E.** (2024). Parents' learning in family literacy: A mixed-methods evaluation. *Zeitschrift für Weiterbildungsforschung (Journal for Research on Adult Education)*, 47, 297-319. <https://link.springer.com/article/10.1007/s40955-024-00286-w>

Prins, E., Juzwik, M., & Acaray, G. (2024). United for what and for whom: An analysis of White Christian nationalism in a 2023 school board election campaign. *Review of Education, Pedagogy, and Cultural Studies*, 47(1), 152-181. <https://doi.org/10.1080/10714413.2024.2391601>

Juzwik, M., Witte, R., Burke, K., & **Prins, E.** (2024). White Christian nationalism, biblical proof texting, and literacy curriculum and instruction. *Reading Research Quarterly* [online first].  
<https://doi.org/10.1002/rrq.571>

Burke, K., Juzwik, M., & **Prins, E.** (2023). White Christian nationalism: What is it and why does it matter for educational research? *Educational Researcher*, 52(5), 286-295.

<https://journals.sagepub.com/doi/10.3102/0013189X231163147>

\*Choi, J., & **Prins, E.** (2023). North Korean women entrepreneurs learning from failure. *International Review of Education*, 69, 207-226. <https://link.springer.com/article/10.1007/s11159-023-09994-w>

\*Cherewka, A., & **Prins, E.** (2022). Adult basic education under WIOA-Title implementation: An integrative literature review. *Adult Education Quarterly*, 73(2), 113-132.

<https://doi:10.1177/07417136221105884>

\*Cherewka, A., & **Prins, E.** (2022). “You can’t win a Cold War with hot weapons”: Frank C. Laubach’s educational project, adult literacy campaigns, and U.S. foreign policy (1945-61). *Comparative Education Review*, 66(1), 19-40. <https://doi.org/10.1086/717554>

\*Stickel, T., **Prins, E.**, & Kaiper-Marquez, A. (2021). ‘The video is an upgrade from them all’: How incarcerated fathers view the affordances of video in a family literacy programme. *Learning, Media, and Technology*, 46(2), 174-189. <https://doi.org/10.1080/17439884.2021.1888117>

Kaiper-Marquez, A., \*Stickel, T., & **Prins, E.** (2021). “Daddy made a mistake and needed a time out”: Incarcerated parents as moral educators. *Journal of Moral Education*, 52(2), 244-260.

<https://doi.org/10.1080/03057240.2021.1978408>

Kaiper-Marquez, A., Wolfe, E., Clymer, C., Lee, J., McLean, E. G., **Prins, E.**, & \*Stickel, T. (2020). On the fly: Adapting quickly to emergency remote instruction in a family literacy program. *International Review of Education – Journal of Lifelong Learning*, 66, 691-713. <https://doi.org/10.1007/s11159-020-09861-y>

\*Stickel, T., Kaiper-Marquez, A. & **Prins, E.** (2020). Creative fatherhood behind bars: The Read to Your Child Program. *Temas Em Educação Journal*, 29(2), 209-228. <https://doi.org/10.22478/ufpb.2359-7003.2020v29n2.53969>

**Prins, E.**, \*Stickel, T., & Kaiper-Marquez, A. (2020). Incarcerated fathers’ experiences in the Read to Your Child/Grandchild Program: Supporting children’s literacy, learning, and education. *Journal of Prison Education and Reentry*, 6(2), 168-188. <https://doi.org/10.25771/n1x0-y832>

**Prins, E.**, & Kassab, C. (2017). Rural/non-rural differences among Pennsylvania FAFSA applicants pursuing the same type of postsecondary degree. *Journal of Research in Rural Education*, 32(7). <http://jrre.psu.edu/wp-content/uploads/2017/11/32-7.pdf>

Prins, E. (2017). Conclusion. In A. Belzer (Ed.), *Turning points: Recent trends in adult basic literacy, numeracy, and language education* (pp. 95-103). *New Directions for Adult and Continuing Education*, No. 155. Jossey-Bass. <https://doi.org/10.1002/ace.20244>

Prins, E. (2017). Digital storytelling in adult education and literacy programming. In K. Yang & R. Lawrence (Eds.), *Participatory visual approaches to adult and continuing education: Practical insights* (pp. 29-38). *New Directions for Adult and Continuing Education*, No. 154. Jossey-Bass. <https://doi.org/10.1002/ace.20228>

**Prins, E.** (2017). Digital storytelling in adult education and family literacy: A case study from rural Ireland. *Learning, Media and Technology*, 42(3), 308-323.

\*Campbell, K., & **Prins, E.** (2016). Taking initiative and constructing identity: International graduate student spouses' adjustment and social integration in a university town. *International Journal of Lifelong Education*, 35(4), 430-447.

\*Krupar, A., & **Prins, E.** (2016). Participation in adult education for community development: A critical discourse analysis of Training for Transformation. *International Journal of Lifelong Education*, 35(4), 359-375.

**Prins, E.**, Monnat, S., Clymer, C., & Toso, B. W. (2015). How is health related to literacy, numeracy, and technological problem-solving skills among U.S. adults? Evidence from the Program for the International Assessment of Adult Competencies (PIAAC). *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*, 4(3), 22-42.

**Prins, E.**, & Monnat, S. (2015). Examining associations between self-rated health and proficiency in literacy and numeracy among immigrants and U.S.-born adults: Evidence from the Program for the International Assessment of Adult Competencies (PIAAC). *PLOS ONE* 10(7), e0130257. doi:10.1371/journal.pone.0130257<sup>1</sup>

**Prins E.**, Monnat S., Clymer C., and Toso B. (2015). Examining associations between adult health and literacy, numeracy, technological problem-solving skills, and post-initial learning in the U.S. American Institutes for Research and the National Center for Education Statistics. [http://static1.squarespace.com/static/51bb74b8e4b0139570ddf020/t/54da78a6e4b0f5214f04f907/1423603878589/Prins\\_Monnat\\_Clymer\\_Toso\\_PIAAC.pdf](http://static1.squarespace.com/static/51bb74b8e4b0139570ddf020/t/54da78a6e4b0f5214f04f907/1423603878589/Prins_Monnat_Clymer_Toso_PIAAC.pdf) (article went through peer review but was not published in a journal)

**Prins, E.**, & Kassab, C. (2015). GED recipients in postsecondary education: A rural-urban analysis of Pennsylvania FAFSA applicants' educational, demographic, and financial characteristics. *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*, 4(2), 20-36.

**Prins, E.**, Kassab, C., & \*Campbell, K. (2015). Adult learners in higher education: A rural-urban analysis of Pennsylvania FAFSA applicants' educational, demographic, and financial characteristics. *Journal of Continuing Higher Education*, 63(2), 71-85.

**Prins, E.**, & \*Mooney, A. (2014). Literacy and health disparities. In J. C. Collins, L. O. Bryant, & T. S. Rocco (Eds.), *Health and wellness concerns for racial, ethnic, and sexual minorities* (pp. 25-35). *New Directions for Adult and Continuing Education*, No. 142. San Francisco: Jossey-Bass.

Tschakert, P., \*Dietrich, K., Tamminga, K, **Prins, E.**, Shaffer, J., Liwenga, E., & Asiedu, A. (2014). Learning and envisioning under climatic uncertainty: An African experience. *Environment and Planning A*, 46(5), 1049-67.

Toso, B. W., **Prins, E.**, & \*Mooney, A. (2013). The changing face of immigrants in the U.S.: Implications for adult educators. *PAACE Journal of Lifelong Learning*, 22, 1-21.

**Prins, E.**, Kassab, C., \*Drayton, B., & \*Gungor, R. (2012). Distance learning for GED students in rural Pennsylvania. *American Journal of Distance Education*, 26(4), 217-235.

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<sup>1</sup> This article was selected through a competitive process by the U.S. Office of Career, Technical, and Adult Education, the National Institute of Child Health and Human Development, and the Office of Behavioral and Social Sciences Research for a *PLOS ONE* special collection on PIAAC data. The paper was then submitted to *PLOS ONE* and accepted through the journal's peer review system.

**Prins, E., & Toso, B. W.** (2012). Receptivity toward immigrants in rural Pennsylvania: Perceptions of adult English as Second Language providers. *Rural Sociology*, 77(3), 435–461. DOI: 10.1111/j.1549-0831.2012.00081.x

Prins, E. (2011). On becoming an educated person: Rural Salvadoran adult learners' cultural model of *educación*/education. *Teachers College Record*, 113(7), 1477-1505.

\*Drayton, B., & **Prins, E.** (2011). Participant leadership in adult basic education: Negotiating academic progress and leadership responsibilities. *International Journal of Lifelong Education*, 30(3), 349-365.

\*Dubin, E., & **Prins, E.** (2011). Blueprinting a Freirean pedagogy of imagination: Hope, untested feasibility, and the dialogic person. *Journal of Adult and Continuing Education*, 17(1), 23-39.

**Prins, E., & \*Gungor, R.** (2011). Family literacy funding reductions and work-first welfare policies: Adaptations and consequences in family literacy programs. *Adult Basic Education and Literacy Journal*, 5(1), 15-25.

Prins, E. (2010). Participatory photography: A tool for empowerment or surveillance? *Action Research*, 8(4), 426-443.

Prins, E. (2010). Salvadoran campesinos/as' literacy practices and perceptions of the benefits of literacy: A longitudinal study with former literacy participants. *International Journal of Educational Development*, 30(4), 418-427.

**Prins, E., & Webster, N.** (2010). Student identities and the tourist gaze in international service learning: A university project in Belize. *Journal of Higher Education Outreach and Engagement*, 14(1), 5-32.

\*Toso, B. W., **Prins, E.**, \*Drayton, B., \*Gungor, R., & \*Gnanadass, E. (2009). Finding voice: Shared decision making and student leadership in a family literacy program. *Adult Basic Education and Literacy Journal*, 3(3), 151-160.

**Prins, E.**, \*Toso, B. W., & Schafft, K. (2009). "It feels like a little family to me": Social interaction and support among women in adult education and family literacy. *Adult Education Quarterly*, 59(4), 335-352.

Schafft, K., & **Prins, E.** (2009). Poverty, residential mobility, and persistence across urban and rural family literacy programs in Pennsylvania. *Adult Basic Education and Literacy Journal*, 3(1), 3-12.

**Prins, E.**, & Schafft, K. (2009). Individual and structural attributions for poverty and persistence in family literacy programs: The resurgence of the culture of poverty. *Teachers College Record*, 111(9), 2280-2310.

Prins, E. (2009). Examining interpersonal dynamics among adult learners through the lens of place. *International Journal of Lifelong Education*, 28(1), 91-106.

\*Diehl, W. C., & **Prins, E.** (2008). Unintended outcomes in Second Life: Intercultural literacy and cultural identity in a virtual world. *Language and Intercultural Communication*, 8(2), 101-118.

**Prins, E.**, & \*Toso, B. W. (2008). Defining and measuring parenting for educational success: A Critical Discourse Analysis of the Parent Education Profile. *American Educational Research Journal*, 45(3), 555-596.

Prins, E. (2008). Adult literacy education, gender equity, and empowerment: Insights from a Freirean-inspired literacy programme. *Studies in the Education of Adults*, 40(1), 24-39.

Prins, E. (2007). Interdistrict transfers, Latino/White school segregation, and institutional racism in a small California town. *Journal of Latinos and Education*, 6(4), 285-308.

Prins, E. (2007). "Aquí no somos unidos"/"We're not united here": Adult literacy and the obstacles to solidarity in postwar El Salvador. *International Journal of Qualitative Studies in Education*, 20(4), 401-431.

Prins, E. (2006). Relieving isolation, avoiding vices: The gendered meanings of participation in an adult literacy program in El Salvador. *Adult Education Quarterly*, 57(1), 5-25.

Prins, E. (2006, July). Individual roles and approaches to public engagement in a community-university partnership. *Journal of Research in Rural Education*, 21(7). <http://www.psu.edu/dept/jrre/articles/21-7.pdf>

Prins, E. (2005). The challenges of fostering community participation: A case study of a community-based organization in rural California. *Community Development: Journal of the Community Development Society*, 36(2), 15-34.

Prins, E. (2005). Learning to communicate: An adult literacy programme in postwar El Salvador. *Convergence*, 38(1), 69-90.

Prins, E. (2005). Framing a conflict in a community-university partnership. *Journal of Planning Education and Research*, 25(1), 57-74.

**Prins, E., & D. M. Ewert.** (2002). Cooperative Extension and faith-based organizations: Building social capital. *Journal of Extension*, 40(3). <http://www.joe.org/joe/2002june/comm2.html>.

Prins, E. (2002). The relationship between institutional mission, service, and service-learning at community colleges in New York State. *Michigan Journal of Community Service Learning*, 8(2), 35-49.

#### Journal Articles (not peer-reviewed)

Lynch, J., & **Prins, E.** (2024). A shared journey: Parent-educator engagement to support early literacy. *Literacy Today*, January/February/March, 26-28. <https://publuu.com/flip-book/24429/811271/page/28>

Lynch, J., & **Prins, E.** (2023). Knowledge to support early educators and elementary school teachers' engagement in family literacy and family literacy programs. *The Reading Teacher*, 76(5), 618-26. <https://doi.org/10.1002/trtr.2187>

Prins, E. (2020). Response to Paul J. Jurmo. *Adult Literacy Education: The International Journal of Literacy, Language, and Numeracy*, 2(2), 45-49.

**Prins, E., & Clymer, C.** (2018). Career pathways in Chicago, Houston, and Miami: Key features and support services among adult education providers. *The COABE Journal. Special Edition featuring Career Pathways*, pp. 28-51. <https://tinyurl.com/y95vnr75>

Prins, E. (1999). Less teacher, more friend. *Literacy Practitioner*, 5(1), 1-2, 4. Literacy Volunteers of America.

#### Essay and Book Reviews

Prins, E. (2011). Paulo Freire and the cold war politics of literacy [book review]. *Comparative Education Review*, 55(4), 647-649.

Prins, E. (2009). The word and the world: The cultural politics of literacy in Brazil [book review]. *Comparative Education Review*, 53(2), 302-304.

Prins, E. (2007). Building professional pride in literacy [book review]. *Adult Education Quarterly*, (57)4, 349-351.

Prins, E. (2001). Critical perspectives on women's literacy education in Latin America [essay review]. *Adult Education Quarterly*, 52(1), 55-69.

### Book Chapters

**Prins, E.**, Cherewka, A., Clymer, C., & Zholdoshalieva, R. (2025). Family and international literacy and learning policies: A dozen questions to guide critical policy analysis. In E. Prins & R. Zholdoshalieva (Eds.), *Family and intergenerational learning and literacy: International perspectives* (pp. 329-346). UNESCO Institute for Lifelong Learning. <https://unesdoc.unesco.org/ark:/48223/pf0000393131>

**Prins, E.**, & Zholdoshalieva, R. (2025). Introduction. In E. Prins & R. Zholdoshalieva (Eds.), *Family and intergenerational literacy and learning: International perspectives* (pp. 17-26). UNESCO Institute for Lifelong Learning. <https://unesdoc.unesco.org/ark:/48223/pf0000393131>

**Prins, E.**, & Zholdoshalieva, R. (2025). Afterword. In E. Prins & R. Zholdoshalieva (Eds.), *Family and intergenerational literacy and learning: International perspectives* (pp. 347-349). UNESCO Institute for Lifelong Learning. <https://unesdoc.unesco.org/ark:/48223/pf0000393131>

\*Cherewka, A., & **Prins, E.** (2024). Practicing accountability in adult basic education: A community case study. In M. Milana, P. Rasmussen, & M. Bussi (Eds.), *Research handbook on adult education policy* (pp. 212-226). Edward Elgar.

**Prins, E.**, Clymer, C., Kaiper-Marquez, A., & Toso, B. W. (2020). Family literacy. In T. Rocco, M. C. Smith, R. Mizzi, L. Merriweather, & J. Hawley (Eds.), *Handbook of adult and continuing education* (pp. 205-213). Stylus.

Park, H., Kim, J., & **Prins, E.** (2020). Becoming an active learner: Identity reconstruction of North Korean millennial defectors in South Korea. In J. A. Gammel, S. Motulsky, & A. Rutstein-Riley (Eds.), *Identity and lifelong learning: Becoming through lived experience* (pp. 137-160). Information Age Publishing.

**Prins, E.**, & Monnat, S. (2019). Health literacy and health disparities among low-literate adults. In D. Perin (Ed.), *Wiley handbook of adult literacy* (pp. 317-336). Wiley & Sons.

\*Krupar, A., & **Prins, E.** (2016). Education for youth at the borderlands: Developing comparative and international education between states. In A. W. Wiseman & E. Anderson (Eds.), *Annual review of comparative and international education 2015 (International perspectives on education and society, Volume 28)* (pp. 195-222). Emerald Group Publishing.

Prins, E. (2013). Participatory photography: A tool for empowerment or surveillance? In G. Thomas (Ed.), *Case study methods in education* (Vol. 3, pp. 426-443). Sage. (reprint of 2010 article in *Action Research*)

Prins, E. (2012). Participatory photography: A tool for empowerment or surveillance? In J. Hughes (Ed.), *SAGE visual methods* (vol. 4). Sage. (reprint of 2010 article in *Action Research*)

**Prins, E.**, & Van Horn, B. (2012). Adult learning in family literacy: Special considerations for women learners. In B. H. Wasik (Ed.), *Handbook of family literacy* (2<sup>nd</sup> edition, pp. 166-180). Routledge.



**Prins, E., & \*Drayton, B.** (2010). Adult education for the empowerment of individuals and communities. In C. E. Kasworm, A. D. Rose, & J. M. Ross-Gordon (Eds.), *Handbook of adult and continuing education* (pp. 209-219). Jossey-Bass.

Prins, E. (2009). Review of the Tests of Adult Basic Education, Forms 9 & 10. In E. A. Whitfield, R. Feller, & C. Wood (Eds.), *A counselor's guide to career assessment instruments* (5<sup>th</sup> ed., pp. 202-208). National Career Development Association.

Prins, E. (2007). Esther Prins. In K. B. Armstrong, L. W. Nabb, & A. P. Czech (Eds.), *American adult educators: Quintessential autobiographies by adult educators of the twenty-first century* (pp. 217-222). Discovery Association Publishing House.

#### Conference Proceedings (refereed proposals; not listed under presentations)

**Prins, E., Clymer, C., McLean, E. G., & Lee, J.** (2024). Parents' learning in family literacy programming: Findings from a four-year, mixed-methods evaluation. Adult Education Research Conference. <https://newprairiepress.org/aerc/2024/papers/6>

\*Antanovich, K., & **Prins, E.** Nadezhda Krupskaya's contributions to early Soviet adult education theory and practice. (2023, June). Adult Education Research Conference. <https://newprairiepress.org/aerc/2023/Papers/19/>

\*Cherewka, A., & **Prins, E.** (2021, June). WIOA Title II implementation: An integrative literature review. Adult Education in Global Times: An International Research Conference, Vancouver, British Columbia, Canada (virtual). [https://www.dropbox.com/s/8yn7ughzz920x21/2021\\_CASAE\\_Proceedings.pdf?dl=0](https://www.dropbox.com/s/8yn7ughzz920x21/2021_CASAE_Proceedings.pdf?dl=0)

\*Choi, J., & **Prins, E.** (2020, June). North Korean migrant entrepreneurs learning from failure [Paper presentation]. Adult Education in Global Times: An International Research Conference, Vancouver, British Columbia, Canada (conference cancelled). [https://edst-educ.sites.olt.ubc.ca/files/2020/06/aegt\\_proceedings\\_upload.pdf](https://edst-educ.sites.olt.ubc.ca/files/2020/06/aegt_proceedings_upload.pdf)

**Prins, E., Clymer, C., Foreman, S. S., Needle, M., Raymond, B., & Toso, B. W.** (2018). Career pathways programming for adult learners in three U.S. cities. Adult Education Research Conference. <http://newprairiepress.org/aerc/2018/papers/31/>

\*Shin, H. Y. & **Prins, E.** (2017). A systematic review of the literature on foreign brides' adaptation experiences in Korea. Adult Education Research Conference. <http://newprairiepress.org/aerc/2017/papers/7>

**Prins, E., & \*Frey, S.** (2016). Community science education: Critical science literacy and community engagement related to shale gas development. Adult Education Research Conference. <https://newprairiepress.org/aerc/2016/papers/32/>

**Prins, E., Monnat, S., Clymer, C., & Toso, B. W.** (2015, May). How is U.S. adults' health related to literacy, numeracy, technological problem-solving skills, and adult education? A PIAAC analysis. Adult Education Research Conference. <https://newprairiepress.org/aerc/2015/papers/44/>

\*Shaughnessy, C., **Prins, E., & Hopkins, M.** (2014, June). Adults learning about shale gas development: Information sharing, community engagement, and critical science literacy. Adult Education Research Conference. <https://newprairiepress.org/aerc/2014/papers/81/>

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#### Publications in Progress

**Prins, E.**, & Carr-Chellman, D. (Eds.) (forthcoming, summer 2025). Special issue: White Christian nationalism and adult education. *New Directions for Adult and Continuing Education*.

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**PRESENTATIONS** (\* denotes graduate student)

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Clymer, C., & **Prins, E.**, & McLean, E., (2024, November). *Measuring what matters in family literacy* [Conference session]. Families Learning Conference, Louisville, KY, United States.

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**Prins, E., & Clymer, C., & McLean, E.** (2019, March). *Collecting data that matters* [Conference session]. Pennsylvania Association for Adult and Continuing Education, University Park, PA, United States.

Clymer, C., McLean, E., & **Prins, E.** (2018, September). *Career pathways for adult learners in three cities* [Conference session]. National Center for Families Learning Conference, Ft. Lauderdale, FL, United States.

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Toso, B. W., \*Mooney, A., & **Prins, E.** (2014, April). *"We're going to put him on Methylin": Parents' health literacy needs concerning children's ADHD* [Conference session]. National Conference on Family Literacy, Louisville, KY, United States.

Toso, B. W., **Prins, E.**, & \*Mooney, A. (2013, March). *The changing face of immigrants: Implications for ESL and ABE programs* [Conference session]. Pennsylvania Association for Adult and Continuing Education Conference, State College, PA, United States.

\*Campbell, K., & **Prins, E.** (2012, April). *Taking initiative and constructing identity: International graduate student spouses' adjustment and social integration in a university town* [Paper presentation]. Annual Meeting of the American Educational Research Association, Vancouver, Canada.

**Prins, E.** (2012, March). *"I don't feel alone anymore": Social support and mental health for women in family literacy* [Conference session]. National Conference on Family Literacy, San Diego, CA, United States.

Tschakert, P., with \*Dietrich, K. Crane, R., Tamminga, K., **Prins, E.**, Shaffer, J., \*Biermann, M., Hoadley, C., Asiedu, A., Liwenga, E., Asiamah, A., Umar, N., & Kejo, J. (2011, April). *Remember, observe, learn, dream, and act: Ingredients for social-ecological resilience* [Paper presentation]. Annual Meeting of the Association of American Geographers, Seattle, WA, United States.

\*Dietrich, K., Tschakert, P., **Prins, E.**, & Tamminga, K. (2011, April). *Deforestation, climate change, adaptation: Mixing discourses during scenario building for climate change adaptation in Ghana* [Paper presentation]. Annual Meeting of the Association of American Geographers, Seattle, WA, United States.

**Prins, E.,** \*Drayton, B., \*Gungor, R., & Kassab, C. (2011, April). *GED® preparation through distance learning in rural Pennsylvania* [Paper presentation]. Annual Meeting of the American Educational Research Association (Adult Literacy and Adult Education SIG), New Orleans, LA, United States.

**Prins, E.,** & \*Spencer, T. (2011, April). *"I don't feel alone anymore": Social support and mental health for women in family literacy* [Conference session]. National Conference on Family Literacy, Louisville, KY, United States.

**Prins, E.,** \*Drayton, B., \*Gungor, R., & \*Spencer, T. (2011, March). *"I don't feel alone anymore": Women's social support networks and mental health in adult education and family literacy programs* [Conference session]. Pennsylvania Association for Adult and Continuing Education Conference, State College, PA, United States.

**Prins, E.,** \*Drayton, B., & \*Gungor, R. (2011, March). *Use and outcomes of distance learning for GED students in rural Pennsylvania* [Conference session]. Pennsylvania Association for Adult and Continuing Education Conference, State College, PA, United States.

**Prins, E.,** Hoadley, C., Asiama, E., Asiedu, A., \*Biermann, M., Crane, R., \*Dietrich, K., Kejo, J., Liwenga, E., Modoc, A., Shaffer, J., Tamminga, K., Tschakert, P., & Umar, N. (2011, March). *Learning to adapt: How innovation, environmental information sharing, and social networks vary in rural Ghana and Tanzania* [Paper presentation]. Resilience, Innovation, and Sustainability Conference, Tempe, AZ, United States.

Tamminga, K., Shaffer, J., Asiama, E., Asiedu, A., \*Biermann, M., Crane, R., \*Dietrich, K., Hoadley, Kejo, J., Liwenga, E., Modoc, A., **Prins, E.,** Tschakert, P., & Umar, N. (2011, March). *Grounded: Walking journeys as a portal to anticipatory learning and resilience from and within the working landscape* [Paper presentation]. Resilience, Innovation, and Sustainability Conference, Tempe, AZ, United States.

Tschakert, P., \*Dietrich, K., Asiama, E., Asiedu, A., \*Biermann, M., Crane, R., Hoadley, C., Kejo, J., Liwenga, E., Modoc, A. **Prins, E.,** Shaffer, J., Tamminga, K., & Umar, N. (2011, March). *Remembering change, anticipating change: Processes of activating, stretching, and creating knowledge for anticipatory learning, adaptation, and resilience under climate change* [Paper presentation]. Resilience, Innovation, and Sustainability Conference, Tempe, AZ, United States.

Tschakert, P., Asiama, E., Asiedu, A., \*Biermann, M., Crane, R., \*Dietrich, K., Hoadley, C., Kejo, J., Liwenga, E., Modoc, A. **Prins, E.,** Shaffer, J., Tamminga, K., & Umar, N. (2011, March). *From vulnerable victims to active agents: Anticipatory learning for climate change adaptation and resilience* [Paper presentation]. Resilience, Innovation, and Sustainability Conference, Tempe, AZ, United States.

**Prins, E.,** & \*Gungor, R. (2010, April). *Changes in family literacy funding and welfare-to-work policies: Adaptations and unforeseen consequences in family literacy programs* [Paper presentation]. Annual Meeting of the American Educational Research Association, Denver, CO, United States.

\*Toso, B. W., & **Prins, E.** (2010, April). *Receptivity toward immigrants in rural Pennsylvania: Perceptions of adult English as Second Language providers* [Paper presentation]. Annual Meeting of the American Educational Research Association, Denver, CO, United States.

\*Odele, A., & **Prins, E.** (2010, March). *A critical review of the literature on RELFECT and literacy: Orthodoxy and practice* [Paper presentation]. Comparative and International Education Society Conference, Chicago, IL, United States.

\*Bagdonis, J., Glenna, L., Higdon, F., & **Prins, E.** (2009, May). *Local agriculture in Belize: Challenges and opportunities in the Placencia Peninsula* [Paper presentation]. Annual Meetings of the Agriculture, Food,

and Human Values Society (AFHVS) and the Association for the Study of Food and Society (ASFS), State College, PA, United States.

\*Drayton, B., & **Prins, E.** (2008, October). *Participant leadership in adult basic education: Negotiating academic progress, aspirations, and relationships* [Paper presentation]. Midwest Research-to-Practice Conference in Adult, Continuing, Community, and Extension Education, Bowling Green, KY, United States.

**Prins, E.**, \*Toso, B. W., & Schafft, K. (2008, March). *"It feels like a little family to me": Social interaction and support for women in adult education and family literacy* [Paper presentation]. Annual Meeting of the American Educational Research Association, New York, NY, United States.

\*Gungor, R., & **Prins, E.** (2008, March). *The accessibility and relevance of adult literacy education for marginalized populations in Turkey* [Paper presentation]. Annual Meeting of the Comparative and International Education Society, New York, NY, United States.

**Prins, E.**, & Schafft, K. (2007, November). *Counteracting the culture of poverty discourse in adult education* [Paper presentation]. Conference and Annual Meeting of the Coalition on Professors of Adult Education, Norfolk, VA, United States.

Webster, N., & **Prins, E.** (2007, October). *Cross-cultural learning in international service-learning: A case study of a university project in two rural Belizean villages* [Paper presentation]. 7<sup>th</sup> Annual International Research Conference on Service-Learning and Community Engagement, Tampa, FL, United States.

\*Toso, B. W., **Prins, E.**, Gnanadass, E., Drayton, B., & Gungor, R. (2007, September). *Finding voice: Adult learners and shared decision making in family literacy* [Paper presentation]. Midwest Research-to-Practice Conference in Adult, Continuing, Community, and Extension Education, Muncie, IN, United States.

**Prins, E.**, & Webster, N. (2007, August). *Cross-cultural learning in international service-learning: A case study of a university project in two rural Belizean villages* [Paper presentation]. 22<sup>nd</sup> Congress of the European Society for Rural Sociology, Wageningen University, The Netherlands.

Schafft, K., & **Prins, E.** (2007, April). *Poverty, residential mobility and persistence across urban and rural family literacy programs in Pennsylvania* [Paper presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL, United States.

**Prins, E.**, & Schafft, K. (2007, April). *Individual and structural attributions for poverty and persistence in family literacy programs* [Paper presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL, United States.

**Prins, E.**, \*Toso, B. W., & Schafft, K. (2007, March). *Not the same old routine: The importance of social interaction for women adult learners* [Conference session]. Coalition on Adult Basic Education (COABE) Conference, Philadelphia, PA, United States.

**Prins, E.**, & McCorkle, K. (2007, March). *Fostering community and negotiating differences among adult learners: Insights from three case studies* [Workshop presentation]. National Conference on Family Literacy, Orlando, FL, United States.

**Prins, E.**, Van Horn, B., & Weirauch, D. (2007, March). *Research to practice: Research symposium of the Goodling Institute for Research in Family Literacy* [Workshop presentation]. National Conference on Family Literacy, Orlando, FL, United States.

Prins, E. (2006, April). *Participatory photography as a research method: A tool for empowerment or surveillance?* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States.

Askov, N., Van Horn, B., Weirauch, D., & **Prins, E.** (2006, March). *Research to practice: Research symposium of the Goodling Institute for Research in Family Literacy* [Conference session]. National Conference on Family Literacy, Louisville, KY, United States.

**Prins, E.,** & \*Toso, B. W. (2006, March). *The Parent Education Profile and cultural variation: What does good parenting mean?* [Workshop presentation]. National Conference on Family Literacy, Louisville, KY, United States.

Prins, E. (2006, February). *Principles and methods of participatory evaluation* [Workshop presentation]. Midwinter Conference, Pennsylvania Association for Adult and Continuing Education, Hershey, PA, United States.

Prins, E. (2005, March). *"Aquí estamos divididos"/"we're divided here:" Racial divisions, school segregation, and the implications for school-based community development in a rural town* [Paper presentation]. Globalization, Diversity, and Education Conference, Pullman, WA, United States.

Prins, E. (2003, November). *Escaping loneliness, avoiding vices: The gendered meanings of participation in a Salvadoran adult literacy program* [Paper presentation]. American Association of Adult and Continuing Education Conference, Detroit, MI, United States.

Prins, E. (2003, October). *We make the road by walking: Trying out roles in a rural school-university partnership* [Paper presentation]. Outreach Scholarship Conference, Madison, WI, United States.

Prins, E. (2003, July). *"Aquí no somos unidos"/"we're not united here:" An exploration of the obstacles to solidarity in rural El Salvador* [Paper presentation]. Annual Meeting of the Community Development Society, Ithaca, NY, United States.

Prins, E. (2003, July). *Rashomon revisited: Multiple perspectives of a rural school-university partnership* [Paper presentation]. Annual Meeting of the Community Development Society, Ithaca, NY, United States.

Prins, E. (2002, July). *Building a nest together: Tales from participatory research on gender, literacy, and spirituality in El Salvador* [Conference session]. Participatory Development Forum Conference, Guelph, Ontario, Canada.

**Prins, E.,** & Nielsen, D. (2001, February). *Becoming leaders in service: Community colleges and service-learning* [Paper presentation and interactive session]. Chair Academy's Conference for Chairs, Deans and Other Organizational Leaders, Tampa, FL, United States.

**Prins, E.,** Carmichael, M. M., Hartz, G., Ritchie, W., Sawyer, M. & Sheinbaum, R. (2001, June). *Publications and presentations of research by doctoral degree recipients* [Poster presentation]. Annual Meeting of the American Association of Family and Consumer Sciences, Chicago, IL, United States.

**Prins, E.,** & Ewert, D. M. (2000, November). *One body, many members: Building relationships across differences in faith-based community development and organizing* [Paper presentation]. 29<sup>th</sup> Annual Meeting of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA), New Orleans, LA, United States.

### Invited and Other Presentations

Clymer, C., McLean, E., & **Prins, E.** (2024, December). Promoting parent-child interactions with Talk with Me Toolkits. Smithsonian Institution Cultivating Learning Interactive Webinar.

<https://www.youtube.com/watch?v=pGerawaCEXU&list=PLFGZwzyPnxTs4wW0XX1xp-D2rc4fGGYf6&index=4&t=284s>

Prins, E. (2024, November). White Christian nationalism: What is it and how should Christians respond? Invited presentation for State College Presbyterian Church Sunday School, State College, PA, United States.

Clymer, C., McLean, E., & **Prins, E.** (2024, October). Talk with Me Toolkits Webinar. Hosted by Goodling Institute for Research in Family Literacy, Family Place Libraries, and the Smithsonian Institute Office of Educational Technology. <https://ed.psu.edu/sites/default/files/2024-10/TMT%20Webinar%20-ALA%20blog%2010-17-24%20FINAL.pdf>

Juzwik, M., & **Prins, E.** (2024, October). Examining White Christian nationalist texts through a genocide framework. Presentation for 10 teachers in year-long workshop on teaching about the Holocaust and genocide. Michigan State University, East Lansing, MI, United States.

Prins, E. (2024, October). United for what and for whom? Analyzing White Christian nationalist tropes in the 2023 State College school board election. Penn State Society for the Study of Religion, University Park, PA, United States.

Prins, E. (2024, June). Research Panel. Adult Education Research Conference, Atlanta, GA, United States.

**Prins, E.**, & Juzwik, M. (2024, June). White Christian nationalism and churches: What is it and how should Christians respond? Pennsylvania United Church of Christ Annual Gathering, State College, PA, United States.

**Prins, E.**, Juzwik, M., & Burke, K. (2024, May). White Christian nationalism [virtual]. Invited presentation for Moravian Manor (Contemporary Issues discussion group), Lititz, PA, United States.

Prins, E. (2024, April). Designing and teaching a writing, public speaking, and study skills course for adult learners. Hendrick Best Practices for Adult Learners Conference, University Park, PA, United States.

Prins, E. (2024, April). White Christian nationalism and education. Lifelong Learning and Adult Education Seminar Series, Pennsylvania State University, University Park, PA, United States.

Prins, E. (2023, December). White Christian nationalism: What is it and how should Christians respond? Invited presentation for University Baptist and Brethren Church Sunday School, State College, PA, United States.

Clymer, C., McLean, E., & **Prins, E.** (2024, April). Talk with Me Toolkits national training webinar. Family Place Libraries.

Clymer, C., McLean, E., **Prins, E.**, & Lee, J. (2023, November). Intergenerational learning matters: Findings from a four-year family literacy evaluation [virtual], National Center for Families Learning webinar series.

Prins, E. November 8, 2023. White Christian nationalism and education. Guest lecture, Education Policy and Politics (EDTHP 587), University Park, PA, United States.

Clymer, C., McLean, E., **Prins, E.**, & Lee, J. (2023, November). Intergenerational learning matters: Positive findings from a four-year family literacy evaluation. College of Education Research Conference, Pennsylvania State University.

Prins, E. (2023, June). White Christian nationalism. Invited presentation for University Mennonite Church Sunday School, State College, PA, United States.

**Prins, E.**, & McLean, E. (2023, April). Goodling Institute Community of Practice: Engaging fathers in family literacy programs. National webinar offered by Goodling Institute for Research in Family Literacy.

**Prins, E.**, & Lynch, J. (2022, October). Teaching and learning about family literacy and family literacy programs. Families Learning Conference (virtual).

Juzwik, M., Burke, K., & **Prins, E.** (2022, October). White Christian nationalism: What is it and why does it matter for English educators in Michigan? Research spotlight presentation for the Michigan Council of English Educators meeting at the Michigan Council of Teachers of English. Michigan State University. East Lansing, MI, United States.

Kaiper-Marquez, A., Stickel, T., & **Prins, E.** (2021, October). "Daddy made a mistake and needed a time out": Incarcerated parents as moral educators. College of Education Research Conference, Pennsylvania State University.

Prins, E. September 22, 2021. Critical health literacy and family learning. Keynote address, Fostering Healthy Communities through Family Learning Conference (virtual), Meath, Ireland.

**Prins, E.**, & Carr-Chellman, A. May 11, 2021. Invited panelists on "Building a Research Agenda and Portfolio," filmed via Zoom for University of Dayton online graduate course, Advanced Applied Research (EDU 974).

Prins, E. February 1, 2021. Family-school-community partnerships. Guest lecture, Parent Involvement in Home, Center, and Classroom Instruction (ECE 453), University Park, PA, United States.

Prins, E. November 5, 2020. Family and intergenerational learning. Invited panelist, Planning a Family and Intergenerational Literacy and Learning (FILL) Programme, an online course offered by the UNESCO Institute for Lifelong Learning (Hamburg, Germany) and the Commonwealth of Learning (Burnaby, Canada).

Clymer, C., Kaiper-Marquez, A., Lee, J., McLean, E., **Prins, E.**, \*Stickel, T., & Wolfe, E. April 2, 2020. Remote instruction for family literacy programs: Dealing with COVID-19 challenges in the virtual classroom. National webinar offered by Goodling Institute for Research in Family Literacy.  
<https://www.youtube.com/watch?v=3wgfOmgqq0>

Prins, E. March 30, 2019. Panelist, Academic job market. Survivor: Research Island (College of Education Graduate Student Council), University Park, PA, United States.

**Prins, E.**, Kaiper, A., & \*Stickel, T. March 4, 2019. Family literacy behind bars: The Read to Your Child/Grandchild Program at a Pennsylvania prison. UNESCO Institute for Lifelong Learning, Hamburg, Germany.

Prins, E. March 24, 2018. Panelist, Starting your dissertation research. Survivor: Research Island (College of Education Graduate Student Council), University Park, PA, United States.

Prins, E., & McLean, E. G. February 29, 2018. Social class in early childhood education. Child Care Center at Hort Woods, University Park, PA, United States.

Prins, E. October 27, 2017. Panelist on interdisciplinary research, Rural Studies Student Conference (Rural Sociology Graduate Association), University Park, PA, United States.

Prins, E. October 20, 2017. Social supports and persistence in adult education. Institute for the Study of Adult Literacy, University Park, PA, United States.

**Prins, E.**, & Clymer, C. September 28, 2017. Adult education providers and career pathways: Insights from three cities. Webinar for CalPro.

Prins, E. June 12, 2017. Social supports and persistence in adult education. Private Industry Council of Westmoreland/Fayette, Greensburg, PA, United States.

Dolet, N., Gnanadass, E., **Prins, E.**, & Schafft, K. January 25, 2017. Applying and interviewing for faculty positions: Insider tips from search committee members. Lifelong Learning and Adult Education Brown Bag Seminar Series, Pennsylvania State University, University Park, PA, United States.

Prins, E. June 22, 2016. Literacy, gender, and development. Gender Research and Integrated Training Workshop for postdoctoral scholars. Sponsored by Office of International Programs, College of Agriculture, Pennsylvania State University, and the Consortium of International Agricultural Research Centers (CGIAR). University Park, PA, United States.

Prins, E. November 2, 2015. Literacy, numeracy, technological problem-solving and health among immigrants and U.S.-born adults. Health Literacy Annual Research Conference, Bethesda, MD, United States.

Prins, E. September 29, 2015. Health: How is it related to adult literacy and numeracy? Guest lecture, HPA (Health Policy and Administration) 310: Health and Medical Needs, Pennsylvania State University, University Park, PA, United States.

**Prins, E.**, Monnat, S., Clymer, C., & Toso, B. W. December 12, 2014. Examining associations between adult health and literacy, numeracy, technological problem-solving skills, and post-initial learning in the U.S. Paper presented at Taking the Next Steps with PIAAC: A Research-to-Action Conference, Washington, DC, United States.

Prins, E. October 24, 2014. Digital storytelling in family literacy: A case study from Ireland. Comparative and International Education Seminar, Pennsylvania State University, University Park, PA, United States

Prins, E. May 28, 2014. Action research in family learning. Keynote address at Capturing the Evidence in Family Learning (Family Learning Forum). Clare Basic Adult Education Service, Ennis, Ireland.

Prins, E. March 21, 2014. Attending to the social purposes and wider benefits of family learning. Family Learning Tutor Training. Clare Adult Basic Education Service, Ennis, Ireland.

Prins, E. February 21, 2014. Adult learners and GED recipients in higher education: A rural-urban analysis of financial, demographic, and educational characteristics. Lifelong Learning: Concepts, Context and Issues (masters' course). National University of Ireland, Galway, Ireland.

Prins E. Panelist, Innovative collaborative partnerships with adult education: Implications for money, power, and policy. November 7, 2013. Commission of Professors of Adult Education, American Association of Adult and Continuing Education, Lexington, KY, United States.



**Prins, E., & Schafft, K.** November 6, 2012. How to publish: An overview for graduate students. Adult Education and Education Policy Studies Brown Bag Seminar Series, Pennsylvania State University, University Park, PA, United States.

**Prins, E., & Schafft, K.** October 31, 2011. How to publish: An overview for graduate students. Adult Education Brown Bag Seminar Series, Pennsylvania State University, University Park, PA, United States.

Prins, E. November 18, 2010. On becoming an educated person: A cultural model of educación/education in rural El Salvador. Comparative and International Education Seminar, Pennsylvania State University, University Park, PA, United States.

**Prins, E., & Schafft, K.** October 19, 2010. How to publish: An overview for graduate students. Adult Education Brown Bag Seminar Series, Pennsylvania State University, University Park, PA, United States.

Prins, E. June 15, 2010. Beyond lectures and knowledge transfer: Adult education principles for Extension educators. Cooperative Extension, Pennsylvania State University, University Park, PA, United States.

Prins, E. February 11, 2010. Comics and popular education. Guest lecture, English 577 (Contemporary Fiction: Graphic narratives, novels, memoirs, comics), Dr. Susan Squier, Pennsylvania State University, University Park, PA, United States.

Prins, E. December 10, 2009. Social supports and persistence in adult education. Keynote presentation, New York City Department of Education, Office of Adult and Continuing Education Adult Education, New York, NY, United States.

\*Toso, B. W., & **Prins, E.** November 10, 2009. Receptivity toward immigrants in rural Pennsylvania: Perceptions of ESL providers. Migration Studies Project Seminar Series, Pennsylvania State University, University Park, PA, United States.

**Prins, E., & Schafft, K.** September 30, 2009. How to publish. Adult Education Brown Bag Seminar Series, Pennsylvania State University, University Park, PA, United States.

Prins, E. March 1, 2009. Parenting for literacy development and educational success: An examination of the Parent Education Profile. Research Panel, National Conference on Family Literacy, Orlando, FL, United States.

Prins, E. October 17, 2008. Publish? Who me? Adult Education Brown Bag Seminar Series, Pennsylvania State University, University Park, PA, United States.

**Prins, E., & Webster, N.** April 26, 2008. Global service-learning research: Faculty experiences. The Institute on Global Service-Learning, Cornell University, NY, United States.

Prins, E. November 9, 2007. Who me? Publish? Adult Education Brown Bag Seminar Series, Pennsylvania State University, University Park, PA, United States.

Prins, E. November 3, 2006. Cross-cultural interaction in international service-learning: A case study of the Belize Field Research course at Penn State. Comparative and International Education Seminar, Pennsylvania State University, University Park, PA, United States.

Prins, E. March 2, 2005. Principles and methods of participatory evaluation. Workshop All Extension Conference, Washington State University, Pullman, WA, United States.

Prins, E. January 27, 2005. Aquí no somos unidos: An exploration of the obstacles to solidarity in postwar El Salvador. Doctoral Research Seminar, Washington State University, Pullman, WA, United States.

Prins, E. January 25, 2005. Student development theories and application. Class for Resident Assistants, Washington State University, Pullman, WA, United States.

Prins, E. September 29, 2004. Invited presenter, GRACe (Gendering Research across the Campuses) Colloquium. Washington State University, Pullman, WA, United States.

Prins, E. May 7, 2004. Confronting obstacles to solidarity in community development: A case study from rural El Salvador. Doing and Debating Development Seminar Series, Department of Human and Community Development, University of California-Davis, Davis, CA, United States.

Prins, E. September 2002. Women's empowerment, literacy, and spirituality in El Salvador. Workshop Association of World Wide Partners conference of the Christian Reformed World Relief Committee, Colorado Springs, CO, United States.

Prins, E. March 2002. Building a nest together: Tales from participatory research on literacy, gender, and spirituality in El Salvador. Cornell Education Society Seminar Series, Cornell University, Ithaca, NY, United States.

## GRANTS AND CONTRACTS

### Under review

Threeton, M. (PI), Johnson, M. (Co-PI), Movit, M., (Co-PI), **Prins, E.** (Investigator), Rothwell, W., Yoon, H. J. Explorations: The HI-TECH (High-Impact Technology Experiential Career Hub) Program. National Science Foundation (\$999,906).

### Received

External grants totaling \$5,285,294

2024 – 2026	Clymer, C. (PI), Lee, J., McLean, E. G., & <b>Prins, E.</b> Evaluation of the Family Literacy Initiative. William Penn Foundation (\$137,000).
2022 – 2025	Clymer, C. (PI), McLean, E., <b>Prins, E. (Co-PI)</b> , Zimmerman, H., Milligan, D., & Todd-Wurm, K. Enriching library family programming using the Smithsonian Institution's Talk with Me Toolkits. Institute of Museum and Library Services (\$249,499).
2022 – 2024	Chilenski, S. (PI), Clymer, C., McLean, E., Kaiper-Marquez, A., Lee, J., <b>Prins, E. (Investigator)</b> , & Galinsky, M. Addressing the needs of incarcerated parents and their minor children: Evaluating benefits and process of supplemental virtual reality programming. Pennsylvania Department of Corrections (\$138,370).
2021 – 2025	Clymer, C., Kaiper, A., McLean, E. G., & <b>Prins, E.</b> Continued Evaluation of the Family Literacy Initiative. William Penn Foundation (\$376,311).
2021 – present	Feinberg, M. (PI), Clymer, C., Forté, K. S., McLean, E. G., <b>Prins, E. (Investigator)</b> , & Wadsworth, M. E. Building solid financial and family foundations among low-income parents. Social Science Research Institute, Pennsylvania State University (\$25,167).
2020	Belzer, A. (PI), Reumann-Moore, R. (Co-PI), Clymer, C. (Co-PI), Lee, J., Kaiper, A., <b>Prins, E. (Investigator)</b> , Stickel, T. A Reimagined Vision for Adult Education Services through the City of Philadelphia. Office of Children and Families, City of Philadelphia (\$33,810).

- 2018 – 2021 Clymer, C., Kaiper, A., McLean, E. G., & **Prins, E.** Evaluation of the Family Literacy Initiative. William Penn Foundation (\$487,905).
- 2018 **Prins, E. (PI)**, & Kaiper, A. Read to Your Child/Grandchild: Family literacy for incarcerated parents in Pennsylvania. Criminal Justice Research Center, Penn State (\$4,976).
- 2018 Clymer, C., McLean, E. G., & **Prins, E.** Consulting project to develop a request for proposals on Family Literacy Initiatives in Philadelphia. William Penn Foundation (\$13,600).
- 2018 McLean, E. G., Clymer, C., & **Prins, E.** Evaluation of the Smithsonian Learning Lab and Project Zero in preschool classrooms. Smithsonian Institution (\$9,859).
- 2015 – 2018 **Prins, E. (PI)**, Clymer, C., Foreman, S., Needle, M., Raymond, B., & Toso, B. W. Career Pathways Programming for Lower-Skilled Adults and Immigrants: A Comparative Analysis of Adult Education Providers in High-Need Cities. Institute of Education Sciences (\$399,708).
- 2014 **Prins, E. (PI)**, Clymer, C., Monnat, S., & Toso, B. W. Literacy, numeracy, ICT skills, post-initial education, and health status: Variation by race/ethnicity and educational attainment among U.S. respondents. National Center for Education Statistics and American Institutes for Research (\$8,000).
- 2012 **Prins, E. (PI)**, Huang-Pollock, C., Schaefer, B., Toso, B. W., & Witherspoon, D., Woodhouse, S. Health literacy in parents of low-SES, minority group school-age children with ADHD. Penn State Children Youth and Families Consortium (\$1,500).
- 2012 – 2014 **Prins, E. (PI)**, Huang-Pollock, C., Schaefer, B., Toso, B. W., & Witherspoon, D., Woodhouse, S. Health literacy in parents of low-SES, minority group school-age children with ADHD. Research Initiation Grant, College of Education, Pennsylvania State University (\$8,304).
- 2012 – 2014 **Prins, E. (PI)**, Huang-Pollock, C., Schaefer, B., Toso, B. W., & Witherspoon, D., Woodhouse, S. Health literacy in parents of low-SES, minority group school-age children with ADHD. Penn State Children Youth and Families Consortium (\$5,000).
- 2012 – 2013 **Prins, E. (PI)**, Kassab, C., & \*Campbell, K. Characteristics of Pennsylvania students pursuing postsecondary education: A rural-urban analysis of data from the Free Application for Federal Student Aid (FAFSA). Center for Rural Pennsylvania (\$50,000).
- 2011 – 2016 Arthur, M. (PI), Murphy, T., (Co-PI), Marone, E., Murtha, T., Orland, B., **Prins, E.**, Miller, D., Bills, B., Crawford, S., Brasier, K., & Anderson, C. Marcellus matters: Engaging Adults in Science and Energy (EASE). National Science Foundation (\$2,541,418).
- 2009 – 2012 **Prins, E. (PI)**. Poor women's involvement in community-based adult education: Consequences for social networks, social support, and mental health. Spencer Foundation (\$40,000).
- 2009 – 2011 Tschakert, P. (PI), Crane, R., Hoadley, C., **Prins, E.**, & Tamminga, K. Anticipatory learning for climate change adaptation and resilience (ALCCAR). National Science Foundation (\$749,814).
- 2009 – 2010 **Prins, E. (PI)**, Kassab, C., Drayton, B., & \*Gungor, R. Use and impact of GED distance learning options on student outcomes. Center for Rural Pennsylvania (\$50,000).
- 2007 – 2008 Van Horn, B., Baycich, D., Weirauch, D., & **Prins, E.** Literacy information and communication (LINCS) resource collections. National Institute for Literacy (\$91,000).
- 2006 – 2007 Van Horn, B., Baycich, D., Weirauch, D., & **Prins, E.** Literacy information and communication (LINCS) resource collections. National Institute for Literacy (\$86,400).

2006	Willits, F., Sherow, S., & <b>Prins, E.</b> Pennsylvania's forgotten rural immigrants: Strengthening Pennsylvania's diverse communities. College of Agricultural Sciences Seed Grant Program, Pennsylvania State University (\$14,770).
2006	Hammer, C., Van Horn, B., <b>Prins, E.</b> , & B. Rodriguez. Parental beliefs about parental involvement. Penn State Children Youth and Families Consortium (\$5,000).
2005	<b>Prins, E.</b> Assessing international service-learning: The Belize research project. Global Funds Grant, College of Education, Pennsylvania State University (\$1,000).
2005	<b>Prins, E.</b> , & Schafft, K. Examining residential mobility and family literacy educational outcomes among poor families in Pennsylvania: A rural-urban comparison. Research Initiation Grant, College of Education, Pennsylvania State University (\$8,900).
2003	Postdoctoral Scholars Association Travel Grant, University of California-Davis (\$250).
2002	Summer Assistantship, Department of Education, Cornell University (\$1,900).
2001	Mario Einaudi Center International Research Travel Grant, Cornell University (\$2,700).
2001	Participatory Development Forum Trust Fund (\$1,584).
2001	Summer Assistantship, Department of Education, Cornell University (\$1,922).
2000	Pre-dissertation research, Christian Reformed World Relief Committee (\$1,650).
2000 – 2002	Academic Conference Travel Grant, Cornell University (3 awards of \$300 to \$500).

## INSTITUTIONAL SERVICE

### Department and College

2020	Department Representative, College of Education Faculty Council (August – December)
2019 – 2020	Member, Lifelong Learning and Adult Education faculty search committee
2018 – 2020	Promotion and Tenure Committee, College of Education (Co-Chair, 2018-19)
2017 – 2025	Promotion and Tenure Committee, Department of Learning and Performance Systems (2017-18, 2020-21 [Chair], 2023-24 [Chair])
2012 – 2024	Chair, Co-Chair, or Member, Goodling Institute and Institute for the Study of Adult Literacy search committees (2012-13, 2015-16, 2017-18, 2018-19, 2023-24)
2012 – 2019	Professor-in-Charge, Lifelong Learning and Adult Education Program
2011 – 2017	Chair, Lifelong Learning and Adult Education faculty search committees (2011-12, 2015-2017)
2011 – 2012	Mentor for Humphrey Fellow
2007 – 2010	Member, faculty search committees for Learning, Design, and Technology (2007-08) and Educational Leadership (2009-10)
2007 – 2008	Department Representative, College of Education Faculty Council
2007	Participant, College of Education Rapid Strategic Planning Retreat
1999 – 2000	Co-President, Cornell Education Society

### University

2005 – present	Co-Director, Goodling Institute for Research in Family Literacy and Institute for the Study of Adult Literacy
2023 – present	Member, Commission for Adult Learners
2024 – 2025	Vice Chair, Faculty Benefits Committee, Penn State Faculty Senate
2022 – 2026	Elected member, Penn State Faculty Senate
2015 – 2016	Organized Penn State events on the 1961 Cuban Literacy Campaign, including screening of <i>Maestra</i> (with documentary filmmaker Catherine Murphy) and lectures by Cuban literacy scholars Felipe Pérez and Luisa Campos

2015 – 2016	Vice Chair, Faculty Affairs Committee, Penn State Faculty Senate
2012 – 2016	Elected member, Penn State Faculty Senate
2011 – 2012	Member, Selection Jury, Lynd Ward Graphic Novel Prize (Pennsylvania Center for the Book and Pennsylvania State University Libraries)
2011	Interviewer, Penn State graduate student applicants to U.S. Student Fulbright Program
2005	Recorder and observer, Campus Climate Summit, Pennsylvania State University
2004 – 2005	Member, Diversity Catalyst Team, Washington State University Extension
2004 – 2005	Latino Outreach Task Force Chair, Washington State University Extension
2004 – 2005	Member, planning committee for International Globalization, Diversity, and Education Conference, Washington State University
2003 – 2004	Organized 5 roundtable discussions on work-life balance issues, attended by more than 141 graduate students, faculty, staff, and postdoctoral scholars at UC-Davis
2002	Organized a seminar and related events on religion, environmental stewardship, and action research at Cornell University

## PROFESSIONAL SERVICE

### Conference Proposal Reviews and Conference Session Chair

2009 – 2013	Reviewer, Adult Literacy and Adult Education SIG Expert Panel (AERA)
2006 – 2008	Session chair, Annual Meeting of the American Educational Research Association (Adult Literacy and Adult Education SIG)
2005 – 2021	Proposal reviewer for research strand and committee member for inviting featured research speakers, National Center for Families Learning Conference
2005 – 2009	Proposal reviewer, Annual Meeting of the American Educational Research Association (Adult Literacy and Adult Education SIG, Action Research SIG; Family, School, Community Partnerships SIG)

### Consulting Editor and Advisory Boards

2019 – present	<i>Adult Literacy Education: The International Journal of Literacy, Language, and Numeracy</i>
2018 – present	Advisory Board member, <i>New Directions for Adult and Continuing Education</i>
2015 – 2018	<i>Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education</i> (journal changed name and switched to non-peer-reviewed format in 2018)
2011 – present	<i>International Review of Education—Journal of Lifelong Learning</i>
2007 – present	<i>Journal of Research in Rural Education</i>
2006 – present	<i>Adult Education Quarterly</i>
2005 – 2008	Peer Reviewer, <i>Journal of Extension</i>

### Ad Hoc Article and Book Manuscript Reviews

*Applied Developmental Science, Comparative Education Review, Equity & Excellence in Education, International Journal of Educational Development, International Journal of Lifelong Education, Review of Education, Pedagogy, and Cultural Studies, Rural Sociology, SAGE Open, Social Science and Medicine – Population Health*

2010	Reviewer, <i>Opening minds, improving lives: Women's empowerment and education in Honduras</i> (Vanderbilt University Press)
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- 2007 External reviewer, chapter in *Rural education for the twenty-first century: Identity, place, and community in a globalizing world* (A. Jackson & K. A. Schafft, Eds.).
- 2005 Reviewer, ASHE Monograph Series (*ASHE-ERIC Higher Education Report*)

#### Leadership Positions

- 2012 – 2014 Co-Chair, Adult Literacy and Adult Education SIG, American Educational Research Association (AERA)
- 2010 – 2012 Chair, Adult Literacy and Adult Education SIG, AERA
- 2007 – 2009 Member, Adult Education Research Conference Steering Committee
- 2006 – 2010 Assistant Secretary and Treasurer, Adult Literacy and Adult Education SIG, AERA

#### Other Service

- 2022 – present Member, Research Advisory Council, National Center for Families Learning
- 2019 – 2021 Member, Technical Working Group for Assessing Evidence of Effectiveness in Adult Education (Mathematica Policy Research; funder, Institute of Education Sciences)
- 2019 Expert reviewer, Barbara Bush Foundation for Family Literacy report on Engaging Low-Literate Adults in Literacy Learning
- 2018 Invited participant, Advancing Adult Education Research: Post-WIOA Technical Working Group Meeting. National Center for Education Research (NCER) at the Institute of Education Sciences (IES) (Oct. 26, 2018)
- 2017 – present External reviewer for promotion and/or tenure (8 in USA, 1 in England)
- 2014, 2018 Grant proposal reviewer, Center for Rural Pennsylvania
- 2005 External reviewer, Washington State University Extension Climate Assessment
- 2005 Invited participant, National Literacy Summit, sponsored by Verizon, Georgetown University, and National Coalition for Literacy
- 1996 – 1997 Member, Steering Committee, On the Road to Literacy Conference, Chicago
- 1994 – 1997 Member, Northside Literacy Coalition, Chicago
- 1994 Member, Steering Committee, Walk for Literacy, Chicago

#### **PROFESSIONAL AFFILIATIONS**

American Association for Adult and Continuing Education (AAACE)

American Educational Research Association (AERA)

Comparative and International Education Society (CIES)

International Literacy Association (ILA)

Literacy Research Association (LRA)

#### **LANGUAGE**

Oral and written Spanish (non-native fluency)