



ST. FRANCIS XAVIER  
UNIVERSITY

# Master of Adult Education Graduate Studies

Course Based/Thesis Based  
3-year program

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

January 2024 – June 2024

1-866-203-1086

[aesecret@stfx.ca](mailto:aesecret@stfx.ca)

*\*Courses and scheduling subject to change*

Revised January 11, 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
<b>MADED Cohort #1</b>		
<b>ADED 560 – Qualitative Research in Adult Education</b>	Dr. Willow Samara Allen, January 8, 2024 – March 29, 2024  WEDNESDAYS	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.
<b>ADED 570 – Critically Reflective Practice and Adults</b>	Dr. Carole Roy, April 8, 2024 – May 17, 2024  WEDNESDAYS	This course explores the ways in which adult education and critical pedagogies inform the values, approaches, and methods of critically reflective practices. Through a combination of critical pedagogies and social justice movements from individual and social perspectives, students will gain familiarity with reflective practices across various contexts. Narrative construction, reflection on action, critical incidents, and emerging applications will be investigated in order to generate critical perspectives that shape reflective practice and allow adults to evaluate their lifelong learning.
<b>MADED Cohort #2</b>		
<b>ADED 565 – Reading and Critiquing Research in Adult Education</b>	Dr. Adam Perry, January 8, 2024 – March 29, 2024  THURSDAYS	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.

<b>ADED 560 – Qualitative Research in Adult Education</b>	Dr. Willow Samara Allen, April 8, 2024 – May 17, 2024  THURSDAYS	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.
<b>MADED Cohort #3</b>		
<b>ADED 540 – Adult Learning Theory and Practice</b>	Dr. Robin Neustaeter, January 8, 2024 – March 29, 2024  WEDNESDAYS	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.
<b>ADED 545 – Critical Pedagogies</b>	Dr. Carole Roy, May 21, 2024 – June 28, 2024  WEDNESDAYS	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.

## Master of Adult Education – Concentration in Adult Education and Health

COURSE NUMBER & NAME	INSTRUCTOR AND TERM DATES	COURSE DESCRIPTIONS
<b>MADED HEALTH Cohort #1</b>		
<b>ADED 535 – Introduction to Educational Foundations</b>	Instructor: Dr. Maureen Coady, January 8, 2024 – March 29, 2024  THURSDAYS	This course provides an exposure to social learning theories that enable an opportunity for graduate students to deepen their understanding and awareness of how issues of power and privilege have shaped their own and their clients’/students’ lives. Health educators will (re)think their pivotal role as leaders promoting health and wellness alongside larger issues of equity and social justice. ADED 505. Three credits. Required Course.
<b>ADED 540 – Adult Learning Theory and Practice</b>	Instructor Dr. Robin Neustater, April 8, 2024 – May 17, 2024  THURSDAYS	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—and their application in health practice and contexts. Three credits. Required Course.

<b>MADED HEALTH Cohort #2</b>		
<p><b>ADED 535 – Introduction to Adult Education Foundations</b></p>	<p>Dr. Adam Perry, January 8, 2024 – March 29, 2024</p> <p>TUESDAYS</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><b>ADED 540 – Adult Learning Theory and Practice</b></p>	<p>Dr. Scott MacPhail May 21, 2024 – June28, 2024</p> <p>TUESDAYS</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 adragogy, self-directed learning, perspective transformation, situated learning, experiential learning, and conscientization, as well as accompanying critiques from Indigenous, critical, and feminist perspectives.</p>