

Graduate Degrees in Canada

Adult Education and Cognate Subjects—1997–1998

Diplômes d'études supérieures au Canada

Éducation des adultes et sujets connexes—1997–1998

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THE UNIVERSITY OF ALBERTA

Department of Educational Policy Studies

Master of Education in Adult and Higher Education (Theses)

- S. Carroll, *Quality in the classroom: Perceptions of an instructor preparation workshop* (A. Deane)
- B. Davis, *Perceptions of a "quality" legal education: "Learning to think like a lawyer"* (D. Collett)
- R. Moore, *Learner identified characteristics of quality learning experiences using the telewriter* (D. Collett)

Master of Education in Industrial Technology (Theses)

- S. Rempel, *Instructional technology roles and competencies: Preparing for the 21st century* (C. Montgomery)

Master of Education in Adult and Higher Education (Project)

- M. Arnold, *Staff training for daycare workers: Are there alternative perspectives that might serve to enhance the quality of care that stakeholders in the field of early childhood are seeking?* (P. Brook)
- L. Shea, *The learning organization and the elementary school* (A. Deane)
- M. Wagner, *Leadership in post-secondary education: Theory and practice (as it relates to role of program chair—Grant MacEwan Community College)* (S. Scott)

THE UNIVERSITY OF BRITISH COLUMBIA

Department of Educational Studies

(Adult Education Program)

Doctor of Philosophy

- M. Bullen, *A case study of participation and critical thinking in a university-level course delivered by computer conferencing* (T. Sork)
- C. Cunningham-Dunlop, *The negotiation of meaning: An ethnography of planning in a non-governmental organization* (T. Sork)
- A. Gazetas, *Imagining selves: The politics of representation, film narratives and adult education* (T. Sork)

Master of Education (Major Papers)

- L. Campbell, *Lesbians in higher education: Queering the air* (S. Butterwick)
- R. Cheifetz, *The experiences of women surgeons* (P. Vertinsky)
- S. Coderre, *Evaluating empowerment safety programs* (R. Boshier)
- A.-M. Dussault, *The vicissitudes of adult education in Quebec* (R. Boshier)
- M. Fowler, *The AERC meets the World Wide Web* (R. Boshier)
- C. Gilmour-Lammerse, *Giving credit where credit's due: The assessment of prior learning in a university setting* (T. Sork)

- L. Guenther, *Models do not plan programs, people do!* (T. Sork)
- L. Jarvis, *Ethical reflection in adult education: Making explicit some ethical issues inherent in Freire's liberatory education and Knowles' andragogy* (T. Sork)
- C. Lepp, *The development of clinical teachers to foster reflection in students* (D. Pratt)
- K. Mair, *Application of the precede-proceed model to diabetes education* (T. Sork)
- L. Power, *Community cultural development: Toward development of a discourse of learning and practice in B.C.* (T. Sork)
- E. Ronse, *Design and production of video programs for the solitary adult learner* (R. Boshier)
- P. Sackville, *Inviting ELT students into the world of technology: A situated approach to learning* (K. Rubenson)
- C. Vaughan, *Six program evaluation approaches: A description and analysis* (J. Ottoson)

Masters of Arts (Theses)

- R. Acton, *Design, intentions, and implementation of diversity programs* (J. Ottoson)
- P. Brook, *The role of safety in learning: Interviews with eight adult educators* (J. Coombs)
- B. Cuthill, *Learning strategies of early British Columbia divers* (J. Barman)
- W. Gordon, *Ethical issues and codes of ethics: Views of adult education practitioners in British Columbia* (T. Sork)
- C. Ogden, *An exploration of the barriers and facilitators to application following an adult continuing education program* (J. Ottoson)
- I. Patterson, *Contextual influences and post-educational application of learning among health professionals* (J. Ottoson)
- G. Pawlikowski, *1972: A good year for adult education* (R. Boshier)
- A. Ritch, *A case study of the utility of focus groups for program evaluation involving non-English speaking program participants* (T. Sork)
- A. Rosenthal, *Postmodern reflections for marine safety education on "tin boating" in the Canadian wilderness* (R. Boshier)
- D. Ryan, *Negotiating expectations: How community health nurses conceptualize health promotion in the context of their practice* (R. Boshier)
- C. Schlattner, *Toward an embodied conception of transformative learning* (D. Pratt)
- N. Shu, *Reframing motherhood in a cultural transition: The experiences of immigrant Chinese mothers* (A. Tom)

THE UNIVERSITY OF CALGARY

Faculty of Continuing Education

Master of Continuing Education: Learning in the Workplace (Projects)

- J. Atkinson, *A gentle but powerful wave: Spirituality in the workplace* (T. Pynch)
- N. A. Bain, *An orientation process for leisure services division employees of Calgary parks & recreation* (M. Baynton)
- S. Beatty, *What leadership traits in managers lead to effective implementation of organizational training programs?* (S. Hutton)
- B. Berezuk, *An exploration of the linkages between communication networks and management learning* (B. Jackson)
- S. Chick, *Electronic portfolios as self-reliant career development initiatives* (F. Wiesenberg)
- A. Douville-Mackie, *Towards the learning organization: An analysis of the financial service industry* (B. Jackson)
- J. Harrington, *An assessment of the contribution of executive development approaches to the development of transformational leaders* (S. Murphy)
- M. Herasymowych, *Increasing learnable intelligence through action learning: A practical approach* (B. Jackson)

- R. C. Johnson, *Evaluation of the team leadership development program* (F. Wiesenberg)
- M. Kelly, *Learning from experience: An evaluation of a team approach to back safety education in the hospital setting* (H. K. Baskett)
- P. Lawson, *Readiness for being/becoming a learning organization at BC Tel education* (S. Murphy)
- K. Mahoney, *Designing and facilitating an online course: Employment interview skills* (T. Keenan)
- K. McAuley, *What is team learning?* (S. Hutton)
- D. Oneil, *Why training programs so often miss the mark: The influence of organizational culture* (R. Massey-Hicks)
- A. Paradis, *A poster presentation: Testing its use as an education strategy in an acute healthcare setting* (H. K. Baskett)
- E. Patterson, *Non-profit managers: Where have they learned their skills?* (S. Minuk)
- G. Slobodian, *An application of several adult learning theories to end user computer training* (T. Keenan)
- D. Thorburn, *Leadership development in the arts: Developing & testing* (H. K. Baskett)

CONCORDIA UNIVERSITY

Community Worker Program

Master of Arts in Educational Studies (Theses)

- M. Bertrand, *Women's experiences of literacy participation in Cape Town, South Africa: Six African women tell their stories* (A. Cleghorn)
- S. B. Cass, *A journey along the road to "model 2": An in-depth study of one practitioner's experience to learning the diagnostic skills of action science* (R.. Smith)

Master of Arts in Educational Studies (Projects)

- M. C. Bergner-Campo, *Student response to an innovative community development initiative* (A. Hamalian)
- N. L. Cheong, *The education and role of nursing assistants within the nursing profession* (A. Hamalian)
- L. J. Kalman, *The role of self-efficacy beliefs in relation to academic outcomes and its relevance to adult learning: A literature review* (A. Hamalian)
- V. Martin, *The COFI system in the integration process of adult immigrants in the province of Quebec* (A. Hamalian)

UNIVERSITY OF GUELPH

School of Rural Extension Studies, College Faculty of Environmental Design and Rural Development

Master of Science (Theses)

- G. S. Albert, *The weaving of an organization: WRED and the rural women's business networks*
- V. Baron, *We see, we hear, we experience: Traditional folk methods of communication for environmental awareness, South Africa* (D. Richardson)
- E. Klupfel, *Developing an understanding of and recommendations for organizational initiatives to promote the Ontario environmental farm plan*
- T. Mellish, *Factors which influence Prince Edward Island potato producers' implementation of soil conservation practices*

Master of Science (Major Papers)

- L. Dent-Coutourier, *Educational programming for newcomer groups in the tri-city area: A case study*

- T. Faulkner, *Growing as comfrey: Exploring an interface of the creative process and the global market system towards healthier human development*
- Z. Hirani, *Health care staff development: A discussion of the literature*
- E. Lescheid, *Nature and a deep ecology perspective: From theory to real life*
- S. Nettleton, *Spinning a yarn: Wool production and the Ontario industry*
- R. Vanden, *Technology based learning environment designs for ill-structured knowledge domains: Outline of a computer based environment for the learning of chess by intermediate level players*

UNIVERSITY OF MANITOBA

Department of Educational Administration, Foundations and Psychology

Master of Education (Theses)

- M. Morrish, *The delivery of cross-cultural family violence prevention education* (D. H. Poonwassie)

Master of Education (Projects)

- C. Hawkins, *Urban circle training centre: An English language program* (D. H. Poonwassie)
- P. Ilagan, *Buddy program: A participatory approach to cross-cultural adjustment of international students* (D. H. Poonwassie)

UNIVERSITÉ DE MONTRÉAL

Andragogie, FSE

Thèses de doctorat

- M.-A. Aribó, *Les habiletés manifestées par des éducateurs d'adultes dans l'adaptation d'une activité globale d'apprentissage* (A. Thibault, E. Chamberland)
- C. Ariste, *Alphabétisation réussie: les représentations des femmes rurales néo-alphabètes du Burkina-Faso*. (d'É. Ollivier)
- G. Aucoin, *Les besoins d'apprentissage et les stratégies de «coping» de la soignante naturelle* (L. Marchand)
- L. Mandeville, *L'expérience comme source de développement des compétences en psychologie* (F. Serre)
- M. Sauvé, *Étude de l'expression du fonctionnement affectif du visiteur adulte au musée* (C. Dufresne-Tassé)

Mémoires de Maîtrise

- M. Jetté, *Le concept de soi professionnel d'infirmières de la région de Montréal-Laval*. (M. Hrimech)
- L. Larose, *La persévérance dans les études des diplômés du Northern Alberta Institute of Technology* (M. Blais)

MOUNT ST. VINCENT UNIVERSITY

Faculty of Education

Master of Arts in Education (Theses)

- J. Archibald, *Community building as a role for the Nova Scotia community college*
- N. Eisener, *Exploring the contrast between need and availability of employer-supported education and training*
- L. Jay, *Total quality management within the decentralized orientation process of the Walt Disney World company*
- J. Jessome, *Older adult education: The need to chart new directions*
- L. Lowe, *Improving students' intrinsic motivation levels in a two-year college international diploma program*

- P. MacIntosh, *Assessing the needs of community-based fisheries management practitioners: Implications for adult education*
- C. Nobes, *Shifting to the third generation: Open and distance education at a mixed mode institution*
- M. Reid, *Schoolboards as learning organizations*

UNIVERSITY OF NEW BRUNSWICK
Department of Adult and Vocational Education

Master of Education (Theses)

- Debra Arkwright-Alivisatos, *The Chosen Path: Career Decisions of Aboriginal Adult Learners* (D. MacKeracher)
- Valerie Gail Taylor, *The Journals of Women: Subjects, Simulacra, Selfing* (L. Eyre)
- Karen Elizabeth Woodard, *Challenges Encountered by Asthma Education Teams within Atlantic Canada*

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, UNIVERSITY OF TORONTO

Department of Adult Education, Community Development and Counselling Psychology

Doctor of Education

- G. D. S. Ball, *Watersheds: Transformative learning experiences in the lives of people committed to the welfare of the planet and of the future generations*
- D. A. Cantrell, *Implications for partners of persons who imitate a significant, intentional, lifestyle change*
- L. K. Davis, *The impact of long-term psychotherapy on the social activism of social activists*
- I. A.-M. Doku, *Let the learner learn: A qualitative insight into the birth and growth of the cross-cultural learner centre concept*
- C. M. Fandino de Cirilla, *La Sagnada Familia: A unique portrait of women's suffering: The explanatory models of depression in Latin American women*
- L. A. Harper-Femson, *Nurse practitioners role satisfaction*
- B. Saddeiq Holder, *The role of immigrant serving organizations in the Canadian welfare state*
- S. F. Kagan, *The struggle to understand oneself as a woman: Stress, coping and the psychological development of women with Turner syndrome*
- E. Lederman, *Maintaining competence: Understanding how professionals learn*
- J. A. McIntyre, *Personal and professional renewal: Exploring relational learning among consultants within a group context*
- M. A. Sheppard, *The "astronaut" family and the schools*
- J.-A. H. Willment, *Study groups in first-year university classes: Program development and evaluation*
- J. J. Zarate, *Indigenous development model as an alternative to Western development model*

Master of Arts (Theses)

- D. R. Albert, *Creating spaces for dieticians to promote food security: Can we move beyond the charity model?* (A. Miles)
- M. S. Barber, *News as narrative: The construction of the hero tale in television news and documentary* (A. Thomas)
- B. L. Belanger, *The correlates of success for post incarcerated students enrolled at Loyalist College* (B. Hall)
- L. M. Caton, *The struggle for women's equality, holistic politics and transformative practice in Toronto's urban renewal movement* (A. Miles)

- D. J. Colman, *Guiding dimensions of the wilderness canoe trip* (A. Thomas)
 E. J. Errington, *From non-literate to literate practice: The process and effects of introducing a writing system in a cultural community of the Republic of the Philippines* (B. Burnaby)
 H.-M. Lenk, *Emilie Ouimet, race and reading national narratives* (S. Razack)
 S. E. McDonald, *Public legal education in Ontario legal clinics* (A. Thomas)
 D. Stewart, *Social change and community-based literacy programs* (K. Dahli)

UNIVERSITY OF OTTAWA

Faculty of Education

Doctor of Philosophy

- J. Navan, *Perceptions of efficacy of gifted young women in different learning environments* (J. Leroux)
 T. Robinson, *An investigation of the organizational effects of internal participatory evaluation* (B. Cousins)

Master of Arts (Theses)

- J. Souleymane, *Les effets de l'alphabétisation chez les femmes en milieu rural: Une étude de cas au Niger* (R. Maclure)

QUEEN'S UNIVERSITY

Faculty of Education

Curriculum and Instruction (Theses)

- D. Barnes, *Developing and testing a model for the viability and stability of alternative secondary schools in Ontario* (A. King)
 P. Blackett, *Uh, can I say something?: An exploration of pre-adolescent black female subjectivity* (M. Lewis)
 L. Carson, *Predictors of early reading achievement: A causal model study* (N. Hutchinson)
 Chisholm, *Bodies that matter, Transformations of/despite schooling* (G. Eastabrook)
 E. Condra, *Dropping out of college: A qualitative study on the process of leaving college* (A. King)
 H. Dorosh, *Four student teachers' beliefs about learning and teaching* (G. Hills)
 S. Fostaty Young, *The challenge of balance and fit: A study of assessment in formal adult learning environments* (J. Raffan)
 A. Garrett, *The educator-learner relationship and learning in diabetes* (R. Wilson)
 M. Gregersen, *Everyday informing: School violence policies and the experiences of four young women* (G. Eastabrook)
 S. Johnson, *High school teachers' meanings of teaching world musics* (K. Smithrim)
 N. L'Abbe, *Perceptions of friendships and peer groups: The school experience of two adolescents with learning disabilities* (N. Hutchinson)
 C. Lock, *Influences on the implementation of new assessment practices: A case study* (H. Munby)
 N. M. Martin, *The effect of high-level classroom practices on teachers' attitudes toward the use of accelerative practices and grouping options* (L. Shulha)
 A. Mitchell, *Neonatal resuscitation performance assessment from novice to expert* (L. Shulha)
 J. Morch, *Women and outward bound: Voices of wilderness travellers* (M. Lewis)
 J. Oluyedun, *A study of problems faced by West African graduate students in North American universities* (G. Eastabrook)
 K. Reeve, *The Japan exchange and teaching program* (G. Eastabrook)
 J. Schweitzer, *An investigation of professional learning by clinical dietitians* (L. Shulha)

- P. Tarc, *Towards a pedagogy that invites/supports learning: The problematic of student voice* (T. Russell)
- J. Witzke, *Predicting reading achievement utilizing the PASS theory of intelligence* (J. R. Kirby)

Curriculum and Instruction (Projects)

- J. Barnaby, *The nurse practitioners' movement and its quest for professional legitimacy* (H. Smith)
- C. Boucher, *The use of portfolio assessment in elementary schools* (R. Wilson)
- C. Dodge, *Creative drama in the second language classroom* (M. Myers)
- E. Holden, *Use of information technologies in Ontario's geography classrooms* (W. Egnatoff)
- S. Macdonald, *Educational program differences between effective schools and a closed custody facility* (D. Campbell)
- C. Matsuda, *Working memory and reading comprehension for Japanese students of English* (J. Kirby)
- R. McPhail, *Bringing the registered practical nurse operating room program to life: Reflections on program planning and development* (L. Shulha)
- H. Mitchell, *Seeking balance: Communicating biotechnology risk in environmental education* (D. Kirby)
- A. Moslinger, *From theory to reality promoting an alternative understanding of learning disabilities through an interactive workshop course* (N. Hutchinson)
- P. Robinson, *Learner centred learning: Teaching ESL writing in an academic setting* (M. Myers)
- N. Scovil, *The meeting of two solitudes: A study of college-university articulation in general arts and science* (A. King)
- J. Sills, *The first year university computer science student* (W. Egnatoff)
- H. Straughan, *Assessment and evaluation in telecommunications-based projects* (G. Hills)
- S. Ward, *An examination of classroom management issues encountered by secondary school supply teachers* (I. Munro)
- H. K. Wu, *An internet curriculum for ESL adult learners* (W. Egnatoff)

UNIVERSITY OF REGINA

Faculty of Education

Master of Vocational/Technical Education (Projects)

- J. G. H. Boucher, *The Royal Canadian Mounted Police field coaching program: Developing competence in a community of practice* (Quinlan)
- L. Chalupiak, *The changing nature of work for participants entering the field of information technology* (Quinlan)
- P. Joyce, *The Justice Literacy Assessment and Awareness Project (Phase II) using a situated learning approach to the researcher's development of occupational competence* (Quinlan)

THE UNIVERSITY OF SASKATCHEWAN

Department of Education, Educational Foundations

Master in Adult and Continuing Education (Theses)

- R. B. Chamberlin, *Learning Aboriginal health promotion: Six life stories* (M. Battiste)
- C. J. Holtslander, *Adult Education and Politics: An Educational Biography of Annie Hollis* (D. Hallman).

Master in Education (Thesis)

J. A. Fretz, *Educators through the looking glass: Stories of intercultural sojourns* (D. Hallman)

Master in Adult and Continuing Education (Project)

N. Frankel, *Learning for life: Editing the text, writing the course.* (M. Collins)

ST. FRANCIS XAVIER UNIVERSITY**Department of Adult Education****Master of Adult Education (Theses)**

B. Anderson, *Using a developmental process to facilitate a role change with public health dental hygienists* (L. English)

M. Chapman, *Transformative learning: One teacher's experience of empowerment* (M. Gillen)

J. Connell, *Addressing barriers to process-based learning* (S. May)

P. Corbett, *Developing and piloting an adult basic education computer course* (L. English)

T. Currie, *The implementation and evaluation of a job find program: A case study* (M. Gillen)

P. Didham, *The professional development of nurse educators: Introduction to the mentoring process* (M. Gillen)

A. Duncan, *Planning continuing education programs for registered nurses: The needs assessment process* (M. Gillen)

R. Ferguson, *Development of a health education strategy for seniors* (S. May)

L. Forsythe, *Women's writing for personal & social change* (S. May)

L. Johnson, *Incorporating adult education principles into computer training in a college environment* (S. May)

M. King, *Designing and facilitating instructional writing strategies for adult basic education* (S. May)

S. Kostashuk, *Encouraging reflective teaching in clinical nursing education through the use of classroom assessment* (S. May)

J. Landry, *Assessing the needs of part-time students and planning supports for them* (L. English)

E. Lundrigan, *Promoting critical thinking in student nurses* (M. Gillen)

S. MacInnis-Langley, *Developing a life skills/job strategy program for women who are victims of partner abuse* (L. English)

N. Peters, *Transformative gender education: Seeing the world through women's eyes* (L. English)

J. Robertson, *The development process for a community action learning model* (M. Gillen)

H. Rusich, *Learning effective managerial practices: A case study of women managers* (M. Gillen)

D. Samm, *Formative evaluation: An evaluation tool for agricultural extension workers* (S. May)

P. Smith, *The 4mat system: A training model for professional development* (L. English)

J. Taylor, *Fostering critical reflection in a distance education environment* (L. English)

D. Thomas, *University preparation for native adults: Writing skills development* (M. Gillen)