



ST. FRANCIS XAVIER  
UNIVERSITY

# Master of Adult Education Graduate Studies -Course Calendar-

July 2025 – June 2026\*

<https://www.stfx.ca/departments/adult-education/current-students>

*\*Courses and scheduling subject to change*

Revised October 17, 2025

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.

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

CLASSIC	HEALTH
ADED 535	ADED 535
ADED 540	ADED 540
ADED 545	ADED 531
ADED 550	ADED 550
ADED 565	ADED 565
ADED 560	ADED 560
ADED 532 or ADED 570	ADED 570
These will be followed by 3 pre-selected courses	These will be followed by 2 pre-selected courses

\*Course sequence may change due to scheduling and instructor availability

#### Thesis Regulations Master of Adult Education

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 MAdEd Thesis Guide on our department website <https://www.stfx.ca/departments/adult-education/current-students>

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

## **MASTER OF ADULT EDUCATION (Classic)**

<b>COURSE NUMBER &amp; NAME</b>	<b>INSTRUCTOR AND TERM DATES</b>	<b>COURSE DESCRIPTIONS</b>
<b>MADED Cohort #3</b> <b>Start date: September 2023</b>	<b>WEDNESDAYS</b>	
<b>ADED 590 - Arts-based Pedagogies in Adult Education: Theory and Practice</b>	Instructor: Christina Flemming  Date: July 2 – August 15, 2025  Summer 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).
<b>ADED 541 - Gender and Adult Education</b>	Instructor: Robin Neustaeter  Date: Sept 3 – Dec 5, 2025  FALL 2025	This course will center gender within adult learning in assorted spaces and practices to engage in a nuanced critical examination of adult education with attention to relevant and current scholarship and practice, while examining the history of building gender equity in adult education. Learners in the course will draw from their own experiences and practice as adult educators and learners to examine adult education through a critical gender lens.
<b>ADED 585 - Program Planning: Theory and Context of Practical Action</b>	Instructor: Nancy Peters  Date: January 5 – April 6, 2026  WINTER 2026	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.

<b>MADED Cohort #4</b> <b>Start date: September 2024</b>	<b>THURSDAYS</b>	
<b>ADED 550 - Continuing Professional Education and Portfolio</b>	Instructor: Maureen Coady  Date: July 2 – August 15, 2025  SUMMER 2025	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.
<b>ADED 565 - Reading and Critiquing Research in Adult Education</b>	Instructor: Emilie Maine  Date: Sept 3 – Dec 5, 2025  FALL 2025	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>	Instructor: Christina Flemming  Date: January 5 – April 6, 2026  WINTER 2026	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>	Instructor: Carole Roy  Date: April 6 – May 5, 2026	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

	Spring 2026 (#1)	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 #5</b> <b>Start date: September 2025</b>	<b>WEDNESDAYS</b>	
<b>ADED 535</b> - Introduction to Adult Education Foundations	Instructor: Scott MacPhail Date: Sept 3 - Dec 5, 2025 FALL 2025	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.
<b>ADED 540</b> - Adult Learning Theory and Practice	Instructor: Erin Careless Date: January 5 – April 6, 2026 WINTER 2026	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>	Instructor: Jonathan Langdon  Date: May 19 – June 26, 2026  SPRING 2026 (#2)	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.
<b>MADED Cohort #6 Start date: January 2026</b>	<b>THURSDAYS</b>	
<b>ADED 535 - Introduction to Adult Education Foundations</b>	Instructor: Maureen Coady  Date: January 5 – April 6, 2026  WINTER 2026	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.
<b>ADED 540 - Adult Learning Theory and Practice</b>	Instructor: Erin Careless  Date: April 6 – May 15, 2026  SPRING 2026 (#1)	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.
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## 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>Start date: January 2024</b>	<b>THURSDAYS</b>	
<b>ADED 532 -Transformative Learning: Theory and Practice</b>	Instructor: Emilie Maine  Date: July 2 – August 15, 2025  SUMMER 2025	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.
<b>ADED 570 – Critically Reflective Practice and Adults</b>	Instructor: Melissa Granovsky  Date: Sept 3 – Dec 5, 2025  FALL 2025	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>ADED 590 - Arts-based Pedagogies in Adult Education: Theory and Practice</b>	Instructor: Carole Roy  Date: January 5 – April 6, 2026  WINTER 2026	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).
<b>ADED 575 - Community Development and Adult Education</b>	<p>Instructor: Robin Neustaeter</p> <p>Date: April 6 – May 15, 2026</p> <p>SPRING 2026 (#1)</p>	<p>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.</p>
<b>MADED HEALTH Cohort #2</b> <b>Start date: January 2024</b>	<b>TUESDAYS</b>	
<b>ADED 532 – Transformative Learning: Theory and Practice</b>	<p>Instructor: Scott MacPhail</p> <p>Date: July 2 – August 15, 2025</p> <p>SUMMER 2025</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>
<b>ADED 570 – Critically Reflective Practice and Adults</b>	<p>Instructor: Carole Roy</p> <p>Date: Sept 3 – Dec 5, 2025</p> <p>FALL 2025</p>	<p>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</p>

		reflective practice and allow adults to evaluate their lifelong learning.
<b>ADED 575 - Community Development and Adult Education</b>	<p>Instructor: Robin Neustaeter</p> <p>Date: January 5 – April 6, 2026</p> <p>WINTER 2026</p>	<p>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.</p>
<b>ADED 585 - Program Planning: Theory and Context of Practical Action</b>	<p>Instructor: Nancy Peters</p> <p>Date: May 19 – June 26, 2026</p> <p>Spring 2026 (#2)</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>
<b>MADED HEALTH Cohort #3 Start date: September 2024</b>	<b>THURSDAYS</b>	
<b>ADED 550 - Continuing Professional Education and Portfolio</b>	<p>Instructor: Scott MacPhail</p> <p>Date: July 2 – August 15, 2025</p> <p>SUMMER 2025</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 and their application in health practice contexts, will be explored.</p>

<b>ADED 565 - Reading and Critiquing Research in Adult Education</b>	Instructor: Christina Flemming  Date: Sept 3 – Dec 5, 2025  FALL 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 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.
<b>ADED 560 - Qualitative Research in Adult Education: The Practitioner Researcher</b>	Instructor: Billie Jane Hermosura  Date: January 5 – April 6, 2026  WINTER 2026	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.
<b>ADED 532 - Transformative Learning: Theory and Practice</b>	Instructor: Scott MacPhail  Date: April 6 – May 15, 2026  SPRING 2026 (#1)	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.
<b>MADED HEALTH Cohort #4 Start date: January 2025</b>	<b>WEDNESDAYS</b>	

<b>ADED 531 - Critical Issues in Health and Adult Education</b>	Instructor: Monique Walsh  Date: July 2 – August 15, 2025  SUMMER 2025	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.
<b>ADED 550 - Continuing Professional Education and Portfolio -</b>	Instructor: Maureen Coady  Date: Sept 3 – Dec 5, 2025  FALL 2025	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.
<b>ADED 565 - Reading and Critiquing Research in Adult Education</b>	Instructor: Monique Walsh  Date: January 5 – April 6, 2026  WINTER 2026	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.
<b>ADED 560 - Qualitative Research in Adult Education: The Practitioner Researcher</b>	Instructor: Christina Flemming  Date: April 6 – May 15, 2026	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

	SPRING 2026 (#1)	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.
<b>MADED HEALTH Cohort #5</b> <b>Start date: January 2025</b>	<b>WEDNESDAYS</b>	
<b>ADED 531 - Critical Issues in Health and Adult Learning</b>	Instructor: Billie Jane Hermosura  Date: July 2 – August 15, 2025  SUMMER 2025	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.
<b>ADED 550 - Continuing Professional Education and Portfolio -</b>	Instructor: Christina Flemming  Date: Sept 3 – Dec 5, 2025  FALL 2025	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.

<b>ADED 565</b> - Reading and Critiquing Research in Adult Education	Instructor: Christina Flemming  Date: January 5 – April 6, 2026  WINTER 2026	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.
<b>ADED 560</b> - Qualitative Research in Adult Education: The Practitioner Researcher	Instructor: Billie Jane Hermosura  Date: May 19 – June 26, 2026  SPRING 2026 (#2)	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.
<b>MADED HEALTH Cohort #6</b> <b>Start date: September 2025</b>	<b>THURSDAYS</b>	
<b>ADED 535</b> - Introduction to Adult Education Foundations	Instructor: Robin Neustaeter  Date: Sept 3 – Dec 5, 2025  FALL 2025	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.
<b>ADED 540 - Adult Learning Theory and Practice</b>	<p>Instructor: Scott MacPhail</p> <p>Date: January 5 – April 6, 2026</p> <p>WINTER 2026</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>
<b>ADED 531 - Critical Issues in Health and Adult Learning</b>	<p>Instructor: Billie Jane Hermosura</p> <p>Date: April 6 – May 15, 2026</p> <p>SPRING 2026 (#1)</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>
<b>MADED HEALTH Cohort #7</b> <b>Start date: January 2026</b>	<b>THURSDAYS</b>	
<b>ADED 535 - Introduction to Adult Education Foundations</b>	<p>Instructor: Robin Neustaeter</p> <p>Date: January 5 – April 6, 2026</p> <p>WINTER 2026</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</p>

		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.
<b>ADED 540 - Adult Learning Theory and Practice</b>	Instructor: Scott MacPhail  Date: May 19 – June 26, 2026  SPRING 2026 (#2)	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.