Graduate Degrees in Canada
Adult Education and Cognate Subjects – 2007-2008

Diplômes d’études supérieures au Canada
Éducation des adultes et sujets connexes: 2007-2008


THE UNIVERSITY OF ALBERTA
Department of Educational Policy Studies

Master of Education in Adult Education (Capping)
W.K. Illott, Supporting Immigrant Parents of Adolescents Through English as a Second Language Instruction (A. Grace)
S. Li, On Issues During the Transition from Elite to Mass Higher Education in China (D. Chovanec)

Doctor of Philosophy
K. M. Foss, The Lived Experience of Well-being and Learning on Organizations: The Stories of Women (T. Fenwick)

ATHABASCA UNIVERSITY
Centre for Distance Education

Master of Distance Education (Theses) 2007-2008
K. Lockhart, The Effect Of A Pre-Course Orientation Handbook On Student Persistence In Undergraduate Online Courses (M. Cleveland-Innes)
J. Hertlein, Acquisition Of Soft Skills And Affective Outcomes In Online Distance Education: A Secondary School Study (M. Cleveland-Innes)
L. Markewitz, Student-Student Interaction In An Online Continuing Professional Development Course: Testing Anderson's Equivalency Theorem (M.Cleveland-Innes)
J. Letkeman McQuilkin, A Case Study of Client Attitude Towards The Transformation Of User Manuals Into An Online Enviroment (Cleveland-Innes)
M. Robinson, The Experience Of Gulf Arab Students New To E-Learning (M. Ally)
T. Southwell, Music Composition: Comparing Two Delivery Methods (T. Jones)
UNIVERSITY OF BRITISH COLUMBIA
Department of Educational Studies
(Adult Education Program)

Doctor of Philosophy


M. Brooks, Making Connections: Interpersonal Violence, Women, and Learning in Graduate School (D. Kelly)

S. Wiebe, Fractures in perspectives on good student writing (Roger Boshier)

R. Wolff, The Politics of Church Change: The Intersection of Power, Knowledge, Shared Perspectives, and Participatory Processes in Organizational Direction-Setting (W. Poole)

Doctor of Education

G. Brauer, Is There An Educational Problem With Reading Hannah Arendt’s The Human Condition In Translation? (D. Coulter)

P. W. Hsu, In Search of a Constructivist Paradigm to Guide the practice of Adult IT Education (T. Sork)

W. McMichael, Participatory Inclusion in the Refugee Resettlement Process (D. Fisher)

R.D. Moss, Redefining accountability in adult basic education: an emancipatory approach to student assessment in BC’s School Districts (K. Rubensen, T. Sork)

V. Peachey, Staying the Course: The Life Stories of Eight Entrepreneurial Women (S. Butterwick)

Master of Education (major paper)


E. McKevitt, An Educational Program in Breast Surgery (D. Pratt)

C. Ng, Rethinking Patient Education in Rehabilitation Settings: A Critical Perspective (S. Butterwick)

E. Vikis, Teaching and Learning in the Operating Room is a Two-Way Street: Resident Perceptions (D. Pratt)

Master of Arts (Theses)

K. Burman, Towards a gender-sensitive framework for distance education in planning for development: a case study of an executive MBA/MPA Program (P. Walter)

M. Carty, Towards a paradigm of learning to learn: Vancouver School Board teachers’ conceptualizations and practices (K. Rubensen)

G. Creighton, Remaining Patient: A Critical Analysis of British Columbia Health Care Discourse on Teenage Mothers. (S. Butterwick)
UNIVERSITY OF CALGARY
Graduate Division of Educational Research
Workplace and Adult Learning

Doctor of Philosophy
C. Johns, Demystifying The Dramatic Degree: A Study of Post-Secondary Theatre Education in Canada (L. Bosetti)

Master of Education
J. Mutch, Exit Portfolio: Interpretive Essay (C. Wihak)
W. Sallenback, My MEd Journey: An Autoethnographic Exploration (C. Wihak)

MOUNT SAINT VINCENT UNIVERSITY
Faculty of Education

Master of Arts-Education
K. Mallory, Senge’s Learning Organization: Democratic Transformation or Neoliberal Practice? Identifying the Contradictions and Conflicts. (D. Plumb)

THE UNIVERSITY OF MANITOBA
Faculty of Education

Doctor of Philosophy Degree — PhD Program in Education
J. Cranston, Holding the Reins of the Professional Learning Community: Principals’ Perceptions of the Normative Imperative to Develop Schools as Professional Learning Communities (J. Stapleton)
B. Hicks, From Barnyards to Bedsides to Books and Beyond: The Evolution and Professionalization of Registered Psychiatric Nursing in Manitoba, 1955-1980 (D. Hlynka)
J. Stewart, Children Affected by War: A Bioecological Investigation into their Psychosocial and Educational Needs (J. Stapleton)
D. Yeo, School Division/District Amalgamation in Manitoba: A Case Study of a Public Policy Decision (J. Long)

Master of Education Degree — Department of Educational Administration, Foundations & Psychology
Thesis-Based Graduates:
S.E. Leppky, Conceptualizing the Role of ‘Critical Friend’ within the Context of School Improvement (M. Atleo)
L.D. Lucas-Aseltine, An Analysis of the Certified Human Resources Professional Model: Through the Lens of Adult Education (M. Atleo)
C.D. Thiessen, Exploring the Role of International NGO’s in Rebuilding Conflict-Affected Societies through Educational Project Work (S. Byrne)
J.A. Weir, *Undan Snjóbreiðunni* (What Lies Beneath the Snow) Revealing the Contributions of Icelandic Pioneer to Adult Education in Manitoba 1875 – 1914 (M. Atleo)

**Master of Education Degree - Department of Curriculum, Teaching & Learning**

J.L. Antymis, Exploring Fluency as part of Early Reading Processing Systems: A Study of the Oral Reading of Grade One Students (K. Smith)

H. Baergen, Language Losing and Language Keeping in Spanish-speaking Families in Ontario: The Mothers’ Perspectives (S. Kouritzin)

B. Boyd, Narrative Journeys: Parallel Stories of Researcher and Participants Exploring Reading Identity Through Memory, Experience and Ownership (R. Schulz)

B.L. Cahoon, Literacy Across the Curriculum: Teachers Teaching Teachers About Content Area Reading Strategies and their Perceptions of the Effectiveness of these Strategies (S. Straw)

A.R. Freedman Tétrault, We Are All Downstream: Teaching Middle Years Science from a Sustainability Perspective (G. Robinson)

A.M. Hirst, “To Thine Own Self Be True...” One Teacher’s Self-Study of the Tensions and Processes Involved in Changing His Identity When Teaching Non-Academic Mathematics Students (R. Mason)

T. Jin, Negotiating Contexts: A Case Study of a Tibetan Boarding Class in Inland China from a Tibetan Learner’s Perspective (C. Schmidt)

J.P. Paterson, An Exploration of Orientation to New Text within the Context of the Reading RecoveryTM Lesson (S. Straw)

L. Segida, Culture as a Catalyst in L. Looking for L: Life, Learning, Love, Language and Led Zeppelin (C. Schmidt)

J.E. Watt, Journey to Oz: A Narrative Inquiry of Identity Transitions From High School to University (K. Smith)

**UNIVERSITY OF NEW BRUNSWICK**

**Faculty of Education**

Doctor of Educational Studies

P.L. Davison, Between dissonance and grace: The experience of post-secondary leaders (E. Burge)

**ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, UNIVERSITY OF TORONTO**

**Adult Education & Community Development Program**

Doctor of Philosophy

K. E. Absolon, *Kaandosswin*, This is How We Come to Know! Indigenous Graduate Research in the Academy: Worldviews and Methodologies (A. Miles)

T. G. Frater, Jamaica’s Higher Education Commitment Under The GATS: A Case Study of the Shaping of Policy (K. Mundy)
J. I. Ginieniewicz, *Citizenship Learning and Political Participation of Immigrants: The Case of Latin Americans in Toronto* (D. Schugurensky)

L. I. Mook, *Social and Environmental Accounting: The Expanded Value Statement* (J. Quarter)


E. C. Willett, *AHKAMEYIMO (Persevere): The Experience of Aboriginal Undergraduates* (E. Antone)

**Doctor of Education**

L. M. Young, *Developing Health Care Networks: An Organizational Learning Perspective* (M. Laiken)

**Master of Arts**

E. T. McCollum, *Participatory Governance in Public Housing? Understanding Spaces for Participation and Empowerment Through the Tenant Representative Role* (D. Schugurensky)

H. Wang, *Dancing with Maple Leaves: Labour Market Experience of Immigrant Women Professionals* (N. Jackson)

M. Haggerty, *Strategies and Successes in Influencing Education Policy Change: A Case Study of the Tanzanian Education Network* (K. Mundy)

L. C. Houston, *The River of Radical Imagination: Community Arts and the Promise of Integrative Feminist Values* (A. Miles)

J. A. Myers, *Possibilities for Critical TESOL in Korea: Case Study of an English Village* (A. Miles)

K. L. Robinson, *Learning to Participate: Exploring the Relationships Between Literacy and Mental Health* (N. Jackson)


N. Slamet, *Workplace Inequity in Unionized Social Justice Organizations: Reflections on Walking the Talk* (N. Jackson)

J. B. Thorndycraft, *It Wasn’t Just Bowling on Wednesdays: Ins and Outs of Engagement in Radical Activism* (N. Jackson)

G. P. Vanzaghi, *Building Inclusive Communities: The Meals on Wheels Program at St. Christopher House* (D. Schugurensky)

**QUEEN’S UNIVERSITY**

**Faculty of Education**

**Master of Education, Curriculum Studies (Theses)**

I. Astrom, *Perceived Organizational and Personal Attributes that Contribute to the Success of Female Managers Working Within Multi-National Organizations* (P. Chin)

R. Quantick, *Outcome Effects of Education for Federally Incarcerated Adults in Canada’s Prairie Region* (D. Klinger)
R. Egan, *Understanding the effects of different study methods on retention of information and transfer of learning* (D. Stockley)


P. Kocher, *Connecting with People with Dementia through Haiku Poetry* (R. Luce-Kapler)


**Master of Education, Curriculum Studies (Projects)**

C. Ailey, “*Dropping Out*: Causes of & Solutions to Ontario’s Principal Shortage” (R. Rees)

V. Allan, *Is there a connection between early language development and literacy* (M. Lewis)

A. Fraser, *Character Education: A Shared Responsibility* (N. Hutchinson)

S. Gillam, *Exploring Principal as Change Agent through Self-Study: An examination of my role in implementing and sustaining professional learning communities* (T. Russell)

S. McLagan, *Quantifying the Effectiveness of a Physical Education Based Physical Fitness Intervention* (D. Klinger)

J. Perkin, *Dealing with Students’ late work: A literature review with suggestions for secondary teachers* (T. Russell)

C. Rayman-Bricknell, *The Choral Retreat as Community Building in a High School Music Course* (K. Smithrim)

D. Richard, *Motivation of Real Estate Agents Within a Coaching Program* (J. Freeman)

D. Stewart, *A Case for Implementing Restorative Practices in Ontario School Boards* (W. Boyce)

M. Trottier, *Student Mid-Term Evaluation of Teaching Effectiveness in High School: Action Research as Professional Development* (T. Russell)

**Master of Education, Cognitive Studies (Theses)**

C. Agoboka, *Christian Women Discuss the Influences of Faith on their Career Development* (J. Freeman)

M. Blimkie, *Rural meanings of schooling and education: A microethnography from an Ontario community* (H. Smith)

P. Bowers, *Adding Transparency to Morphologically Opaque Words Through Instruction* (J. Kirby)

L. Heggie, *Progress Monitoring of At-Risk Readers in French Immersion* (L. Wade-Woolley)

S. Lai, *Examining the quick spell test: How does it relate to phonological processes, naming speed, orthographic processing and reading?* (J. Kirby)

M. Sylvester, *Teaching the Unknowable: Does Analogy Lead to Implicit Learning in a Dart-Throwing Task?* (D. Stockley)

**Master of Education, Cognitive Studies (Projects)**

C. Phillips, *Motivation to participate in electronic discussion forums for professional development* (J. Freeman)
“Graduate Degrees/Diplômes d’études supérieures”

Master of Education, Cultural and Policy Studies (Theses)
A. Blair, *Single Canadian Mothers of Jamaican Heritage Share Experiences About Their Children’s Education* (J. Freeman)
E. Hayle, *The Educational Benefits of Internationalizing Higher Education: The Students Perspectives* (S. Bond)
A. Lowe, *Teacher Candidates’ Perspectives on Teacher Education and Critical Multiculturalism* (M. Lewis)
R. MacKay, “*Even on the Worst Sick No Gas Freezing Canadian Middle of January Rocky Mountain or Halifax Breakdown There is Nothing Better To Do For A Living*” *The Experience of Canadian Women in Popular Music* (R. Lamb)
S. Sales de Andrade, *Tensions and possibilities in applying Freirean critical pedagogy towards fostering critical literacy in India’s education system* (S. Bond)
R. Smyth, *Deconstructing the subjects of schooling: A genealogy of discourses in teacher education* (M. Lewis)

Master of Education, Cultural and Policy Studies (Projects)
T. Bourne, *Student Attitudinal and Teacher Practices and Factors Associated with Student Achievement on the 2004 EQAO Grade 9 Applied mathematics Assessment* (D. Klinger)
A. Davies, *Colour Blindness in Teacher Education — An auto/Ethnographic Study of one Teacher’s Quest for Inclusive Teacher Preparation* (R. Rees)

Ph.D. In Education — Curriculum Studies
J. Yamraj, *The Challenges and Complexities of Initiating a Professional Learning Community of Teachers* (T. Russell)

Ph.D. In Education — Cognitive Studies
E. O’Donnell, *Factors Contributing to Commitment to Secondary French Immersion Programs in Ontario* (M. Myers & D. Klinger)

Ph.D. In Education - Cultural and Policy Studies
X. Li, *Cross-Cultural Identity Re/Construction: Graduate Students Writing in their Additional Language* (E. Krugly-Smolska)

UNIVERSITY OF REGINA

Adult Education

Master of Vocational/Technical Education (Thesis-based)
C. Moore, *Success and Barriers to Success in an Adult Education and Training Program: Experiences and Perceptions of Part-time Undergraduate Students* (Dr A.M. Bockarie)
Master of Vocational/Technical Education (Project-based)
C. Son, *When Two Cultures Live Together* (Dr R. Khalideen)

THE UNIVERSITY OF SASKATCHEWAN
Department of Educational Foundations

Master in Adult and Continuing Education (Thesis)

Master in Adult and Continuing Education (Project)
S. Johnson, *Quality Assessment in Online Education* (R. Wickett)

Master in Education (Project)