Graduate Degrees in Canada

Diplômes d'études supérieures au Canada
Éducation des adultes et sujets connexes—2000–2001


THE UNIVERSITY OF ALBERTA
Department of Educational Policy Studies

Master of Education in Adult and Higher Education (Theses)
P. Albers, The lived experience of vocation (S. Scott)
M. Brooks, Genuine choices?: Nine female educators and their decision-making (B. Young)
W. Caplan, Student experiences with synchronous computer conferencing (M. Haughey)
E. Cherniavsky, The chancellor’s role in policy issues at the University of Alberta (A. Deane)
K. Hood, Spirituality in adult education (S. Scott)
A. McLaughlin, Adult cognitive development over the lifespan: Conditions and consequences of higher education instructors’ beliefs (C. Kreber)
K. Mulka, The meaning of therapy—A hermeneutic journey: Action research, occupational therapy, and the special needs child (C. Kreber)
E. Whybrow-Howes, Technology access and equity issues for financially disadvantaged adult learners in post-secondary programs (A. Deane, D. Mappin)

Master of Education in Adult and Higher Education (Projects)
V. Anderson, A reflective model for teaching and learning (M. Assheton-Smith)
S. Barber, Introduction to using online instructions (D. Mappin)
S. Biro, Experiences contributing to values formation in the Anglican community (D. Collett)
L. Clark-Jones, Resources for disabled post secondary students in Alberta (M. Haughey)
D. Koziak, Our halls: Readings in the history of Ukrainian Canadian cultural-education (S. Scott)
G. Smith, Effective classroom presentation techniques (A. Deane)
C. Sproule, Mature female students’ learning experiences in postsecondary education (A. Deane)
C. Weiss, Aligning training and development with business strategy (A. Deane)
R. Witbeck, Edmonton Police Service South Division community-policing enhancement project (A. Deane)

ATHABASCA UNIVERSITY
Centre for Distance Education

Master of Distance Education (Theses)
S. Bochke, Valuing perspectives: A grounded theory of mentoring in a distance education environment (M. Ally)
H. Halpenny, Survey of available online training for Canadian voluntary boards (P. Fahy)
W. Kemp, Persistence of adult learners in distance education (S. Moisey)
P. Lillies, Case study of a knowledge-based organization (P. Fahy)
P. Patsula, Web design for effective online training and instruction (J. Baggaley)
S. Skelton, Analysis of graduate student attitudes towards computer mediated communication (J. Baggaley)

J. Thiessen, Faculty attitudes toward interactions in delivering undergraduate distance education (M. Ally)

THE UNIVERSITY OF BRITISH COLUMBIA
Department of Educational Studies
(Adult Education Program)

Doctor of Philosophy
G. Grosjean, “Doing co-op”: Student perceptions of learning and work (K. Rubenson)

Master of Education (Major papers)
J. Bridal, Beneath the surface of university web education (T. Sork)
J. Eaves, Vampire capitalism, the “Dependency” discourse and HRDC policy: A feminist exam of an HRDC policy document and critical reflection on taking this policy to practice (S. Butterwick)
C. Fisher, Construction of a crisis: The billion dollar boondoggle (K. Rubenson)
T. Flemmer, Evaluating training programs: A place to start (T. Sork)
L. Hawker, Professional male immigrants, downward occupational mobility, and adult education in the immigration process (A. Tom)
S. Hess, Issues in police training: A review of changes considering the British Columbia context (T. Sork)
Y. Ishida, Three perspectives on adult health education in our changing society (K. Rubenson)
N. James, Soul sickness from residential school: The journey of healing of an aboriginal woman and her community (J. Archibald)
N. Kainz, What is she doing in this class? An exploration of the literature surrounding young re-entry students (S. Butterwick)
S. Kamerling-Roberts, The changed place of higher education: Helping you get there (S. Butterwick)
D. Maultsaid, Open spaces/nurturing places: Stories of learning and teaching (S. Butterwick)
J. Murphy, Program evaluation in extended care—Learning in practice (T. Sork)
K. Rattew, Transforming the Canadian health system (T. Sork)
I. See, Working effectively with cultural diverse adult clients: Awareness, attitude reflection, assessment, and action (R. Thompson)
J. Spencer, What’s so powerful about practicum? A reflective study of constraints and possibilities of teaching about therapeutic recreation practice (D. Pratt)
R. Straight, An evaluation of the British Columbia advanced life support paramedic re-certification program (D. Pratt)

Masters of Arts (Theses)
T. Kussat, Educational perspectives of British Columbia dietitians: Uncovering educational beliefs (D. Pratt)
S. Leznoff, Investigating clinical reasoning through a series of web-based case studies (D. Pratt)
C. May, Metaphorical representations of adult literacy in eight Canadian newspapers 1990-1999 (R. Boshier)
C. McMillan, Program planning in a museum setting: A case study analysis using two planning frameworks (T. Sork)
K. Romses, Nutrition information on food package labels: Consumer use in grocery stores and input on education issues (J. Ottoson)

R. Stamm, Deja vu: An overview of 20th century adult education in British Columbia as reported by the mainstream press (S. Butterwick)

P. Thom, Places around the table: A qualitative enactivist exploration of food practices in familial context (S. Butterwick)

UNIVERSITY OF CALGARY

Division of Educational Research

Doctor of Philosophy

S. Morrow, Adult learning during conference education Programmes: How dual mode handouts aid in retention/recall (A. Boberg)

T. Ell, Effective supervisory behaviors and characteristics in field-based experiences (A. Boberg)

Master of Arts (Specialization in Adult, Community and Higher Education)

Z. Agashae, Leader–follower dynamics: Testing learning theory in a Canadian energy company (J. Bratton)

S. Jeraj, Voices from the Pedagon (R. Hirabayashi, D. Jardine)

CONCORDIA UNIVERSITY

Department of Education

Master of Arts in Educational Studies (Theses)

C. Chenette, Concerning social movements as adults critical learning sites within the context of neo-liberalism (P. Bouchard)

E. Cowan, The inner world—deepest at its surface: A study of Jean-Jacques Rousseau (G. Fidler)

A. Farinha, A review of adult education concepts related to successful coaching in professional football (A. Hamalian)

T. Fusco, Relevance of learning style theories to adults learning second languages (J. Barakett)

N. Martin, The roots of Black academic achievement: An argument for socially-constructed learning (A. Cleghorn)

L. Moss, Prior learning assessment: A working solution for changes in adult learner demographic in Quebec: 1980-2000 (J. Barakett)

K. Tanguay, Sharing clinical wisdom: Orienting new nurses to a tertiary care hospital (J. Barakett)

L. Voia, The transition to school of the Black and Latina mature students (P. Bouchard)

UNIVERSITY OF GUELPH

School of Rural Extension Studies

Doctor of Philosophy (Thesis)

R. Ramirez, Rural and remote communities harnessing information and communication technology for community development (D. Richardson)

Masters of Science (Theses)

C. Bryant, Use of the Internet and e-mail in the developing countries’ farm radio network (G. Filson)

O. Roberts, Integrated agricultural communication at the University of Guelph: An innovative approach to skill development (M. Waldron)
M. Staempfli, *The association between extracurricular involvement, self-esteem and leadership skills among University of Guelph peer helpers* (J. Mahone)

N. Tummon, *Gender and participation in rural community development in the Thevaram Basin, Tamil Nadu, India* (J. Janakiram)

**Masters of Science (Major Paper)**


**UNIVERSITÉ DE MONTREAL**

Andragogie, FSE

*Thèses de doctorat (Ph.D.)*

A. Balleux, *Les compétences de formateur des compagnons en formation professionnelle par apprentissage* (M. F. Legendre)

P.-A. Bernatchez, *Attitude proactive, participation et collaboration à des activités d’encadrement médiatisées par ordinateur* (L. Marchand)

L. Bérubé, *Dynamique d’adaptation du rôle parental chez des immigrants* (E. Chamberland)

M. Bossé, *Changement et apprentissage chez les professeurs utilisant la télécommunication dans leur enseignement* (L. Marchand)

S. Hachicha, *Un modèle de formation continue à la pratique réflexive pour cadres intermédiaires soignants hospitaliers* (A. Chéné)

M. E. Marchand, *L’exploration réflexive dans la pratique du dialogue de Bohm: Une expérience avec des gestionnaires, conseillers et formateurs en gestion* (C. Danis)

C. Palé, *Représentations de conseillers pédagogiques du Burkina Faso à l’égard de leur formation méthodologique* (C. Danis)

**MOUNT ST. VINCENT UNIVERSITY**

Department of Education

*Master of Arts in Education (Adult Education) (Theses)*


J. Godin, *Adult education methods: Their implication for the oyster industry of New Brunswick* (D. Plumb)


**UNIVERSITY OF NEW BRUNSWICK**

Department of Adult and Vocational Education

*Master of Education (Thesis)*


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

Department of Adult Education, Community Development and Counselling Psychology (Adult Education Program)

*Doctor of Philosophy (Ph.D.)*

M. Narushima, *The changing meaning of voluntarism in an aging society: Experience of senior volunteers in Toronto* (B. Burnaby)

T. M. Turay, *An examination of intra-secondary school conflicts in complex emergencies: The case of Sierra Leone* (B. Hall)
Doctor of Education (Ed.D.)
J. D. Biro, A preliminary investigation toward initiating toward initiating cooperative learning with mainstreamed deaf/hard of hearing students (D. Hunt)
G. A. Cooper, Online assistance for problem gamblers: An examination of participant characteristics and the role of stigma (P. Gamlin)
K. M. Freeman, Ojibwe women as adult learners in a teacher education program: Towards an understanding of aboriginal women’s experiences of learning and change (V. Griffin)
R. Krakauer, A learning college for health care: The applicability of learner-centred education to the Michener Institute for Applied Health Sciences (M. Skolnik)
W. A. Larose, A study of how older, healthy, community-based men solved marker events during early, middle and late adulthood (P. Gamlin)
S. R. Manske, Explaining knowledge use among clients of the Program Training & Consultation Centre (K. Leithwood)
E. Miller, Closing time, men, identity, vocation and the end of work: A stage play as a representation of lives (J. G. Knowles)
B. R. Palef, A comparison of the differences and/or similarities between contract and permanent employees in the workplace (A. Thomas)
C. D. Rekar, A team development model based on Myers Briggs personality types and action research to improve team performance and participant satisfaction (M. Laiken)
A. Rotundo-Vergura, A teacher’s soulful inquiry: Exploring professional development using The Devine Comedy as a guide (A. Cole)
C. I. Will, Portraits of nursing knowledge: Contemplating nurses’ lives (A. Cole)

Master of Arts (Theses)
L. Owens, Joint problem solving as a small group process (J. Quarter)
J. McColl, A learning organization by accident or design? (M. Laiken)

UNIVERSITY OF OTTAWA
Faculty of Education
Doctor of Philosophy
S. Beare, Differences in content generating and planning processes of adult $L_1$ and $L_2$ proficient writers (J. Bourdages)
N. Brookes, Understanding reflection: An interpretive study among selected practising long term care nurses (M. Taylor)
M. Cuffaro, Individual and contextual factors high ability women understand as being associated with the development of their eating disorder (J. Leroux)
M. Egan, Case studies of reading processes and strategies of compensated learning disabled adult readers (J. P. Dionne)
L. Mainville, Étude de la relation entre l’utilisation d’une approche d’enseignement et l’orientation épistémique de formateurs responsables d’apprenants adultes au palier secondaire en Ontario (M. Saint-Germain)

Master of Arts
S. Robblee, Transformational change: Perceptions of process and outcomes by nursing staff in a health care facility (A. Jefferson)
N. St. Denis, Gender differences in the enculturation process of new faculty in science (A. Jefferson)
QUEEN'S UNIVERSITY
Faculty of Education

Master of Education, Curriculum and Instruction (Theses)
J. Berndt, The relationship between social support and graduate students’ growth as self-directed learners (J. Freeman)
K. L. Edwards, “They Can Be Successful Too!”: Inclusive practices of secondary school science teachers (H. Munby)
C. Evans, Approaches to learning, need for cognition, and strategic flexibility among university students (J. Kirby)
J. Hooper, Community policing: A front line perspective (G. Hills)
E. Noble, Community based aboriginal training programs: A case study of heavy equipment training (A. M. Hill)

Master of Education, Curriculum and Instruction (Projects)
S. Conway Williamson, A case study of teacher feedback and quality student learning (L. Shulha)
A. Labrie, An on-site professional development program in an Ontario Secondary School (S. Wilcox)

UNIVERSITY OF REGINA
Faculty of Education

Master of Vocational/Technical Education (Theses)
C. Obrigewitsch, Labeling practices in diabetes care: An action research study (M. Taylor)
C. Porter, Resilience: One woman’s story (M. Taylor)

Master of Vocational/Technical Education (Projects)
S. S. Myers, Embracing Change: The transition from instructor to facilitator in the nursing education program of Saskatchewan (P. Hart, K. Quinlan)
G. Francois, Human resource and succession planning: A strategy of education and training in an Ontario policing region (K. Quinlan)

UNIVERSITY OF SASKATCHEWAN
Department of Educational Foundations

Master in Adult and Continuing Education (Projects)
S. C. Broad, Dr. Abram Hoffer and the Canadian Schizophrenia Foundation: A scientist engages in adult education (J. Lyons)
C. A. McDonald, Shiftwork nurses, and continuing education (R. Wickett)

ST. FRANCIS XAVIER UNIVERSITY
Department of Adult Education

Master of Adult Education (Theses)
J. Barken, The use of cooperative learning techniques in a community college course (M. Gillen)
E. Bauer, The development process for an institutional pollution prevention program: A case study (M. Gillen)
B. Brooks, Developing women’s awareness of violence prevention through feminist participatory research: An education for social change process (L. English)
C. Campbell, Substance abuse prevention program for young adults: A case study of participatory learning (D. Lander)
D. Deacon, Designing support for web-based continuing education using computer conferencing (L. English)
J. Dhillon, *Empowerment of Indo-Canadian women through prenatal education: A case study* (A. Quigley)


H. Flynn, *Evaluating, developing, and implementing an education program for the families of substance dependent persons* (A. Quigley)

M. Fraser, *Just evaluation: Using holistic and qualitative methods within a First Nations college preparatory course* (D. Lander)

J. Gregg, *Competency-based education: An effective approach to nursing orientation* (L. English)

S. Hertz, *Development of a study circle model in a distance education setting for professional certification* (D. Lander)

M. Hoagland, *Fostering transformative learning in group programs for abused women* (L. English)

B. Kirby, *Developing participatory practice: Grassroots leadership in family resource programs* (D. Lander)

B. Leck, *Teaching and evaluating effectively: Adult education strategies that motivate learners* (D. Lander)

P. MacDonald, *Integrating multimedia technology into continuing nursing education: Examining the effectiveness* (L. English)

A. Miller, *The language of the heart: Women finding voice through journal writing in groups* (A. Quigley)

W. Mitchell, *The application of adult learning principles to the redesign of a post-diploma program* (M. Gillen)

D. Morrow, *A reflective practice approach to improving my teaching of technical communication to young adults* (L. English)

L. Parsons, *Facilitating critical thinking and reflection in distance education: A case study* (L. English)

V. Petrie, *A ways-of-giving model for agents of change* (D. Lander)

M. Pike, *The role of adult education in cross-cultural training programs: Towards a model program* (A. Quigley)

U. Pond, *Developing and using an elemental learning cycle in a corporate training setting* (A. Quigley)

D. Provencher, *Exploring best facilitation strategies to encourage the transfer of learning within a health-care environment* (L. English)

M. Ryan, *Women developing self and community through a growth-centered approach* (L. English)

P. Smith, *The utilization-focused evaluation of a modularized math program* (L. English)

R. Thornton, *Rural Maya women in Belize: An assessment of health and educational needs* (A. Quigley)

J. Werle, *Influencing public health nurses to transfer learning to their educational practices: A case study* (L. English)