Graduate Degrees in Canada

Diplômes d’études supérieures au Canada


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. Pyrch)
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. Bereczuk, 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. Wiesenber)g
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. Slobodjan, 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. Aribo, Les habiletés manifestées par des éducateurs d’adultes dans l’adaptation d’une
activité globale d’apprentissage (A. Thibault, E. Chamberland)

C. Ariste, Alphabetisation réussie: les représentations des femmes rurales néo- alphabètes du
Burkina-Faso. (d’E. 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. Jette, 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. Saddeiqa 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 incarcerate 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)**


**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)


M. Gregersen, *Everyday in/forming: 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. Lièvesque, *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)


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)


R. McPhail, *Bringing the registered practical nurse operating room program to life: Reflections on program planning and development* (L. Shulha)


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)

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)