Graduate Degrees in Canada
Adult Education and Cognate Subjects—1996-97

Compiled by: J. White, J. Young, M. Waldron, V. Minninnick, K. Kennett, M. Gillen, D. MacKeracher, S. Wilcox

THE UNIVERSITY OF ALBERTA
Department of Educational Policy Studies
Master of Education in Adult and Higher Education (Theses)
D. Barron, Learning to become a learning organization (A. Deane)
C. Braun, Applied concepts for facilitating a learning community (A. Deane)
V. Gregson, Imagery and adult learning (S. Scott)
S. Jewell, Marketing continuing education: Perceptions of program planners and education-
al consumers (A. Deane)
I. Lawson, Perceptions and experiences of older adults learning technology (D. Collett)
E. Luger, Echoes of education: Adult learning in the coal branch (P. Brook)
J. Nielsen, Effects of learning disabilities on adults (D. Collett)
C. Parker, Continuing professional development: Certified management accountants in edu-
cation (K. Ward)
L. Petruskevich, Individual differences: The effects of diversity in the ESL classroom (D. Collett)

Master of Education in Adult and Higher Education (Projects)
J. Hosty, A history of the community education programs in the western Northwest Territories (T. Derwing)
A. McArthur, Staff development for inclusive education (P. Brook)

Master of Education in Instructional Technology Education (Theses)
H. Kanuka, Screen design: Effects of design principles on recall learning and study time (M. Szabo)
R. Poon, The role of visual testing when learning from instructional multi-media (M. Szabo)
K. Schwartz, Perceived barriers to instructional use of computer technology in Alberta schools (J. Cameron)

Master of Education in Instructional Technology Education (Project)
J. Procter, Early settlement: A historical study (M. Szabo)

THE UNIVERSITY OF BRITISH COLUMBIA
Department of Educational Studies
(Adult Education Program)
Doctor of Philosophy
J. Dawson, “We don’t have an education, that’s why we’re here”: Education and status in trades (A. Tom)

Master of Education (Major Papers)
S. Alderson, Agenda for change: Adult education and women’s social activism (A. Tom)
A.W. Boldt, The transmission perspective of teaching (D. Pratt)
N. Hill, *Mathematics Curriculum in Adult Basic Education* (T. Sork)

K. S. Lewis, *Nutritional concerns and Alzheimer's disease: Planning programs for formal caregivers* (J. Ottoson)

K. Madland, *Aspects of adult education in the evangelical churches in Western Canada* (T. Sork)

C. Magnusson, *Perspectives on computer technology use in the hospital setting: An interview study of nursing users* (T. Sork)

P. Odoch, *Community development and empowerment through adult training and education* (T. Sork)

B. Old, *The challenge of aboriginal post-secondary education* (J. Barman)

B. Trenholm, *Program planning and Systems Theory* (T. Sork)

**Masters of Arts (Theses)**

S. Allan, *Creating knowledge in a small business: An ethnographic case study* (K. Rubenson)

V. Chapman, *All this talk! Stories of women learning* (T. Sork)

B. Hocking, *On dove's wing: Life story narratives of conflict resolution learners from the Justice Institute of British Columbia* (D. Pratt)

S.L. McKay, *Student evaluations of teaching: A multilevel analysis* (D. Willms)

K.A. Mullins, *Perspectives of teaching and learning in career exploration programs for women* (K. Rubenson)

D. Rodenburg, *An instructional model for educational technology within applied health science* (K. Rubenson)


A. Rosenthal, *Postmodern reflections for marine safety education on “tin boating” in the Canadian wilderness* (R. Boshier)

R. Sanghera, *Deterrents to participation in diabetes education: Perspectives of elderly Sikh Indo-Canadians* (T. Sork)

O. Schittecatte, *Apprenticeship at work: The case of cooking apprenticeship at Earls Restaurant* (D. Pratt)

L. Taylor, *Learning through participation: Organizational change and transformative learning* (L. Andres)

**THE UNIVERSITY OF CALGARY**

**Doctor of Philosophy—Fall, 1996**

M. Fields Cleveland-Innes, *Socialization and Approaches to Learning* 

M.B. Everest, *Where the Word Breaks off: Exploring the Voice of the Mother/Writer/Academic* 

**THE UNIVERSITY OF GUELPH**

**Department of Rural Extension Studies**

**Master of Science (Theses)**

G. Samuel, *"Aye-I-eye": Searching for lenses to view adult and continuing education in St, Vincent and the Grenadine* (G. Filson)

C. Sinding, *Participatory video and street youth* (D. Richardson)

**Master of Science (Major Papers)**

M.L. Cox, *Is it possible? The merging of community and community development as core processes within the learning organization* (G. Filson)

S. Fraser, *The developmental demands for facilitating popular theatre* (A. Lauzon)
S. Rimkus, Explaining the conceptual foundations of pictorial representatives: The role of perception and dipictic in visual language, literacy and thought (D. Richardson)

M. Schnekenburger, Role of the volunteer in rural literacy programs: Challenges and issues (D. Richardson)

W. Truelove, Internet use in rural areas (D. Pletsch)

THE UNIVERSITY OF NEW BRUNSWICK
Division of Adult and Vocational Education
Master of Education (Theses)
M.L. Hanscome, Gender differences in perception of workplace roles (D. MacKeracher)

1994-95
R. Hefling, Finding a common curriculum for Intermediate level prison education (D. MacKeracher)
L.A. Kuttner, Becoming bilingual: New Brunswick civil servants in language training (S. Rehorick)

QUEEN'S UNIVERSITY
Faculty of Education
Master of Education in Curriculum and Instruction (Theses)
A. Carty, Learning at work: An examination of learning approaches in work settings (J.R. Kirby)
C. Koch Macleod, Missing voices: Farmers' and educators' perceptions of literacy as participants in the farm radio program (L. Miller)
J. Nalon, The effects of liking on the clinical performance of nursing students by clinical nursing professors: An exploratory study (R. Wilson)

Master of Education in Administration and Policy (Theses)
K. Handford, Factors influencing the training decisions of four women in non-traditional technology occupations (M. Lewis)
A. Osborne, Recognizing and accrediting the learning of adult literacy students (M. Lewis)

Master of Education in Curriculum and Instruction (Projects)
M.J. Green, The application of experiential learning theory to the field placement experience in college programs (I. Munro)
C. Krasna, Faculty practice in nursing: Faculty perspectives in an Ontario community college (M. Lewis)
M. Sutton, Teaching techniques for flight instructors (D. Pratt)

Master of Education in Administration and Policy (Projects)
M. Lee, Admission via recommendation and screening: An investigation of the new practice for university entrance in Taiwan (G. Eastabrook)

THE UNIVERSITY OF REGINA
Master of Vocational /Technical Education (Thesis)
R.F. Bonokoski, Experiencing the Community College presidency: Five accounts (C. Krentz)

THE UNIVERSITY OF SASKATCHEWAN
Department of Curriculum Studies
Master of Education (Theses)
R.A. Duddridge, Art education and aging in Saskatoon: Views of four older women who participate in arts and crafts programs (A. Ward)

**Department of Educational Foundations**

**Master of Continuing Education (Projects)**

G.E. Crosswell, *Skills of critical thinking in adult religious education* (R. Wickett)

B. Cujec, *Comparing behaviorally anchored rating scales to global rating scales in the evaluation of medical students* (M. Collins)

Y. Tang, *Mao and his thoughts regarding adult education* (R. Wickett)

D. Wan, *Barriers facing Chinese immigrant women in Saskatoon, Saskatchewan* (A. Blunt)

**Master of Education (Theses)**

P.R. Martin, *Aboriginal World views and their implications for the education of aboriginal adults* (H. Woodhouse)

W.R. Wilson, *Wild virtue: Educational practice for environmentally sustainable communities within the traditions of deep ecology* (R. Regnier)

**Master of Continuing Education (Project)**

1995-96

M.E. McCreath, *Developing communicative competence and critical literacy in a native teacher education program* (M. Collins)

**ST. FRANCIS XAVIER UNIVERSITY**

**Master of Adult Education (Theses)**

D. Alexiewich, *Development of an evaluation strategy to assess a staff training program* (S. May)

J. Bedford, *Heritage resource development for First Nations: A case study* (M. Gillen)

E. Blaney, *Women's learning circles: Design and facilitation considerations* (S. May)

P. Charlton, *Usefulness of responsive evaluation in an employee training course* (S. May)

L. deVilliers, *Fostering transformative learning: Re-storying with ESL students* (M. Gillen)

A. Doi, *Program design for nursing skills: A brain-compatible, technology-based module* (S. May)

P. Fernandez, *The welfare recipient as learner: Fostering self-directed learning* (M. Gillen)

B. Gilmore, *Design of interdisciplinary continuing education for health professionals* (M. Gillen)

P. Goulden, *Self-directed professional development: An andragogical approach to teacher evaluation* (M. Gillen)

C. Hanson, *Responding to learner's needs: Participatory evaluation as a pedagogy of possibility* (M. Gillen)

E. Harvey Foulds, *Mamou: A model for designing adult secondary courses congruent with traditional native ways of knowing* (S. May)

L. Holland, *A university preparation program for aboriginal adults: Overcoming barriers* (M. Gillen)

N. Huxter-Stone, *The efficacy of using Caffarella's interactive model for planning workshops* (M. Gillen)

B. MacDonald, *Factors involved in coordinating a career development program for displaced workers* (M. Gillen)

B. Moreton, *Designing and implementing a framework for change in a volunteer organization* (S. May)

C. Morris, *Performance evaluation in nursing education* (S. May)

M. Pothier, *Roles of an adult educator in implementing a change process* (S. May)

S. Shaver, *Learning style strategies: A professional development focus for part-time college instructors* (S. May)

L. Smith, *Designing an interactive nutrition education program for independently living seniors* (S. May)

J. Thomson, *Teachers as learners: The use of drawing as a more holistic way of teaching* (M. Gillen)

S. Whelan, *Transforming tomorrow: Adult education and career transition programming* (M. Gillen)