



ST. FRANCIS XAVIER
UNIVERSITY

Master of Adult Education
Graduate Studies
-Course Calendar-

Course Based/Thesis Based
3-year program

<https://www.mystfx.ca/adult-education-graduate-studies/>

July 2024 – June 2025

**Courses and scheduling subject to change*

Revised June 7, 2024

The Master of Adult Education (M.Ad.Ed) program at St. Francis Xavier University focuses on the links between theory and practice in a variety of sectors that involve adult education and learning, including community contexts, community colleges, and the health sector, among others. The 10 courses will concentrate on adult education for those interested in teaching and learning in these various settings. Courses will be presented in a combination of synchronous and asynchronous formats, and time frames (late afternoon, evening, and some weekends). The 30-credit Master of Adult Education program offers two options:

- a *course-based* option (ten 3-credit courses)
- a *thesis-based* option (six 3-credit courses plus a 12-credit thesis)

Students planning to pursue further studies should consider the thesis-based option.

Thesis Regulations Master of Adult Education (currently page 34 of the 2022-2023 Calendar)

8.6.16 Thesis Regulations Master of Adult Education Students choosing to follow the thesis route are required to prepare a thesis based on original research under the guidance of the chair or faculty advisor. To be eligible for consideration, students interested in the thesis stream must maintain an 85% average throughout the required courses and must submit both a draft research proposal and a writing sample for review. Students interested in this option must declare their interest to the Department Chair by the beginning of ADED 560 Qualitative Research in Adult Education. Theses are evaluated by two faculty members of the Department of Adult Education, and an external examiner. A final corrected copy of the successful thesis must be submitted to the supervisory committee for approval within a timeframe established by the examining committee in consultation with the candidate for approval at least two weeks prior to the date of the convocation at which the candidate expects to graduate. The final copy of any thesis based on a research project requiring ethics approval must include a copy of the appropriate certificate of approval. Students are responsible for providing electronic copies of the approved thesis to be deposited with the StFX Library. More details can be found in the 'Graduate Thesis Submission Guidelines' on the Graduate Studies website.

The passing grade for all graduate-level courses at StFX is 70%.

Note that the sequence of the required courses is as follows:

1. ADED 535
2. ADED 540
3. ADED 545
4. ADED 550
5. ADED 565
6. ADED 560
7. ADED 530 or ADED 570.

These will be followed by 3 electives.

MASTER OF ADULT EDUCATION

| COURSE NUMBER & NAME | INSTRUCTOR AND TERM DATES | COURSE DESCRIPTIONS |
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| MADED Cohort #1 | WEDNESDAYS | |
| ADED 575 - Community Development and Adult Education | Instructor: Dr. Robin Neustaeter Date: July 2 – August 12, 2024 | Exploring collective learning for social and economic progress, this course identifies historical and contemporary examples of adult education and community development. Learners in this course examine pedagogical theories and development practice, and assets, barriers, and strategies for inclusive and culturally responsive collective learning for development practice and movements. Critical perspectives illuminate historical and contemporary ways that citizens, popular education, digital technologies, and equity function, intersect and evolve in learning for and in community development. |
| ADED 590 - Arts-based Pedagogies in Adult Education: Theory and Practice | Instructor: Dr. Carole Roy Date: Sept 9 - Dec 6, 2024 FALL 2024 | - Arts-based methodologies/pedagogies provide communicative practices that allow inclusion of diversity for a vibrant pluralistic democracy. They foster critical thinking, offer means for expression, provide opportunities for citizens to listen and reflect on various perspectives, and promotes community engagement. The arts provide avenues for exposing problems and outlining possibilities, release the imagination, expand vision, act as bridges between differences, and support resilience. Arts-based methodologies/pedagogies are used in teaching and research (data collection and representation of findings). |
| ADED 585 - Program Planning: Theory and Context of Practical Action - | Instructor: Dr. Nancy Peters Date: January 6 – April 4, 2025 WINTER 2025 | This course focuses on a core area of adult education, program planning theory and practice. The same social, cultural, political and economic factors that influence other human social endeavours are found in program planning; complex planning processes both influence and are influenced by various contexts, behaviours, locations and purposes. Students will engage with program planning's main theorists and practitioners and will be encouraged to apply theoretical understandings |

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| | | to their practice and in working in diverse contexts and learning communities. |
| MADED Cohort #2 | THURSDAYS | |
| ADED 530 - Transformative Learning: Theory and Practice | Instructor: Dr. Willow Samra Allen Date: July 2- August 12, 2024 | This course will focus on the students' personal and professional learning, using the theory of transformative learning, which is a key theoretical framework for understanding and interpreting learning in adults. As a conceptual lens, it allows educators to challenge the taken for granted dictums of society, education, and learning. Learners will examine the theory, from its beginnings in the late 1970s and continuing to present. Particular attention is given to the social transformation possibilities of the theory. The intention is to guide learners to discover the theory and to connect it to their educational practices. |
| ADED 575 - Community Development and Adult Education | Instructor: Dr. Robin Neustaeter Date: Sept 9 – Dec 6, 2024 FALL 2024 | Exploring collective learning for social and economic progress, this course identifies historical and contemporary examples of adult education and community development. Learners in this course examine pedagogical theories and development practice, and assets, barriers, and strategies for inclusive and culturally responsive collective learning for development practice and movements. Critical perspectives illuminate historical and contemporary ways that citizens, popular education, digital technologies, and equity function, intersect and evolve in learning for and in community development. |
| ADED 590 - Arts-based Pedagogies in Adult Education: Theory and Practice | Instructor: Dr. Carole Roy Date: January 6 – April 4, 2025 WINTER 2025 | Arts-based methodologies/pedagogies provide communicative practices that allow inclusion of diversity for a vibrant pluralistic democracy. They foster critical thinking, offer means for expression, provide opportunities for citizens to listen and reflect on various perspectives, and promotes community engagement. The arts provide avenues for exposing problems and outlining possibilities, release the imagination, expand vision, act as bridges between differences, and support resilience. Arts-based methodologies/ pedagogies are used in teaching and research (data collection and representation of findings). |

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| <p>ADED 585 - – Program Planning: Theory and Context of Practical Action</p> | <p>Instructor: TBC</p> <p>Date: April 7 – May 16, 2025</p> <p>Spring 2025 (#1)</p> | <p>This course focuses on a core area of adult education, program planning theory and practice. The same social, cultural, political and economic factors that influence other human social endeavours are found in program planning; complex planning processes both influence and are influenced by various contexts, behaviours, locations and purposes. Students will engage with program planning’s main theorists and practitioners and will be encouraged to apply theoretical understandings to their practice and in working in diverse contexts and learning communities.</p> |
| <p>MADED Cohort #3</p> | | <p>WEDNESDAYS</p> |
| <p>ADED 550 - – Continuing Professional Education and Portfolio</p> | <p>Instructor: Dr. Scott MacPhail</p> <p>Date: July 2 – August 12, 2024</p> | <p>The intent of the course is to introduce students to key concepts and processes of lifelong continuing professional education (CPE). The history of CPE, emergent critical debates (professional identity and professionalism, issues of collaboration, authenticity, power, ethics and leadership, etc.) and best practices in CPE (critically reflective practices, communities of practice, mentoring etc.) will be examined. Future trends and emergent formats such as virtual technology and networking will be explored. The completion of a professional portfolio is a requirement of this course.</p> |
| <p>ADED 565 - Reading and Critiquing Research in Adult Education</p> | <p>Instructor: Dr. Adam Perry</p> <p>Date: Sept 9 – Dec 6, 2024</p> <p>FALL 2024</p> | <p>Learners will engage with academic research through a guided, purposeful approach so as to enhance both learner confidence and ability to understand peer-reviewed scholarship in the field of adult education. Learners will develop techniques to analyze, and critique published research that applies directly to learners’ professional life. The course will guide the learner through the process of research with a “consumer’s” focus, preparing the learner to discern and utilize research in their own practice. The completion of a critical analysis of research studies is a requirement of this course.</p> |

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| <p>ADED 560 - Qualitative Research in Adult Education</p> | <p>Instructor: Dr. Willow Samara Allen</p> <p>Date: January 6 – April 4, 2025</p> <p>WINTER 2025</p> | <p>This course introduces students to the qualitative research paradigm, with a particular focus on the adult educator as researcher. The majority of published research in our field is qualitative. The course addresses the major debates and issues in qualitative research in adult education, as well as introduces students to the methodology and methods of qualitative research in adult education contexts. Students learn to develop practitioner research for adult education contexts. The completion of a research plan is a requirement of this course.</p> |
| <p>ADED 530 - Transformative Learning: Theory and Practice</p> | <p>Instructor: Dr. Scott MacPhail</p> <p>Date: May 19 – June 27, 2025</p> <p>SPRING 2025 (#2)</p> | <p>This course will focus on the students' personal and professional learning, using the theory of transformative learning, which is a key theoretical framework for understanding and interpreting learning in adults. As a conceptual lens, it allows educators to challenge the taken for granted dictums of society, education, and learning. Learners will examine the theory, from its beginnings in the late 1970s and continuing to present. Particular attention is given to the social transformation possibilities of the theory. The intention is to guide learners to discover the theory and to connect it to their educational practices.</p> |
| <p>MADED Cohort #4</p> | <p>THURSDAYS</p> | |
| <p>ADED 535 - Introduction to Adult Education Foundations</p> | <p>Instructor: Dr. Adam Perry</p> <p>Date: Sept 9 to Dec 6, 2024</p> <p>FALL 2024</p> | <p>This course provides an introduction to the scope, foundations, and practices of lifelong learning and adult education in Canada. Students will be able to identify and examine the uniquely critically oriented adult education traditions in Canada through conceptual definitions, education settings, historical movements, and social contexts. In addition to developing an understanding of the field, students will have the opportunity to explore their personal and professional relationships to adult education and lifelong learning, with application for their own practice, and gain insight into current and emerging trends in adult education and lifelong learning. Students will complete a detailed learning plan for the completion of the program.</p> |

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| <p>ADED 540 - Adult Learning Theory and Practice</p> | <p>Instructor: Dr. Robin Neustaeter</p> <p>Date: January 6 – April 4, 2025</p> <p>WINTER 2025</p> | <p>The intention of this course is to introduce students to the main adult education theories that have dominated the literature of the field, and how these have come to shape our conceptual understandings and practices associated with adult education and learning. This course will introduce students to important theoretical developments in adult education, such as the concepts of andragogy, self-directed learning, perspective transformation, situated learning, experiential learning, and conscientization, as well as accompanying critiques from Indigenous, critical, and feminist perspectives.</p> |
| <p>ADED 545 - Critical Pedagogies</p> | <p>Instructor: Dr. Jonathan Langdon</p> <p>Date: April 7 – May 16, 2025</p> <p>SPRING 2025 (#1)</p> | <p>The literature on critical pedagogies connects knowledge to power and foster empowering adult learning through the development of critical consciousness and praxis. Critical pedagogies invite students' experiences as material for reflection and include civil rights and anti-oppression; racial, cultural, gender, and sexualities diversity; Indigenous rights; disability rights; and labour and class. Students will review the research on critical pedagogies and to listen and learn from a diversity of discourses in order to respond to a complex world and promote social, political, and ecological justice. Completion of a critical literature review on a topic of interest is required.</p> |

Master of Adult Education – Concentration in Adult Education and Health

| COURSE NUMBER & NAME | INSTRUCTOR AND TERM DATES | COURSE DESCRIPTIONS |
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| MADED HEALTH Cohort #1 | THURSDAYS | |
| ADED 531 - Critical Issues in Health and Adult Education | Instructor: Dr. Billie Jane Hermosura Date: July 2 – August 12, 2024 | This course explores the connections between adult education and health with a particular focus on the evolution of health education, health promotion and health literacy. The relevance of understanding context and applying foundational learning concepts, theories, and frameworks in addressing health equity issues is covered. The nexus of adult learning and health is examined through the lens of critical reflective practice. An overview of associated pedagogical practices and system-wide approaches will be explored. |
| ADED 550 - Continuing Professional Education and Portfolio | Instructor: Dr. Maureen Coady Date: Sept 9 – Dec 6, 2024 FALL 2024 | The intent of the course is to introduce students to key concepts and processes of lifelong continuing professional education (CPE). The history of CPE, emergent critical debates (professional identity and professionalism, issues of collaboration, authenticity, power, ethics, and leadership, etc.) and best practices in CPE (critically reflective practices, communities of practice, mentoring etc.) will be examined. Future trends and emergent formats such as virtual technology and networking and their application in health practice contexts, will be explored. |
| ADED 565 - Reading and Critiquing Research in Adult Education | Instructor: Dr. Adam Perry Date: January 6 – April 4, 2025 | Students will engage with academic research through a guided, purposeful approach to enhance both learner confidence and ability to understand peer-reviewed scholarship in the field |

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| | WINTER 2025 | of adult education. Students will develop techniques to analyze, and critique published research that applies directly to professional practice. The course will guide the learner through the process of research with a “consumer’s” focus, preparing the student to discern and utilize research in their own health contexts. The completion of a critical analysis of research studies is a requirement of this course |
| ADED 560 - Qualitative Research in Adult Education: The Practitioner Researcher | Instructor: Dr. Willow Samara Allen Date: April 7 – May 16, 2025 SPRING 2025 (#1) | This course introduces students to the qualitative research paradigm, with a particular focus on the adult educator as researcher in health contexts. Most of the published research in adult education is qualitative. The course addresses the major paradigms (natural science-social science) debates and issues in qualitative research in adult education, as well as introduces students to the methodology and methods of qualitative research in health contexts. Students learn to develop practitioner research for adult education and health contexts. The completion of a research plan is a requirement of this course. |
| MADED HEALTH Cohort #2 | TUESDAYS | |
| ADED 531 - – Critical Issues in Health and Adult Education | Instructor: Dr. Billie Jane Hermosura Date: July 2 – August 12, 2024 | This course explores the connections between adult education and health with a particular focus on the evolution of health education, health promotion and health literacy. The relevance of understanding context and applying foundational learning concepts, theories, and frameworks in addressing health equity issues is covered. The nexus of adult learning and health is examined through the lens of |

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| | | critical reflective practice. An overview of associated pedagogical practices and system-wide approaches will be explored. |
| ADED 550 - Continuing Professional Education and Portfolio - | <p>Instructor: Dr. Scott MacPhail</p> <p>Date: Sept 9 – Dec 6, 2024</p> <p>FALL 2024</p> | The intent of the course is to introduce students to key concepts and processes of lifelong continuing professional education (CPE). The history of CPE, emergent critical debates (professional identity and professionalism, issues of collaboration, authenticity, power, ethics, and leadership, etc.) and best practices in CPE (critically reflective practices, communities of practice, mentoring etc.) will be examined. Future trends and emergent formats such as virtual technology and networking and their application in health practice contexts, will be explored. |
| ADED 565 - Reading and Critiquing Research in Adult Education | <p>Instructor: Dr. Adam Perry</p> <p>Date: January 6 – April 4, 2025</p> <p>WINTER 2025</p> | Students will engage with academic research through a guided, purposeful approach to enhance both learner confidence and ability to understand peer-reviewed scholarship in the field of adult education. Students will develop techniques to analyze, and critique published research that applies directly to professional practice. The course will guide the learner through the process of research with a “consumer’s” focus, preparing the student to discern and utilize research in their own health contexts. The completion of a critical analysis of research studies is a requirement of this course. |
| ADED 560 - Qualitative Research in Adult Education: The Practitioner Researcher | <p>Instructor: Dr. Willow Samara Allen</p> | This course introduces students to the qualitative research paradigm, with a particular focus on the adult educator as researcher in health |

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| | <p>Date: May 19 – June 27, 2025</p> <p>SPRING 2025 (#2)</p> | <p>contexts. Most of the published research in adult education is qualitative. The course addresses the major paradigms (natural science-social science) debates and issues in qualitative research in adult education, as well as introduces students to the methodology and methods of qualitative research in health contexts. Students learn to develop practitioner research for adult education and health contexts. The completion of a research plan is a requirement of this course.</p> |
| <p>MADED HEALTH Cohort #3 TUESDAYS</p> | | |
| <p>ADED 535 - Introduction to Adult Education Foundations</p> | <p>Instructor: Dr. Maureen Coady</p> <p>Date: Sept 9 – Dec 6, 2024</p> <p>FALL 2024</p> | <p>This course provides an introduction to the scope, foundations, and practices of lifelong learning and adult education in Canada. Students will be able to identify and examine the uniquely critically oriented adult education traditions in Canada through conceptual definitions, education settings, historical movements, and social contexts. In addition to developing an understanding of the field, students will have the opportunity to explore their personal and professional relationships to adult education and lifelong learning, with application for their own practice, and gain insight into current and emerging trends in adult education and lifelong learning. Students will complete a detailed learning plan for the completion of the program.</p> |
| <p>ADED 540 - Adult Learning Theory and Practice</p> | <p>Instructor: Dr. Robin Neustaeter</p> <p>Date: January 6 – April 4, 2025</p> | <p>The intention of this course is to introduce students to the main adult education theories that have dominated the literature of the field, and how these have come to shape our conceptual</p> |

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| | WINTER 2025 | <p>understandings and practices associated with adult education and learning. This course will introduce students to important theoretical developments in adult education, such as the concepts of andragogy, self-directed learning, perspective transformation, situated learning, experiential learning, and conscientization, as well as accompanying critiques from Indigenous, critical, and feminist perspectives.</p> |
| <p>ADED 531 - Critical Issues in Health and Adult Learning -</p> | <p>Instructor: TBC</p> <p>Date: May 19 – June 27, 2025</p> <p>SPRING 2025 (#2)</p> | <p>This course connects adult education and health with a focus on the evolution of health education, health promotion, and health literacy. Course content addresses health concepts, theoretical orientations, and frameworks (e.g. the Social Determinants of Health/SDoH) which are crucial for a diverse and informed understanding of health inequalities in Canada. Critically reflective work found in adult learning theory illuminates the ways in which knowledge translation/mobilization, digital technologies, population-specific needs, clinical care, ethical, policy, interprofessional practices and other health-related concerns evolve and intersect to support health equity.</p> |